

# WORK STRESS AND PERFORMANCE OF UM TAGUM COLEGE FACULTY

**RAIZA MAE CALBONERO-NARCISO**

University of Mindanao, Davao City, Philippines

Email: raiza\_mae30@yahoo.com

## ABSTRACT

The aim of this study was to investigate the relationship between work stress and performance of UM Tagum College Faculty. The respondents in this study are the faculty members of UM Tagum College, Tagum City. The sampling method used was the universal sampling wherein 130 faculty of Um Tagum College during school year 2013-2014 served as respondents. Through non-experimental quantitative research using correlational technique, validated questionnaire, Mean & Standard Deviation and Pearson r, results revealed that no significant relationship existed between work stress and performance of UM Tagum College Faculty.

**Keywords :** Work Stress, Performance

## INTRODUCTION

(Kelley *et. al.*, 2000) stressed that today's educators are under pressure to dramatically improve student learning. Empirical research shows big quality teachers are the most critical factor in accomplishing this goal. Consequently, this has something to do in giving quality instruction to students by improving one's performance because teacher's work performance is one of the factors on realizing such goal. Furthermore, (Wook Cho and Kang, 2008) stated that due to global economic slowdown, many employers are now faced with a greater need to enhance workforce efficiency and productivity. Therefore, management of poorly performing employees has become even more important than before. It is very clear that employers are particular in employee's performance since it affects the productivity of their company.

It was estimated that 60,800 teachers resigned in 2002. Just over half of these teachers are lost from teaching entirely. Sickness and absence rates are also

increasing and these rates vary between schools in England and Wales. In England, 57% of the teaching workforce took sickness absence in 2003, in Wales the percentage was 66%. In England, an average of 9.6 days sickness absence are lost per teacher, in Wales 13 days are lost. Additionally, it is apparent that the duration of sickness absence varies; for instance in 2003 in England absences of more than 20 days constituted 42% of the total number of sickness days lost, in Wales the percentage figure was 66%\*. (Jenkins and Conley, 2005). They also concluded that the above data indicates that as well as many newly qualified teachers not entering the profession, levels of resignations and the duration of sickness absences are increasing.

Past studies have identified education as a strong, if not the strongest correlate of poverty. Thus, the overarching concern to eradicate poverty can be successfully addressed only if the problems besetting the education sector are given

priority attention. Hence, in considering teachers as the prime responsible on giving quality education, school administration must continuously monitor and check their teaching performance to fulfil the Millennium Development Goal of eradicating poverty through a Universal Primary Education (Virola, et.al 2010).

In UM Tagum College, one of the major issues that the academe is facing is the work performance of the professors. Some if not all of the faculty seemed to be too stressed in the performance of their task. It is also undeniable that they are dealing with all sorts of people. Some may be approachable; others may be too conservative making them difficult to draw into teamwork, still others seem to be too professional that they don't have any time for fellowship which may cause a decline in performance. Various situations and issues are vividly seen in this institution but only a few are acted upon (Barcelona 2003).

Therefore, in this milieu, the researcher feels the need to measure the level of work stress of UM Tagum College faculty, identify the causes, and propose appropriate mechanism to address the problems. Needless to say, teacher turnover is a costly phenomenon and poorly performing teachers are even more costly because of their impact on students. Work is always associated with stress but it is crucial that something must be done to know what caused the stress and how to manage it appropriately so not to affect the teaching and learning process.

## STATEMENT OF THE PROBLEM

The main focus of the study was to determine the significance of the relationship between work stress and performance of faculty members of UM Tagum College. Specifically, it aimed to answer the following questions:

1. What is the level of work stress among the faculty members of UM Tagum College in terms of:
  - 1.1 Environmental factors
  - 1.2 Organizational Factors
  - 1.3 Personal Factors?
2. What is the level of performance of UMTC faculty members in terms of:
  - 2.1 Evaluation of Teachers by the Student (ETS)
  - 2.2 Evaluation of Teachers by the Dean (ETD)
  - 2.3 Classroom Evaluation of Teachers by Administrators (CETA)
  - 2.4 Evaluation of Teachers by Self (ETSe)
  - 2.5 Evaluation of Teachers by Peers (ETP)?
3. Is there a significant relationship between the work stress and performance of UM Tagum College faculty?

## HYPOTHESIS

The null hypothesis that there is no significant relationship between the level of stress and the work performance of UM Tagum College faculty was tested at  $\alpha$  0.05 level of significance.

## THEORETICAL AND CONCEPTUAL FRAMEWORK

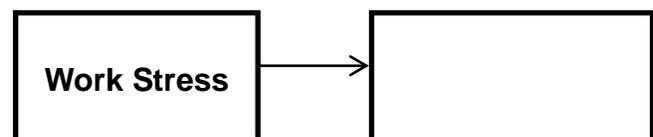
This research was anchored on the concept of Robbins (1998) that the existence of work stress in and of itself needs not imply lower performance. However, high level of stress or even a moderate amount sustained over a long period eventually takes its toll, and performance declines.

Moreover, Jehangir et. al. (2011) stated on their study that job stress has negative correlation with job performance. It is proved that increased level of job stress can lead to higher decline in job performance and job satisfaction. They also found that with the increase in job stress, job performance falls. Also, they have proved that job stress negatively affects job performance of their respondents.

Furthermore, Robbins (1998) stated that Stress is a dynamic state whereby the masses are faced with an opportunity, obstacle, constraints or demand regarding what one desires and the implication of which is considered to be uncertain, negative, terrifying and important. Figure 1 shows the conceptual framework of the study. In this study, the independent variable is *Stress* with its indicators, namely: Environmental factors - in which in this study, refer to economic uncertainties, Political Uncertainties and Technological Change, Organizational factors, which refers to the Task Demands, Role Demands and Interpersonal Demands; Personal factors – this refers to Family Problems, Economic Problems & Personality as categorized by Robbins (1998) in his book *Organizational Behavior* as Potential Sources of Stress. The de-

pendent variable is Work Performance with its indicators namely; Evaluation of Teachers by the Student (ETS) – this refers to a structured set of questionnaire used as a tool on evaluating the performance of the faculty by the students, Evaluation of Teachers by Dean - refers to a structured set of questionnaire used as a tool on evaluating the performance/faculty's participation on any official activity of the school by the Dean, Classroom Evaluation of Teachers by Administrators (CETA) – is a structured set of questionnaire used in evaluating the performance of the faculty by the administrators/program head/immediate supervisor, Evaluation of Teachers by Self (ETSe) – refers to a structured set of questionnaire used on evaluating owns performance, Evaluation of Teachers by Peer (ETP) – refers to a structured set of questionnaire used in evaluating the interpersonal relationship with its co-faculty.

**Figure 1**  
**Conceptual Framework**



## METHODOLOGY

The research design of the study utilized the Non-experimental quantitative research using correlational technique in investigating the research problem. The purpose of correlational research is to determine the relations among two or more variables (Bursal & Paznokas, 2006).

This method determines the relationship among two or more variables and sought to investigate the extent to which one or more relationship of some type exist (Fraenkel 2003). It is descriptive because the study focused at the present condition which purpose is to find new truth that may have different form in a new generation.

The method determines the prevailing conditions, personal, situational, environmental and intellectual factors and practices which will enable the researcher to seek accurate descriptions of the relationship between Stress and Work Performance of the UMTC academic faculty.

The respondents in this study were the faculty of UM Tagum College, Tagum City. The universal sampling method was used wherein 130 faculty of UM Tagum College during school year 2013-2014 participated as respondents.

The major tool in the data gathering process was the survey questionnaires designed by the researcher to obtain information in such a way that the level of stress of faculty can be measured.

The said questionnaire dealt with the causes of stress with its indicators: Environmental factor, Organizational factor, Personal factor and Work Performance with its indicators: Evaluation of Teachers by the Students (ETS), Classroom Evaluation of Teachers by the Administrators (CETA), Evaluation of Teachers by Dean (ETD), Evaluation of Teachers by Self (ETSe) and Evaluation of Teachers by Peers(ETP). There are five questions for each indicator.

For the level of stress, the following Five Point Likert Scale was used.

Range of Means	Verbal Description	Interpretation
4.50 – 5.00	Very High	This means that the stress among the faculty is very much experienced all the time.
3.50 – 4.49	High	This means that the stress among the faculty is experienced oftentimes.
2.50 – 3.49	Moderate	This means that the stress among the faculty is sometimes experienced.
1.50 – 2.49	Low	This means that the stress among the faculty is rarely experienced.
1.00 – 1.49	Very Low	This means that the stress among the faculty is not experienced at all.

The same Five Point Likert Scale

was used in the Evaluation of Teachers by the Students (ETS), Evaluation of Teachers by Dean (ETD), Classroom Evaluation of Teachers by Administrators (CETA), Evaluation of Teachers by Peers and Evaluation of Teachers by Self (ETSe).

Range of Means	Verbal Description	Interpretation
4.30 – 5.00	Very High	This means that the performance of the teacher is excellent.
3.50 – 4.29	High	This means that the performance of the teacher exceeds the expectations.
2.70 – 3.49	Moderate	This means that the performance of the teacher meets the expectations.
1.90 – 2.69	Low	This means that the performance of the teacher needs im-

		mediate improvement.
1.00 – 1.89	Very Low	This means that the performance of the teacher is unsatisfactory.

The statistical tools that were used in the study are the following:

**Mean and Standard Deviation.** This was utilized to determine the level of stress as well as the work performance among the academic faculty.

**Pearson r.** This was used to determine the significance of the relationship between stress and work performance of faculty.

The following terms were defined operationally for easy understanding of the words: **Work Stress.** In this study, this term refers to the level of identifying the normal physical response to events that make someone feel threatened or upset one's balance in some way. **Performance.** In this study, this refers to the teaching competence and the faculty's interpersonal relationship with their colleagues.

## RESULTS AND DISCUSSION

### Level of Stress among Faculty Members of UM Tagum College

Shown in Table 1 are the data on the level of Work Stress of UM Tagum College faculty. Data show the weighted means of the three stress indicators and their respective equivalents.

Work Stress is of *moderate level* as indicated by the overall standard deviation of 0.65 and a mean of 3.43. These particular indicators of the stress have the following means and standard deviation: 3.73 and 0.65 for environmental factors or *high level*; 3.32 and 0.89 for Personal factors or *moderate level*; and 3.23 and 0.83 for Organizational factors or *moderate level*.

Environmental factors obtain the highest mean of 3.73 with a descriptive equivalent of *high level*. This means that the stress among the faculty is experienced oftentimes. Personal factors obtain an average mean of 3.32 with corresponding descriptive equivalent of *moderate*. This means that the stress among the faculty is sometimes experienced. Organizational factors attain the lowest mean of 3.23 with a descriptive equivalent of *moderate level*. This means that the stress among the faculty is sometimes experienced.

Data reveal that the three indicators garner a moderate level of stress. This means that the stress of the faculty is sometimes experienced with their Environmental, Organizational and Personal factors. Faculty has shown themselves good in overcoming and managing their stress. This is maybe due to the professionalism of the teachers as stated by

(Villarmia, 2013). (Brat & Jimenez, 2012) mentioned that numerous studies indicate that people who have many social ties (spouse, friends, relatives, and group memberships) live longer and are less likely to succumb to stress-related illness than people who have few supportive social contacts. Also, (Caro, 2005) found out that diversion of focus such as leisure activities, exercises, sound trips and prayers was practised by teachers when they were overload with work just to lessen the pressures they encountered.

**Table 1**  
**Level of Stress among the Faculty Members of UM Tagum College**

Item	SD	Mean	Descriptive Level
Environmental Factor	0.65	3.73	High
Organizational Factor	0.83	3.23	Moderate
Personal Factor	0.89	3.32	Moderate
<b>Overall</b>	<b>0.65</b>	<b>3.43</b>	<b>Moderate</b>

### Level of Work Performance of UM Tagum College Faculty Members

Data presented in Table 2 contains the work performance of UM Tagum College Faculty. The lowest possible rate that a faculty can earn is *very low* and the highest rate is *very high*. Moreover, UM Tagum College got the work performance of the faculty by weighting the 5 indicators accordingly: 50% for Evaluation of Teachers by Students (ETS), 20% for Evaluation of Teachers by Dean (ETD), 20% for Classroom Evaluation of Teachers by Administrators, 5% for Evaluation

of Teachers by Peers, and 5% for Evaluation of Teachers by Self (ETSe).

UM Tagum College faculty has an overall mean of 4.20 which has a description of *high level*. This means that the performance exceeds the expectations. The specific level of work performance of UM Tagum College Faculty members are as follows: Evaluation of Teachers by Self (ETSe) has a standard deviation of 0.40 and a mean rating of 4.41 or *high*; Evaluation of Teachers by Peers (ETP) has a standard deviation of 0.37 and a mean rating of 4.37 or *high*; Evaluation of Teachers by Students (ETS) has a standard deviation of 0.37 and a mean rating of 4.15 or *high*; Evaluation of Teachers by Dean (ETD) has a standard deviation of 0.45 and a mean rating of 4.06 or *high*; and last is Classroom Evaluation of Teachers by Administrators (CETA) has a standard deviation of 0.24 and a mean rating of 4.03 or *high*.

Based on the result of the level of work performance, Evaluation of Teachers by Self (ETSe) has the highest mean and this is maybe due to high self-efficacy (individual's belief on his ability to accomplish specific tasks) as mentioned by (Zarate, 2006) or the contamination like personal bias on evaluating oneself as stated by (Critchfield, 1994). This structured set of questionnaires has three indicators; instructional services, institutional services and Work, Attitudes and Values.

Next is the Evaluation of Teachers by Peers (ETP), this structured set of questionnaire also has three indicators; Instructional and scholarly efforts, Rela-

tionship with Peers and Commitment & Dedication to serve. It was evident that UM Tagum College has a supportive culture & climate that afterwards creates a strong bond and good interpersonal relationship with its colleague and the administration (Zaremba, 2006).

Following is the Evaluation of Teachers by Student. This means that faculty members are dedicated, committed and efficient in their task on rendering quality education to students as stated by Villarmia (2013) in his study. This structured set of questionnaire has five indicators: Knowledge of the subject matter, Teaching strategies & methodologies, Classroom Management and Professional Characteristics/Traits.

Afterwards, Evaluation of Teachers by Dean (ETD) was ranked near to last maybe because of the lack of talents or ability in doing task beyond teaching or maybe the faculty are just much focused on their work and studies (Master or Doctorate Program) which hinder them to participate in a meeting, University functions, research etc. (American Association of American Professor. . . , 2006). This structured set of questionnaire has three indicators: Instructional Competency & Efficiency, Institutional Service and Professional Involvement and Work Attitude and Values.

Finally, Classroom Evaluation of Teachers by Administrators (CETA) was ranked as last its maybe due to the subjectivity on rating a faculty or the administrator has just very high standard with regards to classroom management or effectiveness in teaching (Corpuz, 2012).

This structured set of questionnaire has three indicators: Communications Competence, Management of Lessons Delivery and Assessment of Student Learning.

**Table 2**  
**Work Performance Results of UM Tagum College Faculty Members**

Item	SD	Mean	Descriptive Level
Evaluation of Teachers by Student (ETS)	0.37	4.15	High
Classroom Evaluation of Teachers by Administrators (CE-TA)	0.24	4.03	High
Evaluation of Teachers by Dean (ETD)	0.45	4.06	High
Evaluation of Teachers by Self (ETSe)	0.40	4.41	High
Evaluation of Teachers by Peer (ETP)	0.37	4.37	High
<b>Overall</b>	<b>0.23</b>	<b>4.20</b>	<b>High</b>

**Significance of the Relationship between the Level of Stress and Work Performance**

Table 3 shows the data on the significance of the relationship between Work Stress and performance of UM Tagum College Faculty. Pearson r was used to determine the significance of the relationship.

The overall r-value is .107 with a probability value of more than .05. Hence, not significant and the null hypothesis is not rejected. It could be stated therefore that there is no significant relationship between Work stress & performance of UM Tagum College faculty.

Examining the relationship of the indicators of the independent variable, it can be seen that no pairing is significant considering that all probability values are more than .05.

The result of the study does not support or contradict the framework of (Robbins, 1998) stating that a high level of stress or even a moderate amount sustained over a long period eventually takes its toll, and performance declines as well as the findings of (Hanif et. al., 2011) showing that teacher stress has negative significant correlation with job performance. Also, the statement of (Jehangir, et. al., 2011) stating that stress is a factor that may contribute to job dissatisfaction, lower job performance and absenteeism.

However, this finding affirms the study of Caro (2005) that teachers tend to perform better in teaching jobs under stress. Moreover, according to (Castil & Galleto, 2010), the teacher’s level of stress did not affect the efficient productivity of teachers. Also, according to (Xing & Shao, 2009), appropriate stress usually is a power that will enhance work efficiency and improve job satisfaction.

**Table 3**

### Significance on the Relationship between Work Stress and Performance of UM Tagum College Faculty

Performance	Work Stress			Overall
	Environmental	Organizational	Personal	
Evaluation of Teachers by Student (ETS)	0.72	.060	.046	<b>0.23</b>
Classroom Evaluation of Teachers by Administrators (CETA)	.115	.037	.065	<b>.007</b>
Evaluation of Teachers by Dean (ETD)	.152	.124	.111	<b>.154</b>
Evaluation of Teachers by Self (ETSe)	.065	.095	.005	<b>.060</b>
Evaluation of Student by Peer (ETP)	.95	.115	.053	<b>.105</b>
<b>Overall</b>	<b>.110</b>	<b>.106</b>	<b>.057</b>	<b>.107</b>

\*significant at .05 significance level  
Decision on Ho = Not rejected

### CONCLUSION

The result of the study implied that the level of Work stress is *moderate*. Furthermore, the level of work performance is *high*. Moreover, there is no significant relationship between Work Stress

and Performance of UM Tagum College Faculty.

The results of the study will provide relevant information to the people concerned especially:

**School Administrators.** The result of this study will guide administrators in implementing appropriate programs that will encourage the academic faculty to be more effective in their jobs and improve their work performance to contribute to the realization of the institution’s Vision Mission and Goal.

**Faculty.** The results will give a better understanding of their individual, personal, environmental, organizational and other related problems which cause stress in their lives. This will also serve as a basis for possible interventions to change their behavior or even attitudes so that they can adopt/adjust positively to the demands of the society and challenges that they may encounter.

**Students.** This will help students understand the value of study and work as demonstrated by their teachers so that they (students) will in turn become more dedicated in their studies and become decent and useful citizen in their respective community.

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