

Teachers' Level of Stress and Efficiency

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Abstract

This study endeavored to determine the extent of work-related and non-work-related stress and the work efficiency of the teachers. Specifically, the study sought to determine the extent of stress, work efficiency, and the significant relationship between stress and work efficiency. A total of 162 elementary teachers of select schools of the Division of City schools of El Salvador City comprised the respondents of the study. The study employed the descriptive-correlational design using the purposive universal sampling. Mean, standard deviation was used to find out the extent of work-related and non-work-related stress. Frequency, percentage distribution, mean, and standard deviation were employed to determine the work efficiency of the teachers. Pearson Moment Correlation of Coefficient was used to determine the significant relationship between stress level and work efficiency. The work-related and non-work-related stress of the teachers were at the moderate extent and their work efficiency was at the outstanding level as measured by their IPCRF. Resources and Time Management work-related stress were statistically related with the teachers' work efficiency. Possible training on coping strategies in handling administrative and time management stress may be conducted to maintain the well-being of the teachers. Teachers may consciously plan, and control time spent on specific tasks to increase efficiency. Moreover, they can also establish networking and linkage with government and non-government organizations to generate resources.

Keywords: stress, teachers', work, efficiency

1. Introduction

Teachers play an important role in the lives of children. In addition to facilitating learning, teachers are the key agents to socialization, helping students reach their highest potential and develop into responsible citizens. But over the past years has become increasingly stressful. Teachers are needed for the success and achievement of another career as well. However, with the increasing demands of work and higher expectations of what teachers are to do with in the classroom, the stress of the job and how teachers efficiency affected has become a greater challenge. Teachers' stress arises from the expectations of the society on what education can do and the different tasks that the teacher will perform to meet the expectations. Stress is undoubtedly inherent to all teachers specifically the public-school teachers knowing their multiple tasks. Teachers of today's generation finds teaching difficult and stressful.

Today, teaching is one of the most stressful occupations. Teachers' stress impacts teachers' health and well-being and work attitudes. Teachers stress is linked to teaching performance and pupils' academic performance. Teaching is defined as a high stress occupation. Teachers' stress puts not only on teachers' health and effectiveness at risk but also pupils' academic achievements (Ipek et al., 2018). The sudden shift to distance learning has placed an unprecedented type of stress for teachers to quickly adapt their curricula to an online format and other instructional modalities that are accessible for all students. Using these new technology platforms to simulate a normal school day poses many challenges, some out of the control of a teacher.

In response to the Covid-19 crisis and to ensure the continuity of learning while assuring the health, safety, and wellbeing of all learners, teachers, and other employee, the Department of Education instituted DepEd Order No.12 series of 2020 to establish new learning delivery modalities in all levels embodied in the Learning Continuity Plan (LCP) for the school year 2020-2021.

According to the *Graide Network, Inc.* (2020) different online platforms are abundant from Zoom and Google Classroom to Canvas and Microsoft Teams, and other variety of online teaching tools. However, many teachers have never used these tools before and do not know which are most effective and appropriate for their instruction style, class content, and student abilities. It is a steeper learning curve than many parents, students, and teachers themselves realize. As the pandemic unfolds and the days of distance learning turn to weeks, teachers face a steep learning curve every single day. The mounting stress of ensuring their students receive a quality education has translated to a handful of repeated negative emotions (*Yale Center for Emotional Intelligence and the Collaborative for Social Emotional and Academic Learning*, 2020).

Stress is a phenomenon that has an impact on people and affecting their behaviors, job performances and communication (Bahri Aydin, 2016). It was discovered by (Wong et al., 2017) that stress affects teaching quality as well as student engagement. (Haydon et al., 2018) found that support of administration that aids in building collaboration among teachers, changes negative teacher perceptions and encourages health and well-being can be protective factors against stress.

Teaching is one of the most stressful jobs. Large class sizes, limited resources, unstable school administration, long hours, escalating job demands, and students with varying and complex needs can all contribute to teacher burnout. A 2017 American Federation of Teachers survey of more than 5,000 educators found that 61 percent describe their jobs as “often” or “always” stressful. Only 1 percent reported never feeling stressed. High stress can lead teachers to leave the profession, call in sick frequently, be irritable in the classroom, and generally experience low morale. These factors can negatively affect student behavior and learning (Jones, 2019).

In the Philippines, printed modular distance learning modality was implemented to continue delivering quality and relevant education amid the pandemic. The implementation of modular distance learning in the public school system somehow gives additional burden to teachers specifically on the distribution and retrieval of the modules. Based on the mentioned contexts the researcher is motivated to investigate the level of stress among the teachers and the possible association to their teaching efficiency thus, this study is conceived.

The transactional theory of Lazarus, et al., (2001) served as underpinning of this investigation. The transactional theory suggests that stress is the direct product of a transaction between an individual and their environment which may tax their resources and thus threaten their wellbeing. A more recent version of this theoretical model suggests that it is the appraisal of this transaction that offers a causal pathway that may better express the nature of the underlying psychological and physiological mechanisms which underpin the overall process and experience of stress.

Furthermore, any aspect of the work environment can be perceived as a stressor by the appraising individual. Yet the individual appraisal of demands and capabilities can be influenced by several factors, including personality, situational demands, coping skills, previous experiences, time lapse, and any current stress state already experienced. One multidisciplinary review provides a broad consensus that stressors only exert their effects through how an individual perceives and evaluates them (Prem, et al. 2017).

As such, the experience of workplace stress according to the transactional theory, is associated with exposure to workplace scenarios, and a person’s appraisal of a difficulty in coping. This experience is usually accompanied by attempts to cope with the underlying problem and by changes in psychological functioning, behavior, and function Pezaro (2018). This theory represented the sources of the stressor, the perceptions of those stressors in relation to his/her ability to cope, the psychological and physiological changes associated with the recognition of stress arising, including perceived ability to cope, the consequences of coping, and all general feedback that occurs during this process.

Moreover, the model of work stress developed by Cooper and Marshall also serve as underpinning of this investigation. The model sets out the sources of stress at work, factors which determine how an individual may respond to such stressors, go on to experience acute symptoms, and eventually go on to reach the chronic disease phase affecting one’s physical and/or mental health. This model is concerned with the long-term

consequences of work-related stress, as well as the acute symptoms of sources, and the individual characteristics associated with work-related stress. Moreover, the model emphasized that stress occurs when there is a loss, or threat of loss of resources. This is because individuals ultimately seek to obtain and maintain their resources, loosely described by the authors as objects, states, conditions, and other things that people value. Some of these stressors may relate to resources such as one's home, clothing, self-esteem, relationship status, time and/or finances. In this context, work/relationship conflicts may result in stress, because resources such as time and energy are lost in the process of managing both roles effectively (Hobfoll, 2015). This may in turn result in job dissatisfaction and anxiety, although other resources such as self-esteem may moderate such conflicts and stress. Such a model would be useful in the development of resource-focused interventions which aim to make changes in employees' resources and subsequent outcomes (Halbesleben, et al. 2014).

Within the workplace, teachers have many roles, and these various roles can produce stress. The sources of stress for teachers fall into three categories and are felt to varying degrees by teachers (Sullivan, 2020). There are stressors to workload, student behavior, responsiveness to stakeholders such as parents, administrators, and oversight authorities. The variables that measure the manifestations of job stress are the following: emotional manifestations, which refers to a feeling of extreme tiredness; fatigue manifestations, means to physical or mental exhaustion; cardiovascular, refers to a feeling of irregular circulation of the blood and beating of the heart; gastronomical manifestations, refers to a feeling of wanting to eat excessively or less; and behavioral manifestations, refers to the feeling of negativity over many things.

In this study the variables were categorized into independent and dependent. The independent variables are the demographic profile of the teachers and their stress level in terms of work-related and non-work-related stress. On the other hand, the dependent variable is the work efficiency of the teachers as measured by their Teaching Proficiency (IPCRF 2021-2022).

2. Methodology

The study utilized the descriptive-correlational design. A correlational study is a type of research design where a researcher seeks to understand what kind of relationships naturally occurring variables have with one another. In simple terms, correlational research seeks to figure out if two or more variables are related and, if so, in what way (Katzukov, 2020).

The following statistical treatments were utilized in analysing the data of the study: Problems 1 and 2 used the mean and standard to determine the stress level of the teachers. Frequency, percentage, mean, and standard deviation were used to determine the work efficiency of the teachers. Pearson Coefficient of Correlation was used to find out the significant relationship between the stress level and the work efficiency of the teachers.

3. Results and Discussion

Problem 1. What is the level of work-related stress of the teacher in terms of:

- 1.1. Administration;
- 1.2 Resources; and
- 1.3 Time Management?

Table 1 shows the teacher's level of work-related stress in terms of administration. It can be inferred from the table that the teachers had a moderate level of stress as revealed by the overall mean rating 3.10 with a standard deviation of .82 described as sometimes and interpreted as moderate level. This implies that the teachers' stress was at the tolerable level, and they can manage whatever pressures and demands of their work. Moreso, they take this demand and pressure for them to be more productive. Cleveland Clinic (2021) stressed that stress responses help one's body adjust to new situations. Stress can be positive, keeping the

person alert, motivated and ready to avoid danger. Moreover, if one has an important test coming up, a stress response might help his body work harder and stay awake longer. But stress becomes a problem when stressors continue without relief or periods of relaxation.

Table 1*Teachers' Work-Related Stress in Terms of Administration*

Indicators	Mean	SD	Description	Interpretation
1. I am bothered with the lack of direction of curriculum change in the organization.	3.30	.78	Sometimes	Moderate
2. I experienced several problems in implementing change in the organization.	3.23	.79	Sometimes	Moderate
3. I have poor promotional opportunities in the organization.	3.02	.87	Sometimes	Moderate
4. I do not have opportunity to be involved in organizational decision making.	3.04	.83	Sometimes	Moderate
5. My contributions in the organization are not recognized.	2.90	.87	Sometimes	Moderate
Overall Mean	3.10	.82	Sometimes	Moderate

Note: 4.21 – 5.00 Very High; 3.41 – 4.20 High; 2.61 – 3.40 Moderate; 1.81 – 2.60 Low; 1.00 – 1.80 Very Low

The table also presents the indicator rated high by the teachers. The indicator, *I am bothered with the lack of direction of curriculum change in the organization*, with a mean rating 3.30 with a standard deviation of .78 described as sometimes interpreted as moderate level. This suggests that teachers need guidance whenever there are changes to be implemented in the curriculum through proper dissemination of the changes to be implemented. Although this indicator was rated high by the teachers this implies that they can still manage the stress they have experience with the demands of curriculum change. Teaching is widely recognized to be a stressful occupation, characterized by numerous and varied challenges such as administrative burden (Business Expert, 2022)

Furthermore, the table also shows the indicator rated low by the teachers.

The indicator, *My contributions in the organization are not recognized*, with a mean rating of 2.90 with a standard deviation .87 described as sometimes, interpreted as moderate level. This suggests that the teachers did not find this indicator as a serious source of their stress. Most likely, their contributions in the workplace are being acknowledge by their school administrator and colleagues. According to Oak Engage (2022) the importance of employee recognition cannot be overstated. Recognizing employees is pivotal to success. It is directly linked to engagement, retention, productivity and pretty much everything else.

Table 2 reveals the teachers' level of work-related stress in terms of resources. It can be observed in the table that all the five indicators obtained an interpretation of moderate level as revealed by the overall mean 3.05 with a standard deviation of .85. This implies that the teachers consider these stressors as not so stressful. Furthermore, they are able to properly address the lack of resources in the classroom. Moreover, they possess some coping mechanisms that they can use to overcome these challenges. One possible solution to lack of resources in the classroom is to establish linkage with the stakeholders for possible outsourcing. The lack of resources is not only evident in high poverty areas, but it is evident in middle class areas as well. It is difficult for schools to be able to afford brand new laptops for each individual student, which then means that the teachers in the classrooms have to come up with a way to compensate for that. That could mean they turn to textbooks, if they have enough, or they turn to using a projector to allow the students to see the teacher's screen. The lack of resources in schools may cause stress to teachers (Maffea, 2020).

Table 2
Teachers' Work -Related Stress in Terms of Resources

Indicators	Mean	SD	Description	Interpretation
1. I experienced insufficient supply and materials to carry out my work.	3.18	.79	Sometimes	Moderate
2. I am worried in the shortage of school materials and equipment.	3.07	.82	Sometimes	Moderate
3. I have no access to the tools and equipment needed to perform my job.	2.94	.85	Sometimes	Moderate
4. I have constraints in using new technology tools for learning.	2.96	.92	Sometimes	Moderate
5. I am worried that my salary cannot cover the cost-of-living expenses.	3.12	.89	Sometimes	Moderate
Overall Mean	3.05	.85	Sometimes	Moderate

Note: 4.21 – 5.00 Very High; 3.41 – 4.20 High; 2.61 – 3.40 Moderate; 1.81 – 2.60 Low; 1.00 – 1.80 Very Low

Moreso, the teachers can also address concerns on lack of resources by collaborating with government and non-government organizations for possible assistance for the improvement of the school facilities and resources. Collaboration with the community is also an effective strategy for feasible funding. They have their interest in educational system development and well-being. So, it is obvious that their role is crucial. Each interested party forms an integral part of a specific school or the entire educational system. Different stakeholders, whether it be faculty, community members, or family, can significantly improve children's education environment if they collaborate and share their ideas, goals, and plans (Kolesnikova, 2022).

Moreover, the table also reveals the indicators rated high and low by the teachers. The indicator, *I experienced insufficient supply and materials to carry out my work*, got the highest mean rating 3.18 with a standard deviation of .79 describes as sometimes interpreted as moderate level. This entails that the teachers experienced scarcity of school supply and materials to perform their duties and responsibilities in school. The Department of Education (DepEd) Undersecretary Tonisito Umali said the lack of classrooms, learning materials, schools that do not have electricity or schools located in off-grid areas, and schools that do not have water sources were among the problems faced by the agency every school year (Alcober, 2018).

Furthermore, the indicator, *I have no access to the tools and equipment needed to perform my job*, got the lowest mean rating 2.96 with a standard deviation .85 describes as sometimes, interpreted as moderate level. This implies that the teachers find this stressor with little effect on their day-to-day schoolwork. Moreso, the teachers had the capability to innovate and perform their job despite the meager resources of the school. This is in accordance to what Secretary Briones emphasized the importance of the ongoing DepEd innovation in raising the quality of the country's basic education to address the challenge to change the way learners are taught; to produce new breed of learners; to upgrade capacity of teachers; and to improve facilities and equipment (DepEd, 2020).

Table 3 on the next page reveals the work-related stress of the teachers in terms of time management. It can be noted from the table that all five indicators of time management stress had a moderate level as revealed by the overall mean rating 3.10 with a standard deviation .92 described as sometimes, interpreted as moderate level. This suggests that the teachers as established earlier had managed the demands and pressure of their work hence, they only had a moderate level of stress that keep them alive and active to perform their tasks effectively. According to SAMHSA (2022) the level of stress is differed from a person to another. Positive stress will bring eagerness and enthusiasm to life, and negative stress will destroy the momentum of life. The impact of stress over the performance of employees' is an interesting combination.

Table 3
Teachers' Work-Related Stress in Terms of Time Management

Indicators	Mean	SD	Description	Interpretation
1. I feel that there are too many deadlines in my work / life that are difficult to meet.	3.19	1.01	Sometimes	Moderate
2. I work for long hours that deprived my time with the family.	3.10	.93	Sometimes	Moderate
3. I have to work overload and need to complete a task in a limited time.	3.06	.89	Sometimes	Moderate
4. I do not have enough time in the day to do all the things that I must do.	3.10	.86	Sometimes	Moderate
5. I have ancillary functions that takes up my time.	3.04	.91	Sometimes	Moderate
Overall Mean	3.10	.92	Sometimes	Moderate

Note: 4.21 – 5.00 Very High; 3.41 – 4.20 High; 2.61 – 3.40 Moderate; 1.81 – 2.60 Low; 1.00 – 1.80 Very Low

Furthermore, the table also presents the indicator rated high and low by the teacher. The indicator, *I feel that there are too many deadlines in my work / life that are difficult to meet*, got the highest mean rating 3.19 with a standard deviation of 1.01 described as sometimes, interpreted as moderate level. This means that the teachers felt some sort of demand and pressure of meeting deadlines of their work. However, they still considered this as an opportunity to be more organized and focused to meet the deadlines. Perhaps this was the reason that they only rated this indicator at the moderate level.

Work overload is one of the factors causing burnout among teachers that causes reduced physical and emotional energy (Jomoad, et al., 2021)). Factors that cause exhaustion may include more extended hours of teaching and the need for ideal conditions that the workplace could not provide. There are times that the teaching work is negatively affected by burnout felt by the teachers. Teachers experience stress because of their workload, as they plan lessons, organize activities, develop curriculum, manage extra-curricular activities, supervise classes, provide information, maintain discipline, provide cover for teacher shortages and absences, maintain records, administer timetables, evaluate, and assess students' performance.

Also revealed in the table the indicator rated low by the teachers. The indicator, *I have ancillary functions that takes up my time*, obtained the lowest mean rating 3.04 with a standard deviation of .91 described as sometimes, still interpreted at the moderate level. This entails that the teachers did not consider having multiple ancillary works as so demanding that is why they rated this low and most likely they also considered this as an opportunity to grow in the profession and somehow a steppingstone for promotion. Into and Gempes (2018) revealed that most of the teachers having ancillary functions experienced positive gains from their experiences which challenged them to aspire more advancement to become better educators in spite of the rigors of life. Furthermore, the study showed that teachers with multiple ancillary functions are even motivated despite the different challenges they have encountered.

Table 4
Summary Table of Work-related Stress

Variable	Mean	Standard Deviation	Interpretation
Administration	3.10	.82	Moderate
Resources	3.05	.85	Moderate
Time Management	3.10	.92	Moderate

Note: 4.21 – 5.00 Very High; 3.41 – 4.20 High; 2.61 – 3.40 Moderate; 1.81 – 2.60 Low; 1.00 – 1.80 Very Low

Table 4 reveals the summary table of the extent work-related stress of the teachers. It can be noted from the table that all the variables administration, resources, and time management got an interpretation of moderate extent. The highest mean rating 3.10 are obtained by the variable administration and time

management with an interpretation of moderate extent. On the other hand, resources got the lowest mean rating 3.05 with a standard deviation .85. This indicates that the teachers level of work-related stress is manageable by them, and they possess effective mechanisms to cope with stress. Stress is not all bad. A certain amount of stress is necessary to deal with difficult situations in one's everyday lives. Physical changes in that occurs would enable one to act, which fades quickly once the problem encountered has gone. However, if we stay in a state of high stress for too long, it can be damaging to one's health (Clarabut, 2019).

Problem 2. What is the level of non-work-related stress of the teacher-respondents in terms of:

- 2.1 Health;
- 2.2 Financial Matters; and
- 2.3 Relationship?

Table 5

Teachers' Non-Work-Related Stress in Terms of Health

Indicators	Mean	SD	Description	Interpretation
1. I am disturbed with the long-term ill health of a family member.	2.99	.88	Sometimes	Moderate
2. I am bothered with the loss of a loved one by death or separation.	2.86	.96	Sometimes	Moderate
3. I am worried with an immediate family member requiring hospitalization.	2.89	1.01	Sometimes	Moderate
4. I am troubled with my personal health condition.	2.91	1.06	Sometimes	Moderate
5. I have a great concern about the risk of being exposed to the virus.	2.81	1.11	Sometimes	Moderate
Overall Mean	2.89	1.01	Sometimes	Moderate

Note: 4.21 – 5.00 Very High; 3.41 – 4.20 High; 2.61 – 3.40 Moderate; 1.81 – 2.60 Low; 1.00 – 1.80 Very Low

Table 5 reveals the non-work-related stress of the teachers in terms of health. It can be gleaned from the table that all the five indicators of health-related stress are on the moderate extent as evident by the overall mean rating 2.89 with a standard deviation 1.01 interpreted as moderate extent. This means that the teachers experienced this non-work related as less stressful and they can overcome whatever pressure or demand that their personal health may exert to them. Fears over one's own health or the wellbeing of a relative or friend are a common cause of stress. The experience of an illness, and the loss of control over events, can lead to persistent worry about both the current and possible future situations. Paradoxically, the stress caused by health worries can itself lead to problems and the body's reaction to stress (Psychologist World, 2022).

In addition, the table also presents the indicator rated high by the teachers. The indicator, *I am disturbed with the long-term ill health of a family member*, got the highest mean rating 2.99 with a standard deviation of .88 described as sometimes, interpreted as moderate extent. This suggests that some of the teachers experienced personal and immediate member of the family having health issues and problems, although the stress brought by this factor is still at the tolerable level. Teachers will just have to manage this appropriately so that it will not interfere with their day-to-day responsibilities and cause adverse effect on their well-being. According to Health Line (2020) while stress is a normal part of life, too much stress is clearly harmful to one's physical and mental well-being.

On the other hand, the indicator, *I have a great concern about the risk of being exposed to the virus*, got the lowest mean rating 2.81 with a standard deviation of 1.11 described as sometimes, interpreted as moderate extent. This suggests that the teachers are less worried that they may be infected with the virus. This is due to the fact that majority of them were already fully vaccinated and had already their booster dose. More so, the teachers observed minimum protocols in order not to be infected by the virus. Based on World Health Organization (2022) the virus can more easily spread in crowded places, close-contact settings, and confined

and enclosed spaces with poor ventilation. The risk is higher in places where these factors overlap.

Table 6*Teachers' Non-Work-Related Stress in Terms of Financial Matters*

Indicators	Mean	SD	Description	Interpretation
1. I incurred debt beyond my means of repayment.	2.82	.96	Sometimes	Moderate
2. I must take care and sustain the financial needs of my children and elderly parents.	2.75	.98	Sometimes	Moderate
3. I had trouble in paying monthly bills.	2.71	.95	Sometimes	Moderate
4. I am bothered with my personal standard of living and ability to make both ends meet.	2.66	.91	Sometimes	Moderate
5. I am worried if I can still sustain the studies of my children.	2.60	.91	Seldom	Low
Overall Mean	2.71	.94	Sometimes	Moderate

Note: 4.21 – 5.00 Very High; 3.41 – 4.20 High; 2.61 – 3.40 Moderate; 1.81 – 2.60 Low; 1.00 – 1.80 Very Low

Table 6 displays the level of non-work-related stress of the teachers in terms of financial matters. It can be noted in the table that four of the indicators are interpreted as moderate extent with an overall mean rating 2.71 with a standard deviation .94. This entails that the teachers consider this stressor at the manageable level. More likely, the teachers are financially literate and capable in managing their finances and do not worry on how both ends meet. However, according to the American Psychological Association (APA), money is the top cause of stress in the United States. The APA reported that 72% of Americans stressed about money. The majority of the study participants reported money being a significant source of stress, with 77% feeling considerable anxiety about finances (Scott, 2022). The results of this study somehow contradicted with the previous finding. Perhaps this can be attributed to the teachers' level of financial literacy and capability per DepEd Order No. 22, s. 2021 which targets to enhance the financial literacy and financial capability of all learners, public school teachers, and DepEd personnel to make sound financial decisions that lead to financial health and financial inclusion.

The table also shows the indicator rated high by the teachers. The indicator, *I incurred debt beyond my means of repayment*, got the highest mean rating 2.86 with a standard deviation of .96 described as sometimes, interpreted as moderate level. This suggest that the teachers occasionally experienced difficulty in their finances. This conforms to the findings of the study conducted by Casingal and Ancho (2021) in their study showed that the majority of the public-school teachers are struggling financially. More-over, teachers unconsciously practice informal debt, which causes uncontrolled debt.

On the other hand, the table also presents the indicator rated low by the teachers. The indicator, *I am worried if I can still sustain the studies of my children*, obtained the lowest mean rating 2.60 with a standard deviation of .91 described as seldom, interpreted as low level extent. This means that although teachers consider this as burdensome they find ways on how to overcome this problem that is why they rated it low among the five indicators. Based on the study conducted escalating debt, unexpected expenses, or a combination of factors, financial worry is one of the most common stressors in modern life (Robinson & Smith, 2022).

Table 7 reveals the teachers' non-work-related stress in terms of relationship. It can be noted in the table that the teachers occasionally experienced these stressors as evident on the overall mean rating 2.53 with a standard deviation .96 described as seldom, interpreted as low extent. This entails that the teachers infrequently experienced relationship as burdensome that may interfere with their work. Moreover, they may have effective coping mechanisms on how to deal with problem on relationship. Coping skills are the tactics that people use to deal with stressful situations. Managing stress well can help them feel better physically and psychologically and impact their ability to perform your best (Morin, 2022).

Table 7
Teachers' Non-Work-Related Stress in Terms of Relationship

Indicators	Mean	SD	Description	Interpretation
1. I experienced conflict with neighbors and friends.	2.65	1.05	Sometimes	Moderate
2. I have difficulty in adjusting to my in-laws.	2.57	.93	Seldom	Low
3. I experienced difference in opinion with my husband/wife	2.41	.98	Seldom	Low
4. I am concerned in my relationship with my children due to lack of quality time with them.	2.59	.95	Seldom	Low
5. I experienced difference in opinion with my husband/wife.	2.44	.91	Seldom	Low
Overall Mean	2.53	.96	Seldom	Low

Note: 4.21 – 5.00 Very High; 3.41 – 4.20 High; 2.61 – 3.40 Moderate; 1.81 – 2.60 Low; 1.00 – 1.80 Very Low

Moreover, the table also shows the indicator rated high by the teachers. The indicator, *I experienced conflict with neighbors*, got the highest mean rating 2.65 with a standard deviation 1.05 described as sometimes, interpreted as moderate extent. This suggests that the teachers infrequently experienced misunderstanding with their friends and neighbors. This is a natural phenomenon that sometimes people will have conflicting ideas to a certain issue, but this would not mean that this will result of breaking bond and relationship with people around them. Misunderstandings can damage relationships if they are not handled quickly. Resolving misunderstandings in a manner that preserves the working relationships people have spent time and energy building (Aguilar, 2019).

The table also reveal the indicator rated low by the teachers. The indicator, *I experienced difference in opinion with my husband/wife*, got the lowest mean rating 2.41 with a standard deviation .98 described as seldom, interpreted as low extent. This entails that teachers seldom experienced disagreement and misunderstanding with their partner, however; they settle these differences immediately as much as they can so that it will not hinder them on their work. Aguilar pointed out that misunderstandings are opportunities for the parties involved to learn from each other and discover how others interpret the world. Taking on the goal of clarity also provides a path forward.

Table 8
Summary Table of Teacher' Non-work-related Stress

Variable	Mean	Standard Deviation	Description	Interpretation
Health	2.89	1.01	Sometimes	Moderate
Financial Matters	2.71	.94	Sometimes	Moderate
Relationship	2.53	.96	Seldom	Low

Note: 4.21 – 5.00 Very High; 3.41 – 4.20 High; 2.61 – 3.40 Moderate; 1.81 – 2.60 Low; 1.00 – 1.80 Very Low

The data in Table 8 presents the summary of teachers' non-work-related stress. It can be observed in the table that health got the highest mean rating 2.89 with a standard deviation of 1.01 described as sometimes. This is closely followed by financial matters with a mean rating 2.71 described as sometimes, interpreted as moderate extent. Lastly, relationship obtained the lowest mean rating 2.53 with a standard deviation of .96 described as seldom, interpreted as low extent. This means that the teachers occasionally experienced these stressors from low to moderate extent. However, they overcome these with healthy and effective coping strategies for them to function efficiently with their work. Effective stress management is very important for living a happier, healthier, and productive life (Progress and Success, 2021).

In addition, the highest mean rating obtained by health non-work-related stress can be attributed to the fact that during the conduct of this study the Department of Education (DepEd) was still on the transition

phase of the implementation of limited in-person classes. Everyone is still afraid for the possibility to be infected by the virus.

Problem 3. What is the level of work efficiency of the teachers as measured by their Teaching Proficiency Performance (IPCRF 2021-2022)?

Table 9

Work Efficiency of the Teachers

Categories	Frequency	Percentage	Mean	Standard Deviation	Interpretation
Outstanding	117	72.22			
Very Satisfactory	45	27.78			
Total	162	100.0	4.62	0.23	Outstanding
Note: 4.50-5.00 Outstanding; 3.50-4.49 Very Satisfactory; 2.50-3.49 Satisfactory; 1.50-2.49 Unsatisfactory; 1.00-1.49 Poor					

Table 9 reveals the work efficiency of the teachers as measured by their IPCRF results during the School Year, 2021-2022. It can be deduced from the table that the teachers had an outstanding performance as disclosed by the overall mean rating 4.62 with a standard deviation 0.23. Furthermore, majority 117 or 72.22 percent of the teachers had an outstanding performance and only 45 or 27.78 percent got a very satisfactory performance. The findings conform to the results of the study conducted by Kadiong, et al. (2018) which revealed that teacher's performance rating was rated very satisfactorily. Teachers display a high level of performance related skills, abilities, initiatives and productivity, exceeding requirements in many of the areas of teaching performance as indicated in the seven domains of competency-based appraisal system for teachers.

In like manner, Roberto and Madrigal (2019) conducted a study on Teacher Quality in the Light of the Philippine Professional Standards for Teachers. The findings revealed that the level of teaching standards competence and performance of basic education teachers as assessed by the principals and teachers themselves were proficient and satisfactory, respectively. This entails that teachers in the Philippines performed at their best as revealed by the two studies conducted. They performed well in the seven domains of the Philippine Professional Standards for Teachers as basis of the teaching evaluation for teachers in DepEd.

Problem 4. Is there a significant relationship between the level of work efficiency and the level of work-related and non-work-related stress of the teachers?

Table 10

Correlation Analysis Between Stress and Work Efficiency

Independent Variables	Correlation Coefficient (r)	P-value	Decision on Ho	Interpretation
Administration	-.132	.093	Accept	Not Significant
Resources	-.090	.046	Reject	Significant
Time Management	-.090	.033	Reject	Significant
Health	-.118	.134	Accept	Not Significant
Financial Matters	-.024	.758	Accept	Not Significant
Relationship	-.026	.743	Accept	Not Significant

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

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

Table 10 discloses the correlation analysis between stress and work efficiency of the teachers. It can be inferred from the table that Resources with R-value=-.090 and P-value=.046<0.05 and Time Management with R-value -.090 and P-value=.033< were significantly associated with the work efficiency of the teachers.

Therefore, the null hypothesis is rejected on this ground. The negative values of Resources and Time Management implies that these stressors are inversely related to teachers' work efficiency. Further this means that the lower is the stress level of the teachers the higher is their work efficiency. On the contrary the higher is the higher is the stress level the lower is the work efficiency.

The findings of the study conducted by Sarabia and Collantes (2020) supports the above findings stressing that teachers had a moderate work-related stress with the subcomponent demand as highly contributory to the stress. Moreover, the results also established that the higher level of demand, which is a sub-component of stress, can result in lower teaching performance.

On the contrary, Administration with R-value $-.132$ and P-value $=0.93 > 0.05$; Health with R-value $-.118$ and P-value $=.134 > .05$; Financial Matters with R-value $-.024$ and P-value $=.758 > 0.05$; and Relationship with R-value $-.026$ and P-value $=.743 > 0.05$ were not statistically related with teachers' work efficiency. Thus, the null hypothesis is accepted for this reason. This suggests that the teachers were able to manage non-work-related demands effectively that is why their work performance is not affected by these demands. Stress can be both good and bad for a person. Individuals will not be able to get away with most of their work if they do not have any stress at all. Stress is important to motivate the individual and accomplish his tasks effectively.

Conclusions and Recommendations

Based on the significant findings of the study the following conclusions are drawn:

1. Administration and Time Management work-related stressors are potential factors that may affect the work efficiency of the teachers.
2. Health non-work-related stressor if not properly managed may cause a negative effect on the work efficiency of the teachers.
3. The teachers were very efficient in their work as disclosed by their IPCRF rating at the outstanding level.
4. Resources and Time Management work-related stress are significantly related to work efficiency. There exist an inverse association between these stressors and work efficiency of the teachers. The lower is the stress level the higher is the work efficiency of the teachers. On the other hand, the higher is the stress level the lower is the work efficiency.

From the significant findings and conclusions of the study the following are offered:

1. Possible training on coping strategies in handling administrative and time management stress may be conducted to maintain the well-being of the teachers. Likewise, teachers may come up with advance organizer to have focus and effective time management.
2. Teachers may come up with precautionary measures relative to their health and well-being by observing health protocols and proper relation to they find they are already burn-out.
3. Teachers having performance at the very satisfactory level may exert more effort for them to be at the outstanding level. Teachers who are already at the outstanding level may mentor or peer coach the teachers who are at the very satisfactory level for them to reach at the outstanding level.
4. Teachers may consciously plan, and control time spent on specific tasks to increase efficiency. Moreover, they can also establish networking and linkage with government and non-government organizations to generate resources.
5. A similar study with a wider scope and additional variables may be conducted in the future to confirm or refute the results of this study.

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