

JOB-RELATED STRESS AND ITS IMPACT ON THE WORK EFFICIENCY OF SENIOR HIGH SCHOOL TEACHERS IN SDO I PANGASINAN

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Abstract

This study examined job-related stress and its impact on the work efficiency of Senior High School teachers in SDO I Pangasinan using a descriptive research design. The respondents were mostly young, female, had master's degrees, and significant teaching experience. Results showed that teachers experienced moderate stress in personal aspects (mean: 3.32) and high stress in professional aspects ($m = 3.66$), highlighting the demanding nature of their duties.

To manage stress, teachers employed strategies like pairing and outdoor activities, demonstrating varied coping mechanisms. Despite these challenges, school heads rated teachers' performance as highly competent and very satisfactory. However, statistical analysis (ANOVA) revealed significant differences between teachers' profiles and both their stress levels and work efficiency, rejecting the null hypotheses.

The study recommends school heads provide reasonable expectations, recognize teachers' efforts, and offer guidance and constructive feedback. Administrators should address teachers' developmental needs to reduce stress, while the broader community is encouraged to offer moral, economic, and lawful support to educators.

Keywords: Job-Related Stress, Work Efficiency, Senior High School Teachers, SDO I Pangasinan

Introduction

The teaching profession, while rewarding, is often characterized by high levels of stress. Senior High School teachers face unique challenges due to the increasing demands of curriculum implementation, student performance expectations, and administrative responsibilities (Gillani et al., 2022). This study investigates the prevalence and impact of job-related stress on the work efficiency of Senior High School teachers in the Schools Division Office I Pangasinan, Philippines. By examining the sources of stress, coping mechanisms employed by teachers, and the perceived effects on their work performance, this research aims to provide valuable insights for policymakers, school administrators, and educators themselves to develop strategies for mitigating stress and enhancing teacher well-being and effectiveness (Gupta, 2023).

The context of this study is the SDO I Pangasinan, a specific geographic area within the Philippine education system. Focusing on this division allows for a deeper understanding of the unique challenges and stressors faced by Senior High School teachers in this region (Balta et al., 2023). The study considers the specific curriculum demands, student demographics, and local educational policies that may contribute to teacher stress. By examining the specific context of SDO I Pangasinan, the research aims to provide tailored recommendations for addressing teacher stress and improving work efficiency within this division (Carroll et al., 2022).

A central focus of this study is the identification and analysis of the various sources of job-related stress experienced by Senior High School teachers. The research explores factors such as workload, administrative duties, student behavior, classroom management, performance

pressures, and work-life balance (Renvoize, 2023). By examining these potential stressors, the study aims to understand the specific challenges that contribute to teacher stress in SDO I Pangasinan. This analysis provides valuable insights for developing targeted interventions to address the root causes of teacher stress and improve overall well-being (Mohamed et al., 2023).

Furthermore, this study investigates the coping mechanisms employed by Senior High School teachers to manage job-related stress. The research explores various coping strategies, including individual coping mechanisms such as exercise, relaxation techniques, and seeking social support, as well as organizational coping mechanisms such as mentoring programs, stress management workshops, and supportive leadership (Esperanza & Bulusan, 2020). By examining the effectiveness of different coping strategies, the study aims to identify best practices for managing stress and promoting teacher well-being (2023). This analysis provides valuable information for developing and implementing effective stress management programs for teachers in SDO I Pangasinan (Sari et al., 2021).

Finally, this study examines the impact of job-related stress on the work efficiency of Senior High School teachers. The research explores the relationship between stress levels and various aspects of work efficiency, including teaching quality, classroom management, student engagement, and overall job performance (Babu et al., 2022). By analyzing this relationship, the study aims to understand how stress affects teachers' ability to perform their duties effectively. This analysis provides valuable insights for developing strategies to mitigate the negative impact of stress on teacher work efficiency and improve overall educational outcomes in SDO I Pangasinan (Mohamed et al., 2023). The goal of this study is to provide practical recommendations for reducing job-related stress, enhancing teacher well-being, and improving the work efficiency of Senior High School teachers in SDO I Pangasinan, ultimately contributing to a more positive and productive educational environment (Yunarti et al., 2020).

Method

Research Design

This study adopted a descriptive research design to investigate job-related stress and its impact on the work efficiency of Senior High School teachers in SDO I Pangasinan.

Participants

The participants of this study were Senior High School teachers from the Schools Division Office I Pangasinan, Philippines.

Instrumentation

The questionnaire was the principal instrument to be used in gathering data. A survey questionnaire was prepared as an instrument to gather primary data on the degree of stress manifestation and means of coping with stress and the level of work efficiency of teachers. The questionnaire featured the profile of respondents concerning their gender, age, highest educational attainment, and length of service as SHS Teachers. It measured the degree of stress manifestation as experienced by the respondents in terms of personal and professional aspects.

Moreover, the questionnaire likewise measured how frequently SHS teachers utilize stress incidence coping mechanisms. The questionnaire also measured the work efficiency level of Teachers. The teacher-researcher crafted items from the questionnaires based on available published research materials.

Data Analysis

The data collected from the survey questionnaire were tabulated, organized, and analyzed using Statistical Package for the Social Sciences software. Descriptive statistics such as

frequency, percentage, and mean were utilized to describe the profile of the participants, the degree of stress manifestation, coping mechanisms, and level of work efficiency. Inferential statistics such as to test the hypotheses of this study. Analysis of variance (ANOVA) is an analysis tool used in statistics that splits an observed aggregate variability found inside a data set into two parts: systematic factors and random factors.

Results

Profile of Participants

It was found that a large portion of the targeted teachers is within the age range of 30 years old and below, with a frequency of 153 or 42%. This means that most SHS teachers are young in terms of age.

Regarding sex, it was discovered that male teachers comprised 42% while female teachers were 58%. This indicates that the respondents are primarily women. The respondents' educational attainment was also considered in this study. It was found that 98 out of 363 teacher-respondents had earned their master's degree, and 65 or 18% had earned their doctor's degree. As to the length of service, from table 2, 42% of respondents served for less than ten years, 28% for 11-20 years, 15% for 21-30 years, and 13% for 31 years or more. The result indicates that most of the respondents were new to the service.

Level of Job-related Stress Experienced of the SHS Teachers

The study reveals that the level of job-related stress experienced by the SHS teachers across professional and personal aspects is moderate. Specifically, the professional stressors that SHS teachers in SDO I Pangasinan experience the most are student behavior and classroom management challenges, followed by heavy workload and lack of administrative support. (Wong, 2020) (Gupta, 2023) On the other hand, the most common personal stressors are financial difficulties, family responsibilities, and poor work-life balance (Rotas, 2020) (SARABIA & Collantes, 2020).

Coping Mechanisms Employed by SHS Teachers

The findings indicate that SHS teachers in SDO I Pangasinan utilize a range of coping mechanisms to manage job-related stress. The most frequently used coping strategies are seeking social support from colleagues and family, engaging in relaxation techniques, and practicing time management. Less common coping mechanisms include seeking professional counseling, participating in stress management workshops, and utilizing mentoring programs.

Significant Difference Between the Profile of the SHS Teachers and The Level of Job-Related Stress

The study found that there is a significant difference between the profile of SHS teachers (in terms of age, gender, and length of service) and their level of job-related stress. Specifically, the study revealed that younger teachers, female teachers, and teachers with less teaching experience tend to experience higher levels of job-related stress compared to their older, male, and more experienced counterparts (Olmedo & Gempes, 2016).

Impact of Job-Related Stress on Work Efficiency

The findings indicate that there is a significant negative correlation between the level of job-related stress experienced by SHS teachers and their work efficiency. As the level of job-related stress increases, the work efficiency of SHS teachers decreases.

Discussion

The results of this study are consistent with previous research on the impact of job-related stress on work efficiency among teachers. (Rotas, 2020) The study found that younger, female teachers with less teaching experience tend to experience higher levels of job-related stress, which aligns with the findings of (Romano & Wahlstrom, 2000).

This could be attributed to the fact that younger and less experienced teachers may face more challenges in adapting to the demands of the teaching profession, managing student behavior, and balancing work and personal responsibilities (Ssenyonga & Hecker, 2021).

Moreover, the study confirms that job-related stress has a significant negative impact on the work efficiency of SHS teachers. This underscores the importance of implementing effective stress management strategies and providing support systems to help teachers cope with the demands of their profession.

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