

## **Stress Level, Job Satisfaction and Performance of Teachers in Modular Distance Learning Modality**

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*Abstract* —The study aimed to determine the significant relationship between the level of stress, job satisfaction, and teachers' performance in modular distance learning modality. Utilizing the descriptive-correlational research design for an in-depth analysis of the study, the researcher used the checklists to determine the level of stress and Job Satisfaction used by Legaspi, et al. (2017) and a survey to determine the performance of teachers on modular distance learning provided by DepEd Region VIII based on RM No. 466, series 2020. Simple Percentage, Weighted Mean, and Pearson r were the statistical tools used. The researcher found out that the level of stress and job satisfaction of teachers is moderate. On the other hand, their performance on modular distance learning modality is outstanding. It was also revealed in this study that there is no significant relationship between the level of stress, job satisfaction, and performance of teachers on modular distance learning modality. Therefore, the level of stress and job satisfaction does not affect the performance of the teachers. Thus, teachers can still perform their work well even though they are moderately stressed and satisfied with their job.

*Keywords* — *Stress Level, Job Satisfaction, Performance, Teacher, Modular Distance Learning Modality*

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### **I. Introduction**

In today's competitive world, education is a necessity for man after food, clothing, and shelter. It has and will always be an avenue, the ultimate path towards success. Education can be metaphorically referred to as the backbone of every man's life or even every society. It empowers minds that will be able to conceive good thoughts and ideas as well as prepare a nation to be personally, socially, and economically developed (8). Mandela once said, "Education is the most powerful weapon which you can use to change the world."

In educating the children in a community or a family, the teachers play a big role, especially in acquiring knowledge, skills, and values. In today's time of pandemic where face-to-face interaction with the pupils is impossible, our teachers have carried more workloads in the field.

The teacher plays a vital role to continue providing quality education to our pupils even during this time of health crisis.

Being a teacher is one of the nicest but also stressful jobs, fact proved by the numerous studies done on this aspect in literature (1, 2, 4, 6, 7 & 9). Recent studies proved that the teaching stress can be more profound than the stress related to other jobs (11,2), what makes teaching the job with the highest occupational stress.

As mandated, teachers must provide modules and other learning resources to make learning to happen even in the absence of the teachers. They must double their time to conduct other related activities to teaching like monitoring the pupils at home through home visitation and printing, sorting, distribution and retrieval, and checking and recording the modules. All of these may result to burnout or stress among them.

The teachers suffering of burnout live with high stress levels and lack of sense about their presence in the classroom. As the exhaustion increases, the pupils' acceptance and encouraging decreases, and their results too. As all these happen within school, the teachers develop a negative attitude and become ineffective (3). These can be real burnout cascades (5,10) and lead to educational failure.

When teachers are stress, they cannot do their job properly and effectively and their performance may be affected including that of the pupils. Thus, the researcher decided to conduct this study to determine the significant relationship between the level of stress, job satisfaction and performance of teachers on modular distance learning modality. A proposed intervention plan will be formulated based on the findings of the study.

It is in the rationale that the researcher who is currently teaching in the above mentioned local, would like to delve worthy research undertaking that will benefit the school she is currently teaching and that of her Graduate Program.

This study determined the significant relationship between the level of stress, job satisfaction, and teachers' performance in selected schools in Ormoc IX District, Ormoc City Division, Ormoc City. A proposed intervention plan was formulated based on the findings of the study.

Specifically, this study sought to answer the following questions:

1. What is the level of stress among teachers on modular distance learning modality in terms of the following:
  - a. boredom induced stress;
  - b. communications;
  - c. disagreement and indecision;
  - d. job-related health concerns;
  - e. work overload stress; and
  - f. work underload stress?

2. What is the level of job satisfaction of teachers on modular distance learning modality in terms of the following:
  - 2.1 General working conditions;
  - 2.2 Pay and promotion potential;
  - 2.3 Use of skills and abilities;
  - 2.4 Work activities; and
  - 2.5 Work relationship?
3. What is the level of performance of teachers on modular distance learning modality in terms of the following:
  - 3.1 content knowledge and pedagogy;
  - 3.2 learning environment and diversity of learners;
  - 3.3 curriculum and planning;
  - 3.4 assessment and reporting; and
  - 3.5 plus factor?
4. Is there a significant relationship between the level of stress and job satisfaction of teachers on modular distance learning modality?
5. Is there a significant relationship between level of stress and performance of teachers on modular distance learning modality?
6. Is there a significant relationship between teachers' level of job satisfaction and performance on modular distance learning modality?
7. What intervention plan can be proposed based on the findings of this study?

## II. Methodology

**Design.** This study employed the descriptive-correlational research design employing the quantitative data to determine the level of stress, job satisfaction, and teachers' performance on modular distance learning modality and its relationship. Margen Elementary School and San Juan Elementary School, Ormoc IX District, Ormoc City Division is the main locale of the study. The 33 teachers teaching in the said locale are the main respondents of the study and checklists to determine the level of stress and Job Satisfaction used by Legaspi, et al. (2017) and a survey to determine the performance of teachers on modular distance learning provided by DepEd Region VIII based on RM No. 466, series 2020. This research is focused on determining the level of stress, job satisfaction and performance of teachers on modular distance learning modality and its relationship. A Proposed Intervention Plan based on the findings of the study is the output.

**Sampling.** There are 33 teachers involved in this study. The research instruments were distributed personally with consent from the Local IATF and strictly following the prescribed Health Protocol during the distribution and retrieval of the modules.

**Research Procedure.** The researcher prepared the research design and tools to be utilized in the study. Approval and recommendation from the Panel of Examiner of the Graduate Studies was

sought. A letter request to conduct this study was forwarded to the Office of the Schools Division Superintendent. Upon approval, permission from the District Supervisor and School Head was secured before the actual gathering of data. Validation of the instruments through the School Head and District Supervisor was sought. Orientation of the participants was done during the school staff meeting through face-to-face. Permission from the Barangay and Local IATF was secured. Administering of the survey followed. After accomplishing the survey, the researcher collected. Data were tallied and submitted for statistical treatment. Analysis and Interpretation of Data. Making of Proposed Intervention Plan followed.

**Ethical Issues.** The right to conduct the study was strictly adhered through the approval of the Schools Division Superintendent of the Division, District Supervisor of the District, and school principal. Orientation of the respondents was done using face to face modality. In the orientation, issues and concerns were addressed and consent to be included in the study were signed.

**Treatment of Data.** The Simple Percentage and Weighted Mean was employed to determine the level of stress, job satisfaction, and teachers' performance on modular distance learning modality. Pearson r was used to determine the significant relationship between the dependent and independent variables of the study.

### III. Results and Discussion

**Table 1**  
**Stress Level of Teachers in Modular Distance Learning Modality (N=33)**

Indicators	Weighted Mean	Description	Interpretation
<b>BOREDOM INDUCED STRESS</b>			
Repetitive or highly specialized routine	3.92	Stress	High
Not learning anything new	3.29	Moderately Stress	Moderate
Can't see final outcome of your efforts	3.72	Stress	High
Job is too easy	4.63	Highly Stress	Very High
Daydreaming frequently	4.00	Stress	High
<b>AVERAGE MEAN</b>	<b>3.91</b>	<b>Stress</b>	<b>High</b>
<b>COMMUNICATIONS</b>			

Ideas differ from those of your school head	3.19	Moderately Stress	Moderate
Trouble talking to boss	2.10	No Stress	Very Low
Unable to predict supervisor's reactions	3.20	Moderately Stress	Moderate
Boss gives little feedback about your work	2.30	Low Stress	Low
Boss is overly critical of your work	2.32	Low Stress	Low
<b>AVERAGE MEAN</b>	<b>2.62</b>	<b>Moderately Stress</b>	<b>Moderate</b>
<b>DISAGREEMENT AND INDECISION</b>			
Unsure of co-workers expectations	3.31	Moderately Stress	Moderate
Unfriendly attitude in co-workers	2.19	Low Stress	Low
Job responsibilities go against your better judgment.	2.22	Low Stress	Low
Can't satisfy conflicting demands from superiors	3.32	Moderately Stress	Moderate
Trouble refusing overtime	3.90	Stress	High
<b>AVERAGE MEAN</b>	<b>2.99</b>	<b>Moderately Stress</b>	<b>Moderate</b>
<b>JOB RELATED HEALTH CONCERNS</b>			
Work conditions are unhealthy	2.06	Low Stress	Low
Physical dangers exist at work place	3.02	Moderately Stress	Moderate
Heavy physical tasks to complete	4.05	Stress	High
Hostile threats from co-workers	1.12	No Stress	Very Low
Sick days are discouraged	3.85	Stress	High
<b>AVERAGE MEAN</b>	<b>2.82</b>	<b>Moderately Stress</b>	<b>Moderate</b>
<b>WORK LOAD STRESS</b>			

Can't consult with others on projects	1.22	No Stress	Very Low
Co-workers are inefficient	1.27	No Stress	Very Low
Often take work home to complete	4.78	Highly Stress	Very High
Responsible for too many people/projects	4.60	Highly Stress	Very High
Shortage of help at work	4.16	Highly Stress	Very High
<b>AVERAGE MEAN</b>	<b>3.21</b>	<b>Moderately Stress</b>	<b>Moderate</b>
<b>WORK UNDERLOAD STRESS</b>			
Too little responsibility at work	3.20	Moderately Stress	Moderate
Overqualified for your job	2.20	Low Stress	Low
Little chance for growth exists	2.23	Low Stress	Low
Trying to "look" busy on job	1.20	No Stress	Very low
Feeling unstimulated	1.30	No Stress	Very Low
<b>AVERAGE MEAN</b>	<b>2.03</b>	<b>Low Stress</b>	<b>Low</b>
<b>Grand Mean</b>	<b>2.92</b>	<b>Moderately Stress</b>	<b>Moderate</b>

Table 1 presents the stress level of teachers in terms of boredom induced stress, communications, disagreement and indecision, job related health concerns, workload stress and work underload stress. It was revealed on the table that the stress level of teachers in modular distance learning modality has a grand mean of 2.92 which is interpreted as moderate. This means that teachers are moderately stress on modular distance learning modality. This implies that teachers are flexible in handling stress, and they are not truly affected with the present learning modality for they must abide whatever may happen. They are always adapted to change.

Moreover, this table shows the indicator with the highest mean of 3.91 which is boredom induced stress and interpreted as high. This means that these indicators show a stress level. This implies that teachers are in a situation where none of the possible things that a person can realistically do appeal to them. The lack of external stimulation leads to increased neural arousal in search of variety. Failure to satisfy this leads to experience boredom.

Finally, this table also shows the lowest mean of 2.62 which is communication and interpreted as moderate. This means that the communication process in the school create a moderately stress to teachers. This implies that the workplace's communication process is one

factor that causes stress to the members in the organization. It is evident in an organization if poor communication happens which results to stress or conflict among teachers. To achieve this, school heads should always find time to communicate to the teachers or see that all information will reach all personnel in the school.

**Table 2**  
**Job Satisfaction of Teachers in Modular Distance Learning (N=33)**

<b>Indicators</b>	<b>Weighted Mean</b>	<b>Description</b>	<b>Interpretation</b>
<b>GENERAL WORKING CONDITION</b>			
Hours worked each week	4.32	High Satisfaction	High
Flexibility in scheduling	2.29	Less Satisfaction	Low
Location of work	2.31	Less Satisfaction	Low
Amount of paid vacation time/sick	1.93	Less Satisfaction	Low
leave offered	2.00	Less Satisfaction	Low
<b>AVERAGE MEAN</b>	<b>2.57</b>	<b>Moderate Satisfaction</b>	<b>Moderate</b>
<b>PAY AND PROMOTION POTENTIAL</b>			
Salary	3.21	Moderate Satisfaction	Moderate
Opportunities for Promotion	3.10	Moderate Satisfaction	Moderate
Benefits (Health insurance, life insurance, etc.)	3.20	Moderate Satisfaction	Moderate
Job Security	3.00	Moderate Satisfaction	Moderate

Recognition for work accomplished	3.12	Moderate Satisfaction	Moderate
<b>AVERAGE MEAN</b>	<b>3.13</b>	<b>Moderate Satisfaction</b>	<b>Moderate</b>
<b>SKILLS AND ABILITIES</b>			
Opportunity to utilize your skills and talents	3.32	Moderate Satisfaction	Moderate
Opportunity to learn new skills	3.92	High Satisfaction	High
Support for additional training and education	3.22	Moderate Satisfaction	Moderate
Acknowledgement of skills and abilities shown	3.32	Moderate Satisfaction	Moderate
Given due recognition for outstanding performance of skills and abilities	3.90	Moderate Satisfaction	Moderate
<b>AVERAGE MEAN</b>	<b>3.54</b>	<b>High Satisfaction</b>	<b>High</b>
<b>WORK ACTIVITIES</b>			
Variety of job responsibilities	3.98	High Satisfaction	High
Degree of independence associated with your work roles	3.17	Moderate Satisfaction	Moderate
Adequate opportunity for periodic changes in duties	3.15	Moderate Satisfaction	Moderate
Routinary performance of work	3.12	Moderate Satisfaction	Moderate
Conducive workplace	3.95	High Satisfaction	High
<b>AVERAGE MEAN</b>	<b>3.47</b>	<b>Moderate Satisfaction</b>	<b>Moderate</b>
<b>WORK RELATIONSHIP</b>			
Relationships with your co-teachers	4.22	High Satisfaction	High



Relationship(s) with your supervisor/school head	4.27	High Satisfaction	High
Relationship(s) with the parents/learning facilitators	3.18	Moderate Satisfaction	Moderate
Relationship(s) with community members where the school is located.	3.20	Moderate Satisfaction	Moderate
Relationship(s) with high authorities	3.16	Moderate Satisfaction	Moderate
<b>AVERAGE MEAN</b>	<b>3.61</b>	<b>High Satisfaction</b>	<b>High</b>
<b>Grand Mean</b>	<b>3.27</b>	<b>Moderate Satisfaction</b>	<b>Moderate</b>

Table 2 presents the job satisfaction of teachers on modular distance learning modality. The table revealed that teachers' level of job satisfaction on modular distance learning modality has a grand mean of 3.27 which is interpreted as moderate. This means that teachers are moderately satisfied with their work while they are implementing the modular distance learning modality. This implies that teachers are moderately contented with their job, and they need more motivation to improve their level of job satisfaction. With the present learning modality that the school is implementing, most activities contribute stress to teachers, and their job satisfaction level decreases.

Moreover, the table revealed that the use of skills and abilities of teachers shows the highest mean of 3.54 which is interpreted as high. This means that teachers are highly satisfied using their skills and abilities to make learning to happen. This implies that despite the overloaded work of teachers, especially in the crafting of learning materials to be used by the pupils, they can still hone their skills and abilities to create other supplementary materials and activities that will help improve the performance of the pupils.

Finally, the table also shows that general working condition has the lowest mean of 2.57 which is interpreted as moderate. This means that their working condition create a moderate satisfaction due to the many papers and lack of time to clean or improve their classroom. This implies that the physical working conditions and mental demands in the workplace are not met. With the implementation of modular distance learning modality, most of the teachers are still adjusting.

**Table 3**  
**Teaching Performance (N=33)**

<b>Key Result Areas</b>	<b>Weighted Mean</b>	<b>Description</b>	<b>Interpretation</b>
6. Content Knowledge and Pedagogy	4.81	Highly Evident	Outstanding
7. Learning Environment and Diversity	4.72	Highly Evident	Outstanding
8. Curriculum and Planning	4.74	Highly Evident	Outstanding
9. Reporting and Assessment	4.75	Highly Evident	Outstanding
10. Plus Factor	4.63	Highly Evident	Outstanding
<b>Grand Mean</b>	<b>4.73</b>	<b>Highly Evident</b>	<b>Outstanding</b>

Table 3 presents performance of teachers on modular distance learning modality. It was revealed on the table that the level of teaching performance on modular distance learning modality has a grand mean of 4.73 which is interpreted as outstanding. This means that all the key results areas in implementing modular distance learning as prescribed by the Department of Education are highly evident. This implies that teachers are doing their best and are on the right track on implementing modular distance learning. It implies further that high performance work systems, directly and indirectly influence teachers' in-role performance and extra-role behavior through the mediation of the quality of working life.

**Table 4**  
**Test of Relationship**

<b>Variables Correlated</b>	<b>r</b>	<b>Computed value or t</b>	<b>Table Value @.05</b>	<b>Decision on Ho</b>	<b>Interpretation</b>
<b>STRESS LEVEL AND PERFORMANCE</b>	0.00	1.072	1.992	Failed to Reject Ho	No Significant Relationship
<b>JOB SATISFACTION AND PERFORMANCE</b>	0.00	0.128	1.992	Failed to Reject Ho	No Significant Relationship

Table 4 presents the test of relationship between the level of stress, job satisfaction and performance of teachers on modular distance learning modality. The table revealed that the computed value or t of 1.072 is lesser than the tabular value of t of 1.992 at .05 level of significance, so null hypothesis failed to reject. This means that there is no significant relationship between teachers' level of stress and performance on modular distance learning modality. The r value of 0.00 shows no significant relationship. This implies that the performance of teachers is not affected with the stress they encounter everyday especially that they are still adjusting with this new learning modality. This implies further that despite the numerous activities in the school, they can still manage their work and meet the expectations from them.

Furthermore, this table also shows the test of relationship between job satisfaction and performance of teachers on modular distance learning modality. The table revealed that the computed value or t of 0.128 is less than the tabular value of 1.992 at .05 level of significance, so null hypothesis failed to reject. This means that there is no significant relationship between teachers' level of job satisfaction and performance on modular distance learning modality. The r value of 0.00 shows no significant relationship. This implies that moderate job satisfaction does not affect the performance of teachers. There are other factors which contribute to the outstanding performance of teachers. Being satisfied in the job does not mean outstanding performance. Teachers mainly perform their work to the fullest even though they are moderately satisfied with their job.

#### **IV. Conclusion**

The data revealed that there is no significant relationship between level of stress, job satisfaction and performance of teachers on modular distance learning modality. Therefore, level of stress and job satisfaction does not affect the performance of the teachers. Thus, teachers can still perform their work well even though they are moderately stressed and satisfied with their job.

#### **V. Recommendations**

1. The Proposed Intervention Plan formulated should be utilized;
2. School Heads should provide a conducive working environment for the teacher;
3. They should also provide them with the materials they needed in the implementation of modular distance learning modality;
4. Communication is important in an organization so school heads should see to it that information reaches to all personnel in the school;
5. School Heads and teachers should work harmoniously in the school and they should avoid conflict;
6. School Heads and teachers are encourage to show transparency in all activities in school;
7. Guidance and recognition should be given to teachers to motivate them to work; and
8. Future researchers should replicate this study to include different locale and include different variables aside from the mentioned in this study.

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Cristy B. Paglinawan or popularly known as “Cris” is born on December 9, 1994, at Margen, Ormoc City, Philippines and the eldest of five siblings in the family. She finished her elementary education at Margen Elementary School in 2007 and graduated at Margen National High School in 2011 for her secondary studies. Afterwards, she took up Bachelor of Elementary Education in Visayas State University, Visca, Baybay City, Leyte where she graduated and earned the degree in 2015 while consistently being an LGU Scholar of Ormoc City. Now, she is still enrolled at Western Leyte College finishing her Master of Arts in Education major in *Elementary Education*.

Prior to becoming part of the Department of Education in the government, she worked as a private school teacher for three years in Ormoc Immaculate Conception School Foundation, Inc.

Currently, Cristy is teaching Grade Six at Margen Elementary School District IX, Ormoc City Division for three years holding the position of Teacher I. She is well-equipped with the Distance Learning Education through attending various seminars and trainings in the Division and District Offices and received different awards and recognition for her exemplary performance in teaching.