

Job And Personal Resources, Work Stress and Job Performance Among Public Elementary School Teachers

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Abstract

The study aimed to determine the job and personal resources, work stress, and job performance among public elementary school teachers. The study employed the descriptive correlational design, including 130 out of 158 Dapdapan District, Division of San Pablo City teachers during the School Year 2022-2023. In addition, a four-part questionnaire was utilized to determine and interpret the respondents' profile, perception of work stress, teachers' job and personal resources, and job performance. The results revealed a significant relationship between the teacher respondents' work stress and job performance. On the other hand, it was also revealed that there is a significant relationship between the job and personal resources and the teacher respondents' job performance. Therefore, the hypothesis stating that there is no significant relationship between work stress and job performance was not supported by the findings of the study when the test of correlation was made and, therefore, not sustained. Likewise, the hypothesis stating that there is no significant relationship between job and personal resources and job performance was not supported by the findings of the study when the test of correlation was made and, therefore, not sustained.

Keywords: Work Stress, Job Resources, Personal Resources, Job Performance

1. Introduction

Teachers are essential in delivering quality education. They are most well known for their work in educating the students under their supervision. The primary responsibility of teachers in the classroom is to impart relevant knowledge to students under the curriculum. Students are taught through different techniques, including lectures, small-group activities, and hands-on learning projects. Teachers are responsible for establishing a conducive classroom environment, mentoring, and nurturing students, serving as role models, listening to students, and many other things (Fraser & Walberg, 2005). Therefore, they must set an example of appropriate behavior to further the school's goal and vision.

According to Lim (2014), educators have the greatest impact on a nation's future. Teachers play an important part in the educational system of every nation since they are mostly responsible for the success of educational institutions, and their performance is a key concern for all educational institutions (Suyanto et al., 2021). They also contribute to producing excellent students. According to research, the most significant school-related element influencing student accomplishment is an inspiring and knowledgeable teacher; thus, we must pay special attention to how we support both new and seasoned educators.

In order to carry out their daily plans, teachers play a variety of roles. They may serve as a facilitator, planner, curriculum creator, information sources, role models, mentors, and resource developers, among other functions. Teachers must deal with numerous issues, including student misbehavior, students with different

levels of learning ability, accountability for student performance, classroom management and discipline, supervisory roles, insufficient funding, and a lack of personal support to carry out the abovementioned activities. Additionally, teachers have a lot of work to do once they get home, including lesson planning, notebook correction, creating teaching-learning resources, and reflecting on their daily lessons. They lack the time to interact and have fun with their family. They can only effectively carry out all these roles with the assistance of the pertinent stakeholders and their necessary capabilities. Instead, it will inevitably face several difficulties. According to research by Ekundayo and Kolawole (2013, p. 311), teachers' stress levels are the main factor influencing their level of performance as teachers.

Workplace stress affects workers' performance, reducing job satisfaction and low-quality output (Tetrick & Larocco, 1987). For companies, individuals, and universities alike, job performance is crucial. When activities are completed with high performance, people feel self-efficacy, happiness, and motivation (Sonnetag et al., 2010). The several definitions of the term demonstrate the complexity and complexity of work performance. For instance, Selamat et al. (2013) defined a teacher's job performance as their classroom behavior, which directly affects how effective they are.

According to Scheier and Carver (1985), learning to manage stress responses and move on has sped up professional learning and development, encouraged creativity in teachers, improved communication between them and their students, and increased output. Implementing a comprehensive professional development approach to enhance teachers' stress management and resilience have a significant impact, leading to less teacher burnout, improved teaching quality and effectiveness, and enhanced teacher retention.

Teacher's Stress

Stress, in general, and teachers' stress, is a complex and multifold phenomenon with diverse meanings. Generally, stress is an inability of a human being to cope with their surrounding environment (Dobson & Smith, 2000). Stress is the human body's response to the environment's negative demands. Whenever human beings encounter any environmental factor (stressor) which is a threat to his/her survival, they experience a feeling which is considered stress (Selye, 1984).

Teachers' stress, in particular, means a situation where the teachers are exposed to certain unwanted environmental factors, which either exist within the educational institution (internal factors) or exists outside the educational institution (external factors); these factors hamper the normal routine life of teachers by negatively affecting their performance at work. Routine stress is all right and has no negative effects on teachers. However, if the stress continuously hits the teachers' working lives, they react differently, showing job dissatisfaction, less morale, weak performance, and general exhaustion (Gillespie, Walsh, Winefield, Dua, & Stough, 2001; Thorsen, 1996). The stress-contributing factors among the teachers vary from situation to situation. However, there is general agreement on certain factors which exist within the institution, which, as a whole, contribute to stress among the teachers.

Job Performance

Job performance is a common term to describe how well a person carries out a specific task or responsibility under predetermined standards (Nayyar, 1994). In addition, a teacher's performance refers to their behavior, which varies depending on the environment in which they are working, in such a way that when given a specific task, they successfully carry it out (Cheng & Tsui, 1998; Marsh, 1987; Medley, 1982). Education delivery to the pupils depends on the effectiveness of the teacher. Consequently, it is caused by a variety of circumstances. A good teacher must manage time and other responsibilities assigned to him or her in addition to teaching. These responsibilities include managing class ethics and discipline, inspiring students, ensuring students interact, and maintaining an appropriate connection with students' parents and the educational institution's administration (Hanif, 2010).

Task performance, contextual performance, and adaptive performance are the three primary categories into which job performance can be divided (Bakker & Bal, 2010; Cai & Lin, 2006; Carson, 2006; Min, 2007). According to Cai and Lin (2006), task performance is a collection of actions that show an employee that the organizational goals have been emphasized and investigated. Task performance refers to the technical actions and behaviors that employees engage in while doing their duties (Griffin, Neal, & Neale, 2000). Here, the employee's technical activity performance skill is evaluated (Borman & Brush, 1993). Task performance refers, in the context of teaching, to a set of acceptable professional behaviors that a teacher may demonstrate. Instructional efficacy, teacher-student connection, and instructional value are the components of the task performance of the teachers (Cai & Lin, 2006).

In addition to task performance, contextual performance refers to the employees' actions that promote the social, psychological, and organizational environments in which the organizational goals are pursued but do not add to the technical core (Borman & Brush, 1993). It consists of professional ethics, commitment to one's work, and teacher cooperation and support (Cai & Lin, 2006). According to Pulakos, Arad, Donovan, and Plamondon (2000), the last adaptive performance is an original concept in which learning plays a significant performance-related role. This new definition of performance indicates a change from earlier conceptions in which learning was seen as a requirement for performance. In adaptive performance, learning itself is viewed as a performance component and should be treated as such (London & Smither, 1999). According to Pulakos, adaptive performance characteristics include managing stress at work, addressing emergencies, developing creative solutions, exhibiting interpersonal adaptability, and showing physically oriented adaptability.

The performances of these three different kinds of teachers are not only interconnected but also have an impact on one another; despite this, these different kinds of teachers may be identified and examined independently (Cai & Lin, 2006; Griffin et al., 2000; Stephan & James, 1994). Additionally, they are similarly significant in helping an employee's total performance (Conway, 1999) in that they demonstrate the three conditions for effective performance by an employee, including competency, adaptability, and proactivity (Griffin et al., 2007).

Teachers' Job and Personal Resources

According to Stevan E. Hobfoll (2002), the term "resources" refers to anything worth in and of itself, such as intimate connection, health, and self-esteem, or a tool for achieving goals, such as money, status, and support. Job resources and personal resources represent the majority of the resources. According to Bakker and Demerouti (2007) "the job resources" are those organizational, social, psychological, and physical aspects of a job that are useful in accomplishing goals, lower work, and promote growth, learning, and development. On the other hand, personal resources are frequently linked to people's self-evaluation and give them the power to control and influence the al. (Johnson et al., 2003). Autonomy, organizational support, and development opportunities are some of the resources available at work (Bakker & Demerouti, 2007; Grebner et al., 2010). While personal resources included qualities including self-efficacy, organizational-based self-esteem, and optimism (Cohen & Wills, 1985; Kutcher, Bragger, Rodriguez-Srednicki, & Masco, 2010; Luria & Torjman, 2009; Tremblay & Messervey, 2011), the latter two are not necessarily mutually exclusive. The impacts of occupational stress on performance can be significantly mitigated by resources, whether they are personal or work-related (Bakker & Demerouti, 2007).

The JD-R model states that job resources and demands, two significant elements, are linked to job stress. The physical and psychological requirements of the job are those that require constant consumption of effort on either a physical or psychological level. On the other hand, job resources are organizational, social, psychological, or physical elements that are useful in attaining work-related objectives and lowering job demands. Accordingly, the JD-R model predicts that when job demands increase, so does stress (Bakker & Demerouti, 2007). Job resources, however, act as a buffer between the effects of job demands and stress.

Resources' importance in a stress-performance relationship is also explained by the Success Resource

Model and The Conservation of Resources Theory. According to the Success Resource concept (Grebner et al., 2010), personal success serves as a resource for promoting health and well-being and mitigating the negative impacts of work stress. The Conservation of Resources Theory is based on the idea that people work hard to acquire and protect resources because they relieve stress. Resources can be things, circumstances, or energy that serve as a barrier against life's problems (Hobfoll & Shirom, 2000).

2. Methodology

The study employed descriptive correlational design to determine the relationship between job and personal resources, work stress, and job performance among public elementary school teachers. The design was used since the study was intended to provide a clear picture of how work stress, job, and personal resources affect the teachers' job performance.

The respondents of the study were one hundred fifty-eight (158) Public Elementary School Teachers in Dapdapan District, Division of San Pablo City.

3. Results and Discussion

This chapter includes tables that present the results of the study with corresponding analyses and interpretations.

Table 3. Level of Work Stress on Workload

	Mean	Std. Deviation	Verbal Interpretation
1. number of preparations	2.98	0.79	Stressful
2. ancillary works such as coordinatorship and program chairman	3.14	0.73	Stressful
3. reports and deadlines	3.44	0.68	Stressful
4. collecting and checking students' output	2.75	0.87	Stressful
5. conduct of co-curricular activities	2.95	0.80	Stressful
Overall	3.05	0.62	Stressful

Legend: 3.50-4.00 – Very Stressful 2.50-3.49 – Stressful 1.50-2.49 – Less Stressful 1.00-1.49 – Not Stressful

The table above shows that the teachers perceived Work Stress in terms of Workload as “Stressful.” Indicator number 3 obtained the highest mean score of 3.44. It implies that abrupt reports and deadlines they need to complete, make it impossible for the employees to adjust to things, making it stressful for the teachers. Furthermore, teachers must deal with the expectations of the administrators and their mentors, who impose deadlines on them when submitting reports and accomplishing records in due time. Public elementary school teachers of Dapdapan District have many roles in carrying out in their daily schedules. Most of them are small schools who have limited teachers to do task. Particularly, teachers handling primary learners. They are multitasking to address the needs of their learners. So, reports and deadlines contribute to their challenges as a teacher, thus to their performance. According to Varghese Kalyanasundaram and Chandra (2015) productivity of teachers are impacted by work relationships, work overload resources, work-life balance, job security, worker pay and benefits, job attitude towards the institution, psychological well-being, and physical health. Marina (2012) defined workload as role overload/personal work that ranged from a single task to multiple responsibilities, and she noted that the risk of overload led to emotional exhaustion in workers, delays in work, a lack of teamwork, and disobedience of rules, all of which could have a negative effect on the performance of the organization as a whole.

Table 4. Level of Work Stress on Classroom Condition

	Mean	Std. Deviation	Verbal Interpretation
1. class size	2.58	0.97	Stressful
2. classroom size	2.52	0.93	Stressful
3. student discipline	3.12	0.79	Stressful
4. availability of resources	2.82	0.84	Stressful
5. struggling learners	3.15	0.77	Stressful
Overall	2.84	0.70	Stressful

Legend: 3.50-4.00 – Very Stressful 2.50-3.49 – Stressful 1.50-2.49 – Less Stressful 1.00-1.49 – Not Stressful

The table above shows that the teachers perceived Work Stress in terms of Classroom Conditions as "Stressful." Indicator number 5 obtained the highest mean score of 3.15. The result implies that struggling learners are one of the primary indicators of teachers' stress. Since public schools have heterogeneous classes, teachers must assist and deal with diverse learners, engaging them in everyday activities. In addition, the transition of learning modality affects the learners as the schools gradually return to face-to-face classes. The difficulty of understanding the lessons and activities and the adjustment period is the reason why schools have struggling learners. Thus, it can be viewed in the poor results of Phil-iri reading assessments. According to Ingersoll and Smith's research from 2003, working conditions—which include a lack of support from the school administration, issues with student behavior, low student motivation, and a lack of decentralization in the teachers' decision-making regarding the classroom—are more frequently the cause of teacher turnover than other factors like pay. According to Tickle, Chang, and Kim (2011), working conditions are now the leading reason for teacher job dissatisfaction and turnover. In a similar vein, Marvel et al. (2007) demonstrated the significance of favorable working conditions in retaining educators.

Table 5. Level of Work Stress on Institutional Policies

	Mean	Std. Deviation	Verbal Interpretation
1. policies affecting the work are often formulated without the subordinate participation	2.91	0.84	Stressful
2. implementation of new policies related to teaching job	2.87	0.80	Stressful
3. administration is non consistent with the school policies	2.78	0.84	Stressful
4. provision of administrative and technical support	2.72	0.84	Stressful
5. policies are done by selected individuals	2.75	0.82	Stressful
Overall	2.81	0.73	Stressful

Legend: 3.50-4.00 – Very Stressful 2.50-3.49 – Stressful 1.50-2.49 – Less Stressful 1.00-1.49 – Not Stressful

The table above shows that the teachers perceived Work Stress regarding Institutional Policies as "Stressful." Indicator number 1 obtained the highest mean score of 2.91. It implies that when teachers are not involved in making policies, they perceived an increase in their level of work stress. School heads tend to make policy changes without considering the staff because of sudden reports they need to accomplish, making it difficult for the staff to adjust to things. This result in tension between the management and staff. Saha and Kumar (2015) claim that excessive employee involvement in the planning process, proposing alternatives, developing policies, and comparing the results is most likely to result in the maximum range of satisfaction and performance. Gudo, Oanda, and Olel (2011) found that poor staff and student participation in decision-making had a detrimental effect on the standard of teaching and learning at public universities and, to a lesser extent, at private universities.

Table 6. Level of Work Stress on Work Relationship

	Mean	Std. Deviation	Verbal Interpretation
1. relationship with co-workers, supervisor, or staff	2.19	0.94	Less Stressful
2. designation of assignments	2.47	0.86	Less Stressful
3. competition among employees	2.25	0.98	Less Stressful
4. decision making	2.45	0.88	Less Stressful
5. supports among employees	2.16	0.97	Less Stressful
Overall	2.30	0.83	Less Stressful

Legend: 3.50-4.00 – Very Stressful 2.50-3.49 – Stressful 1.50-2.49 – Less Stressful 1.00-1.49 – Not Stressful

It can be gleaned in Table 6 that indicator 2 obtained the highest mean of 2.47 with the verbal interpretation of “Less Stressful.” Therefore, it implies that the respondents perceived level of work stress for the designation of assignments is less stressful on how they work, making them more effective in their work. Thus, resulting in the holistic development of teachers. Awan and Tahir (2015) found in their study that the relationship with the co-worker at the same hierarchical level and had no authority over one another. It was mentioned that a relationship with co-workers must be good in developing a conducive working environment. They analyzed their results, and it was proven that the relationship with co-workers strongly impacted employees’ performance.

Table 7. Level of Work Stress on Career Progression

	Mean	Std. Deviation	Verbal Interpretation
1. encouragement in my career	2.28	0.91	Less Stressful
2. chances to develop my skills	2.25	0.92	Less Stressful
3. opportunity to do challenging things at work	2.48	0.88	Less Stressful
4. fair and practical feedback to improve my work	2.31	0.91	Less Stressful
5. financial support to attend seminar	2.59	0.87	Stressful
Overall	2.38	0.81	Less Stressful

Legend: 3.50-4.00 – Very Stressful 2.50-3.49 – Stressful 1.50-2.49 – Less Stressful 1.00-1.49 – Not Stressful

The table above shows that the teachers perceived Work Stress regarding Career Progression as “Stressful.” Indicator number 5 obtained the highest mean score of 2.59. It implies that when teachers are not given financial support for their professional development training, they perceived that they are not given professional growth and development opportunities. In addition, the school cannot assist teachers in attending seminars due to the limited MOOE or budget. Most of the time, budgets are procured for learning supplies and utilities. Through professional development, teachers can improve in their professions and execute their duties more successfully and efficiently. This increases their sense of professionalism, devotion, and satisfaction, which has a substantial positive impact on the learning and performance of their pupils. Limited possibilities for promotion, a lack of performance feedback, inadequate performance assessment metrics, and biased control systems and organizational culture may all be viewed as possible stresses, according to Kahn and Cooper (1993).

Table 8. Level of Teachers' Job Resources on Autonomy

	Mean	Std. Deviation	Verbal Interpretation
1. feel free to suggest changes within my job role.	3.02	0.83	Often Experienced
2. have flexibility in the way I get my job done.	3.09	0.69	Often Experienced
3. have access to the necessary tools to do my job well.	3.08	0.66	Often Experienced
4. am getting approval for new processes.	3.06	0.71	Often Experienced
5. communicate with my co teachers effectively.	3.33	0.77	Often Experienced
Overall	3.12	0.63	Often Experienced

Legend: 3.50-4.00 – Always Experienced 2.50-3.49 – Often Experienced 1.50-2.49 – Sometimes Experienced 1.00-1.49 – Never Experienced

The table above shows that the teachers perceived Job Resources in terms of Autonomy as "Often Experienced." Indicator number 5 obtained the highest mean score of 3.33. It implies that teachers who communicate effectively and conveyed messages deliberately with colleagues do their job well. According to Oztürk (2011), teachers who lack autonomy may experience loneliness, shun collaboration, and reject change. In contrast, professional communication autonomy is described as the capacity of educators to communicate freely and openly with their coworkers, administrators, and parents without fear or concern (Olak & Altnkurt, 2017).

Table 9. Level of Teachers' Job Resources on Organizational Support

	Mean	Std. Deviation	Verbal Interpretation
1. values my contribution to its well-being.	3.27	0.73	Often Experienced
2. shows concern about my well-being.	3.25	0.77	Often Experienced
3. takes pride in my accomplishments at work.	3.32	0.75	Often Experienced
4. supports my interest and needs at work.	3.33	0.73	Often Experienced
5. cares about my general satisfaction at work.	3.32	0.74	Often Experienced
Overall	3.30	0.70	Often Experienced

Legend: 3.50-4.00 – Always Experienced 2.50-3.49 – Often Experienced 1.50-2.49 – Sometimes Experienced 1.00-1.49 – Never Experienced

The table above shows that the teachers perceived Job Resources in terms of Organizational Support as "Often Experienced." Indicator number 4 obtained the highest mean score of 3.33. Teachers that get adequate organizational support in their interests and needs at work tend to perform productively and efficiently. School Heads admire commitment and loyalty. Teachers who are committed to their jobs perform better, are less likely to quit and are less likely to be absent. Teachers, meanwhile, also want the organization to value them. According to Eisenberger and Rhoades' organizational support theory, to meet socioemotional needs, Employees establish an overall sense of how much the organization values their efforts after assessing the rewards of increased job effort. Supports their interests and cares about their well-being. This type of perceived organizational support would boost employees' sense of commitment to assist the organization in achieving its goals, strengthen their identification with the organization, and contribute to their anticipation that increased performance would be rewarded. Greater in-role and extra-role performance, greater organizational commitment, and reduced withdrawal behaviors such as absenteeism and turnover are all behavioral outcomes of perceived organizational support.

Table 10. Level of Teachers' Job Resources on Opportunities for Professional Development

	Mean	Std. Deviation	Verbal Interpretation
1. am given a chance to elevate my position.	3.28	0.74	Often Experienced
2. have given duties and responsibilities for advancement opportunities.	3.32	0.67	Often Experienced
3. am supported in pursuing learning opportunities on my own time.	3.28	0.71	Often Experienced
4. attend work-related seminars/trainings/ to update oneself with the recent developments in education.	3.42	0.63	Often Experienced
5. am supported in exploring my professional interests and goals.	3.34	0.69	Often Experienced
Overall	3.33	0.62	Often Experienced

Legend: 3.50-4.00 – Always Experienced 2.50-3.49 – Often Experienced 1.50-2.49 – Sometimes Experienced 1.00-1.49 – Never Experienced

The table above shows that the teachers perceived Job Resources as Opportunities for Professional Development as "Often Experienced." Indicator number 4 obtained the highest mean score of 3.42. It implies that teachers who have driven to professionally develop themselves primarily contribute to how they perform in work-related activities by attending work-related seminars/training/ to update themselves with recent educational developments. The moment an organization's workforce is trained and developed is success achievable. Employees must receive ongoing training in order to progress professionally. As a result, their organization must offer them possibilities for professional development. The information, abilities, and competences that people learn to perform well in their line of work and accomplish the organization's objective are referred to as professional development. According to Georgia (2011) and Mathew et al. (2011), continuous professional development improves the potential, knowledge, skills, inventiveness, attitude, and experience of library workers. Since professionals need a wide range of talents to carry out different jobs in the classroom, continuous professional development aids in their development of those abilities. Multiple studies demonstrate a good correlation between professional development opportunities and job success. Esakkimuthu, C. & Vellaichamy, 2015; Pandita, R. & Dominic, J., 2016; Acker, G.M., 2004. Additionally, it was discovered that professionals who participate in professional development activities while at work are more productive than those who do not.

Table 11. Level of Teachers' Personal Resources on Self-efficacy

	Mean	Std. Deviation	Verbal Interpretation
1. possess strong desire for learning to take place.	3.41	0.64	Often Experienced
2. pay close attention to the problems I encounter.	3.38	0.66	Often Experienced
3. act based on my own understanding and with specific purpose in mind.	3.32	0.65	Often Experienced
4. have passion and excitement towards work.	3.34	0.69	Often Experienced
5. think that work gives me the feeling of personal accomplishments.	3.38	0.73	Often Experienced
Overall	3.37	0.61	Often Experienced

Legend: 3.50-4.00 – Always Experienced 2.50-3.49 – Often Experienced 1.50-2.49 – Sometimes Experienced 1.00-1.49 – Never Experienced

The table above shows that the teachers perceived Personal Resources in terms of Self-efficacy as "Often Experienced." Indicator number 1 obtained the highest mean score of 3.41. It implies that a person's urge to

learn contributes to improving oneself. Teachers possess strong desire for learning to take place because they are resourceful to find ways for their own learning and development, even there is limited resources in school. According to Matos et al. (2020, p. 3), teachers' self-efficacy is defined as "the judgments that teachers make about their ability to teach, research, complete extension tasks, and carry out management activities at a level of quality appropriate to their institution's needs". Self-efficacy beliefs have an impact on goal setting, a strong desire to learn, the choice of favorable environments, the efforts made to achieve goals, and even the levels of physiological activation experienced in stressful situations (Bandura, 2012). This is because people choose to act in accordance with their perceptions of their abilities. Consequently, a teacher's performance and happiness at work can be directly impacted by self-efficacy. Additionally, studies conducted over the past few decades have shown that instructors' sense of self-efficacy affects a variety of psychological functions, such as motivation (Bailey, 1999), positive and negative affect (Burton et al., 2005), and, job satisfaction (Mottet et al., 2004; Ismayilova & Klassen, 2019), self-esteem (Evans & Tress, 2009), and emotional intelligence (Ali et al., 2017), among others.

Table 12. Level of Teachers' Personal Resources on Organizational-based Self-esteem

	Mean	Std. Deviation	Verbal Interpretation
1. feel important when they recognized my achievements	3.38	0.77	Often Experienced
2. am trusted in decision makings	3.30	0.72	Often Experienced
3. am helpful in nurturing one's skills and abilities	3.35	0.70	Often Experienced
4. am efficient in doing school related tasks	3.32	0.70	Often Experienced
5. am cooperative in promoting organizational commitment	3.42	0.67	Often Experienced
Overall	3.35	0.67	Often Experienced

Legend: 3.50-4.00 – Always Experienced 2.50-3.49 – Often Experienced 1.50-2.49 – Sometimes Experienced 1.00-1.49 – Never Experienced

The table above shows that the teachers perceived Personal Resources in terms of Organizational-based Self-esteem as "Often Experienced." Indicator number 5 obtained the highest mean score of 3.42. It implies that good rapport in promoting organizational commitment to colleagues contributes to organizational-based self-esteem. If everyone in an organization is committed to excellent performance, then everyone on staff should be able to contribute. That implies workers must have sufficient control over their occupations to perform them efficiently, and everyone's opinions and ideas must be recognized and taken seriously. In comparison to earlier self-constructs, OBSE was introduced as a more accurate measure of self-esteem (Kim et al., 2015). According to Pierce et al. (1989), OBSE defines how employees feel they may meet their requirements by taking part in organizational activities. Studies show that high OBSE employees feel capable as citizens who have fulfilled organizational requirements. Within the framework of the organization, workers with high OBSE can be viewed as effective, productive, and meaningful (Pierce et al., 1989). The theoretical framework of OBSE that is being presented can be regarded as one of the most thorough overviews of the idea, highlighting the positive correlation between OBSE and both task-specific and overall self-esteem (Pierce et al., 1989; Pierce & Gardner, 2004).

Table 13. Level of Teachers' Personal Resources on Optimism

	Mean	Std. Deviation	Verbal Interpretation
1. start the day with a positive note.	3.51	0.70	Always Experienced
2. act calmly and rationally in conflict situations.	3.34	0.74	Often Experienced
3. bring out the best in every student in reaching their potential.	3.38	0.70	Often Experienced
4. resiliently respond to school challenges	3.39	0.68	Often Experienced
5. influence others in a positive direction.	3.38	0.70	Often Experienced
Overall	3.40	0.65	Often Experienced

Legend: 3.50-4.00 – Always Experienced 2.50-3.49 – Often Experienced 1.50-2.49 – Sometimes Experienced 1.00-1.49 – Never Experienced

The table above shows that the teachers perceived Personal Resources in terms of Optimism as “Often Experienced.” Indicator number 1 obtained the highest mean score of 3.51. It implies that teachers perform well in school when they view things from a positive perspective, even with unforced circumstances. According to several researchers (e.g., Carver & Scheier, 2014; Luthans, Avolio, Avey, & Norman, 2007), optimism resources are a source of motivational energy for dealing with work pressure in a competitive context. According to Jobin, Wrosch, and Scheier's (2014) research, people who reported higher on optimism experienced reduced stress.

Table 14. Level of Job Performance on Task Performance

	Mean	Std. Deviation	Verbal Interpretation
1. submit the reports needed prior to the deadlines	3.14	0.73	Exceeds Expectations
2. accomplish the tasks given to me despite many challenges	3.18	0.69	Exceeds Expectations
3. improve quality of my work, especially when necessary	3.19	0.69	Exceeds Expectations
4. set well-thought-out goals and continuously strive to achieve them	3.15	0.69	Exceeds Expectations
5. positively contribute to the overall performance of the organization through consistent and high quality of work	3.15	0.67	Exceeds Expectations
Overall	3.16	0.64	Exceeds Expectations

Legend: 3.50-4.00 – Outstanding 2.50-3.49 – Exceeds Expectations 1.50-2.49 – Meet Expectations 1.00-1.49 – Needs Improvement

The table above shows that Job Performance in terms of Task Performance was perceived by the teachers as “Exceeds Expectations.” Indicator number 3 obtained the highest mean score of 3.19. It implies that with the educational changes happening, teachers continuously improve their quality of work, making it relevant to meet educational goals. The readiness to see failure as a chance to better oneself and elevated ambitions for well-being were found to be positively correlated. In other words, people value wellbeing more highly and exert more effort to maintain it if they use failure for self-improvement more frequently (Zawadzka & Zaleska, 2013). According to other studies, the following factors contribute to well-being: work engagement (Bakker, Tims & Derks, 2012), job satisfaction, achieving personal goals, feeling of success, meaning, and competence, personal improvement (Berg, Dutton, and Wrzesniewski, 2008), and a reduced risk of burnout (Tims, Bakker, and Derks, 2013). According to Wrzesniewski and Dutton (2001), these actions are referred to as “job crafting,” in which individuals take the initiative to make adjustments that tailor their jobs to their

individual preferences, motivations, and interests by making modifications to tasks, modes of thought, and interpersonal interactions. Employees not only affect the workplace, but also encourage their own personal growth and development to increase their resources (Bakker, Tims, and Derks, 2012), which include undertaking self-improvement.

Table 15. Level of Job Performance on Contextual Performance

	Mean	Std. Deviation	Verbal Interpretation
1. give technical assistance to colleagues in overcoming professional challenges	3.12	0.69	Exceeds Expectations
2. volunteer in additional works that foster social engagements	3.05	0.72	Exceeds Expectations
3. ask feedback to colleagues in taking actions to organizational issues	3.12	0.72	Exceeds Expectations
4. work on developing and maintaining professional relationships	3.24	0.68	Exceeds Expectations
5. promote cooperation to ensure colleagues work as a team to meet deadlines	3.25	0.71	Exceeds Expectations
Overall	3.16	0.62	Exceeds Expectations

Legend: 3.50-4.00 – Outstanding 2.50-3.49 – Exceeds Expectations 1.50-2.49 – Meet Expectations 1.00-1.49 – Needs Improvement

The table above shows that the teachers perceived Job Performance in terms of Contextual Performance as “Exceeds Expectations.” Indicator number 5 obtained the highest mean score of 3.25. Promoting cooperation in educational institutions plays a vital role in an organization. Personnel who promote cooperation with colleagues and ensures work as a team indicates high contextual performance. Working in teams rather than individually, people connect better with their colleagues and the organization, creating better results. Teamwork removes performance pressure from the individual and usually gently and persistently persuades someone to do something better performance from everyone. Collaboration among teachers has a number of positive effects that have a big impact on their careers, making it a key component of professional teacher development strategies (Vangrieken, Dorchy, Raes, & Kyndt, Citation 2015). According to other research (Dobie & Anderson, Citation2015; Grossman, Wineburg, & Woolworth, Citation2001), it is crucial for productive discourse and learning in teacher cooperation to be open to expressing disagreement.

Table 16. Level of Job Performance on Adaptive Performance

	Mean	Std. Deviation	Verbal Interpretation
1. handle diverse range of learners	3.32	0.61	Exceeds Expectations
2. easily reorganize my work to adapt to the new circumstances	3.23	0.67	Exceeds Expectations
3. quickly decide on the actions to take to resolve the problem	3.20	0.65	Exceeds Expectations
4. adapt my work practices to the requirements and suggestions of others	3.28	0.64	Exceeds Expectations
5. integrate new and changing knowledge from professional learning into their teaching practices	3.30	0.65	Exceeds Expectations
Overall	3.27	0.59	Exceeds Expectations

Legend: 3.50-4.00 – Outstanding 2.50-3.49 – Exceeds Expectations 1.50-2.49 – Meet Expectations 1.00-1.49 – Needs Improvement

The table above shows that the teachers perceived Job Performance as Adaptive Performance as "Exceeds Expectations." Indicator number 1 obtained the highest mean score of 3.32. The educational system comprises a wide range of diverse learners. Therefore, teachers who handle these challenges show flexibility and are most likely to exceed in their job performance. In addition, adaptive people are likely to concentrate better on their tasks, thus enhancing their Task Performance (Shoes et al., 2012). Because students differ, they have various needs, determining the expectations placed on teachers' efficient classroom management. Taking diversity into account is so important when it comes to classroom management. Differences in student motivation, use of language, forms of interaction, learning styles, and so on necessitate distinct types of engagement between instructor and student, in addition to the ability to act on differences in intrinsic and extrinsic motivation, use of language, forms of interaction, learning styles, and so on (Middelkoop & Meerman, 2014). Because teaching requires coping with and managing constant change, adaptability is also extremely important for educators (Collie & Martin, 2015). For teachers to be successful in the classroom, staff room, and beyond, they must possess the ability to adapt. As a result, one of the most crucial skills for teachers to possess is the ability to adapt appropriately to the inherent novelty, change, and ambiguity that characterize educational job. Using the Martin et al. (2012) tripartite model of adaptability (as applicable to modifying thoughts, behavior, and emotions), we can think about various adaptable responses. According to Borich (2011:41), adaptive teaching "applies diverse educational approaches to various groups of learners in order to promote natural variety in the classroom does not prevent any learner from achieving success." It is an approach to achieving a common instructional goal with learners who differ in prior achievement, aptitude, or learning styles.

Table 17. Test of significant relationship between work stress and job performance

Work stress	Job Performance			Overall Job Performance
	Task Performance	Contextual Performance	Adaptive Performance	
Workload	-0.063	-0.156	-0.111	-0.120
Classroom Condition	-0.151	-.225*	-0.134	-.186*
Institutional Policies	-0.109	-.231**	-.246**	-.211*
Work Relationship	-0.165	-.269**	-.242**	-.246**
Career Progression	-0.051	-.215*	-0.162	-0.155
Overall Work Stress	-0.127	-.259**	-.213*	-.218*

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The table displays the significant relationship between work stress and job performance. As shown in the table, it is evident that workload has no effect on teacher's performance. Perhaps, teachers were organizing their workload based on the importance of the duties such that the impact will make their lives much easier, allowing them to know which tasks can be put on hold when time is limited. Furthermore, teachers take regular breaks to rest and regenerate keeping them from feeling overwhelmed by their task. This means that they maintain their productivity and return to work with a positive attitude. While classroom factors such as class size, classroom size, students' discipline, availability of resources, and challenging learners have little effect on teachers' task or adaptive performance. Even when difficulties happen, teachers can readily adjust because they are resourceful, and as a result, they can still function well. However, classroom environments influence teachers' contextual performance, making them believe that their performance results in lower school production. Institutional policies, on the other hand, have no effect on teachers' task performance. That is, even if the school head makes abrupt changes to school policies, the completion of teachers' job is unaffected. However, as seen in the table, policies have an impact on the general well-being of the school.

Because the teachers viewed their work relationship to be less stressful, it had no effect on how well they performed on their tasks. However, it has an impact on contextual performance, which contributes to an organization's social and psychological core. It has emerged as a critical component of an employee's job performance. When it comes to adaptive performance, instructors' motivation and open-mindedness will hinder the school's performance if they do not embrace change. The teachers' career trajectory, as shown in the table, did not interfere with their ability to perform effectively in school. Teachers are so resourceful that they are constantly looking for ways to improve themselves. Because they are used, it has no effect on their adaptive performance. Overall, it means that if stress levels are too high, it turns into a negative force. Due to performance-related stress, work performance starts to diminish at the same time. An employee becomes unable to cope, is unable to decide, and behaves inconsistently. There comes a point where stress becomes too much to handle. At this critical point, a worker is distraught and mentally broken. He or she rapidly loses control. Performance plummets, losing interest in working for their employer, and absenteeism rises, all of which finally lead to resignation or termination.

Table 18. Test of significant relationship between job and personal resources and job performance

	Job Performance		
	Task Performance	Contextual Performance	Adaptive Performance
Job Resources			
Autonomy	.437**	.532**	.443**
Organizational Support	.357**	.439**	.390**
Opportunity for Professional Development	.351**	.459**	.425**
Personal Resources			
Self-efficacy	.406**	.454**	.504**
Organizational-based self-esteem	.435**	.391**	.473**
Optimism	.432**	.426**	.468**

** . Correlation is significant at the 0.01 level (2-tailed).

The table depicts the significant relationship between job and personal resources and job performance. As autonomy has been identified as a job resource, it can operate as a buffer against the detrimental consequences of working expectations. As a result, a lack of autonomy leads to increased stress, which can lead to unhappiness with one's employment. However, job performance improves when job autonomy increases from low to medium, allowing teachers to operate effectively in school. Job performance was connected to the perceived level of organizational support. It is a valuable assurance to employees that the organization will assist them in doing their duties efficiently. As a result, organizational support causes employees to respond positively and productively, helping them to perform successfully in the organization. Professional development opportunities were also linked to job performance. For example, teachers could benefit from attending training if given the opportunity. As a result, teachers can become more motivated and passionate about their profession since they realize how their efforts contribute to the organization's success. On the other hand, personal resources, such as self-efficacy, can determine how long teachers will persevere when faced with difficult tasks. Teachers with high self-efficacy will persevere longer in challenging tasks because they are more confident in learning and performing the task successfully. Furthermore, an organization can meet its teachers' esteem needs by acknowledging their accomplishments, providing opportunities for advancement and growth, providing regular feedback, involving them in decision-making processes, and allowing flexibility in work arrangements. As a result, teachers' performance will improve if they believe they are capable, significant, and worthy organizational members. Teachers who feel good about themselves tend to be more focused, require less time off, and are overall happier. Moreover, optimism as a personal resource was

correlated to job performance, as shown in the table. It implies that teachers can prevent depression, increase social connection, boost performance on the job, increase success, and make them more resilient in the face of setbacks if they are optimistic. Likewise, increasing optimism in the workplace leads to healthier, more engaged, and more productive employees. Overall, the table shows that job and personal resources correlated with teachers' task, contextual and adaptive performance. Teachers' resources buffer the effects of job demands and thus reduce stress, making them effective and increasing job performance in an organization.

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