



## **TEACHER'S STRESS IN RELATION TO TEACHING EFFICACY AT THE COLLEGE OF HOTEL AND RESTAURANT MANAGEMENT IN A UNIVERSITY**

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<b>Received:</b> 11 <sup>th</sup> August 2021 <b>Accepted:</b> 1 <sup>st</sup> September 2021 <b>Published:</b> 7 <sup>th</sup> October 2021	Since the dawn of early 1980's, up to present, there has been a growing interest among highly developed countries about the increase and causes of stress among the teachers both at work and in their life. The never-ending change in the educational landscape had a significant effect on this rate of change, starting with the advent of the K-12 program, the Outcome Based Education Curriculum and the Outcome Based Teaching and Learning, not to mention the publish or perish policy implemented by the universities to cope with the looming typology under the Commission on Higher Education regulations. This study made use of the survey method of research. It was found out that majority of the respondents have moderately noticeable level of stress in time management and work- related stressors. Majority of the teachers are efficient enough in engaging students in their respective classes, coming up with good instructional strategies and effective classroom

management. A stress management program was proposed to provide information on the causes and consequences of excess stress.

**Keywords:** Education, teacher's stress, teaching efficacy, survey method, Philippines

## INTRODUCTION

Teaching profession, in the past has been traditionally regarded as low stress occupation according to Waqar M Parray, et.al (2016) citing (French, et.al., 1982) he added however that during the past two decades the situation is somersaulted citing (Olivier & Venter, 2003). Teaching is becoming a more challenging profession worldwide. Surveys conducted worldwide revealed widespread concern about the effects of stress on teachers' sense of wellbeing and their willingness to stay in the profession. Before 1970's, teaching was considered as a noble profession. However, in the recent years, researches have proved that teaching profession is one of the stressful profession (Ravichandran & Rajendran, 2007).

Since then, there has been an ever-growing interest among highly developed countries about the increase in and causes of stress among teachers both at work and in life. The movement of change has accelerated dramatically since the 1900. The never-ending change in the educational landscape have had a significant effect on this rate of change, starting with the advent of the K-12, Outcome Base Education Curriculum (OBE) and Outcome Base Teaching and Learning (OBTL) and not to mention the publish or perish policy of universities implemented with the looming typology of higher education institutions in the Philippines by the Commission on Higher Education (CHED).

According to Cooper and Marshall (1978), life in the organization can be a source of stress for teachers and administrators. Teachers are suffering extreme physiological symptoms from stress at work thus affecting their performance inside the classroom. Psychological and physical effects, including coronary disease, ulcers, substance abuse and anxiety are potential sources of disturbance in the quality of life of the teachers and their family members. The mental and physical effects brought about by stress are not only viewed to be troublesome to the teacher but also associated with a financial cost to the school in which they work. Until recently, schools rarely looked this cost either in human or financial context or terms, even though it is considered to be one they incur daily on an operational basis. In terms of perceptions and commonly used labels, stress at work did not appear to have a high salience as other work-related problems and issues (Kasl, 1978).

The effects of teachers stress on the performance have been widely recognized according to Shafiq Muhammad Gul, (2012). Several research studies have shown that the stress has very negative effects in shape of low morale, absenteeism, poor teaching quality, less students satisfaction, and turn over on the overall performance of teachers. Ruth Harmsen, et.al (2018), citing Johnson et al., 2005; Newberry & Allsop, 2017, said, the teaching profession is considered to be a highly stressful profession. He further added that, teachers from many countries report high levels of stress (see e.g. Chaplain, 2008; Johnson & Birkeland, 2003; Kyriacou, 2001; Skaalvik & Skaalvik, 2015). In order to positively affect stressors at work, it is important to identify them, especially considering that different stressors have unique effects and require varying actions and coping mechanism to counter them, hence, the importance of this study.

Teachers at the College of Hotel and Restaurant Management are not only coping with everyday societal stress, but also with the ever-increasing pressure in the workplace. Demands for greater performance and productivity build on to the already high levels of stress among employees. This stress shows itself in less than optimum levels of performance in the workplace, especially in severe cases among employees. For a person, the greatest cost to health comes from self-inflicted lifestyle disease such as heart attacks, hypertension, and depression. For the school, teacher burnout costs thousands of pesos because of physical and psychological illness, turnover, perennial absenteeism, lower teaching performance and premature death, much of it caused by the inability to cope with stress and strain being experienced.

It is hoped that with this study, the University will recognize the role that human resources constitute in the organization which is the most expensive element of capital and its increasing concern with the costs of health breakdown in relation thereof. An ever-increasing number of schools are realizing the need to protect their teachers from not only the physical effects of stress but also any psychological ramifications. This research paper will investigate the personalities of individual teachers at the College of Hotel and Restaurant Management and determine how these influences optimal functioning in teaching under stressful conditions. Specifically, it will determine the profile of the respondents, the level of stress, the level of teaching efficacy and the significant correlation between stress and efficacy with an end view of formulating a recommendation.

## THEORETICAL BACKGROUND

This current research paper is anchored on Hans Selyes (1936) Theory of Stress while Sadker (1997) Theory on Teaching Competence which gives direction and clear understanding of the variables involved in this study. This study is firstly anchored on the concept of stress that was first introduced into the life sciences by endocrinologist Hans Selye in 1936 (Appley and Trumbull, 1967). He defined stress as the person's general physiological reaction to any form of noxious stimulus, a reaction that he called General Adaptation Syndrome (GAS). This general adaptation syndrome has three stages. The first is the alarm reaction where the person is momentarily immobilized. After the state of temporary shock, a rapid and intense mobilization of bodily resources followed, including a high level of visceral and

skeletal muscle activity. This stage is generally characterized as an emergency reaction involving the mobilization of energy. That is why it is called alarm reaction.

This part of the paper explored local and foreign literature and studies on Stress in relation to teaching efficacy for teachers. On Perspective on Teacher Stress. The problem of teacher's stress is a serious one, and it is evidently important to view it from a multivariate perspective. Cox (1978) defined stress in terms of (1) the external environmental stimulus characteristics (2) individual's emotional states (3) an interaction variable emphasizing the relationship between individuals and their environment. Based on the classical theories of stress ( Lazarus, 1984), Beehr and Newman (1978) proposed three perspective for viewing occupational stress: the personal characteristics which are thought to cause or contribute to stress; the environmental characteristics which are the causal agents of stress, the interaction between the individual and the environment together with the stress generated by this interaction.

In line with Beehr and Newman and Cox's three perspectives of occupational stress, Dunham(1984) identified three major approaches to understanding the nature of stress in teaching. The first model 'engineering model' of stress, based on the stimulus oriented theories of stress, looks at the pressures exerted on teachers in schools. This model presents stress as the load or demand placed upon a person which exceeds the limits of the individual's capacity to adapt to it. Teachers, in this model, are perceived as subjects who operate in such situations which may give rise to demands beyond their adaptive limits. The second, 'physiological model' of stress, based on the response oriented theories of stress, focuses on the teacher's reaction and coping resources which teachers use their attempts to cope with stress. Teachers are again perceived as subjects to whom pressures are applied and as a consequence response is aroused. The third 'interactional/transactional model' conceptualizes stress as the product of a complete transaction between individual needs/ resources and environmental demands and constraints. This model perceives stress as a profession and in some schools in particular may exert pressures on teachers; while on the other hand, individual teachers react in different ways and bring a variety of adaptive resources to help them to cope up with those pressures.

Keeping in view the phenomenon of teacher stress, it can therefore be concluded that engineering and physiological models are insufficient, because no single factor personal or environmental can cause the stress in teachers. Teacher stress is negative response of pressures exerted by multiple factors. These factors may be organizational, physiological or behavioral. These pressures are mediated by cognitive appraisal of teachers.

When people are exposed to stressful stimuli, personality dispositions play a mediating role in the onset of stress reactions. Evidently, there are considerable individual differences in susceptibility to stress. It is also evident that stress reactions are not solely the results of external sources but are determined to a large extent by individuals' perceptions and interpretations of such stimuli, as well as their coping mechanisms.

Kyriacou ad Sutcliff (1978) pointed out that stress reactions would vary among individuals, even when the objective external conditions are the same. They have defined teacher stress in terms of negative reactions resulting from the aspects of teachers; job and mediated by the perception of teacher. Brenner and Bartell (1984) built on a conceptual model of teacher stress proposed by Kyriacou ad Sutcliff (1978). They maintained that teacher stress results from the combined effects of the teacher and the school characteristics, potential stressors in the school environment, actual stressors, overall perceived work related stressors, stress reactions/ symptoms and health status, personality characteristics and coping mechanisms, as well as non-work related (life events) stressors.

On Signs and Symptoms of Teacher Stress. Responses to stress can vary, both between individuals and over time. Some people may primarily experience physical symptoms whereas others may experience psychological disturbance (Education Commission Advisory Committee, 2002). Brown and Ralph (1992) listed most common sign of teacher stress as performance at work, relationship with colleagues and behavioral and emotional indicator. The signs related to first category performance at work are frequently feeling like going off work, inability to manage time, inability to meet deadlines given, inability to concentrate in the workplace, having a heavy workload, inability to delegate, feelings of inadequacy related to performance at work, job dissatisfaction, taking work home more frequently, low level of productivity .

The second category Relationships with colleagues comprised of increased feelings of agitation or aggression, becoming increasingly introverted, inability to relate to colleagues, unwillingness to cooperate, frequent irrational conflicts at work, cynical, inappropriate humor, de-motivation , withdrawing from supportive relationship, lying, role ambiguity, role conflict.

The signs of behavioral and emotional indicators are loss of appetite, reduced self-esteem, increased used of alcohol, tranquilizers, coffee, cigarettes, etc., insomnia, bad dreams or nightmares, being unduly fussy, feelings of alienation, loss of confidence, too busy to relax, frequent colds, influenza or other infection, vague aches or pains, accident prone , persistent negative thoughts and palpitations.

According to Kyriacou ad Sutcliff (1977) the symptoms of stress may be physical such as peptic ulcers, cardiovascular diseases etc., psychological such as depression, anxiety etc. similarly Dunham (1984) mentioned the two most frequently indicated stress responses emerged over and over again, subsequent studies. These were tension headaches and general irritability and bad temper. In a study, Dunham (1984) interviewed English teachers and these response werereported: disenchantment, exhaustion, unhappiness and comfort eating. Dunham (1984) has grouped stress reactions into four main categories: behavioral, mental, emotional, and physical.

Kyriacou and Patt (1985) described the most frequently mentioned symptoms in teachers as: being unable to relax or switch off after work; feeling very tense; being emotional and emotionally drained at the end of the school day,

and sleeplessness. Winkinson (1988) reported irritability, frustration, tension and anxiety as the main symptoms of stress at work among teachers. Simpson (1976) found that most frequently reported reactions to work-induced pressures were feelings of exhaustion, tension headaches, reduction of contacts with other people outside school hours and disturbed sleep.

On Sources of Teacher Stress. All people experience stress in their daily lives, whatever the situation may be. Work is experienced stressful when individuals realize that they are having difficulty coping with the demands of work. The experience of stress is a result of an interaction between individuals' characteristics, their workplace environment and their perceptions. The circumstances that brought about stress are called stressors and may vary in severity and duration. Some events are stressful for everyone but in other situations, individuals may respond differently to the same event, what is a stressor for one person may not be stressful for another.

There are some individual sources within the person that leads to stress. These may be related to one's biological or psychological systems. There are many sources of stress within the family. Any member of a family has an impact on other family members. They affect each other with their specific behavior, needs and personality traits. The factors within the family that leads to stress may be parents' conflicting relationships, separation of parents or death of one of both parents, family systems (joint or nuclear), poor interaction and communication, less social support etc.

Some factors are related to society that may affect a person directly or indirectly. Among these sources are warlike situation, terrorism, immoral values, poor health conditions, corruption, unemployment, poor economic conditions etc. These may lead to stress.

## **METHODOLOGY**

This study employed quantitative research design and made use of the survey method of research to gather information about the teachers from the three Colleges of Hotel and Restaurant Management in a University. Surveys are appropriately used in psychology research to collect self-report data from study participants. Hence, a survey in this case will focus on factual collection of information about individual's stress and teaching efficacy of the survey takers.

As to where the study was conducted, the researcher applied utmost ethical consideration by complete non-disclosure of the research environment since significant issues were considered such as respondent's anonymity, confidentiality, and data protection hence, the environment shall be just termed as a University or the University.

This study considered teacher participants in its investigation using the survey technique, certain issues were addressed like the non-disclosure of the respondent's workplace and their names. Table 1 refers to the age, gender, civil status, highest educational attainment, campus assignment and employment status among the respondents.

The consideration of these issues is necessary for the purpose of ensuring the privacy as well as the security of the respondents. Moreover, this study made use of a purposive sample, also commonly called a judgmental sample, which is one that is selected based on the knowledge of a population and the purpose of the study. The judgement criteria considered in the selection of sample participants is their level of stress as well as their teaching efficacy. The HRM teachers were selected because of this characteristic. This is deemed the most appropriate method since the researcher using this method is often interested in studying extreme or deviant cases – that is, cases that don't fit into regular patterns of attitudes and behaviors. By studying the deviant cases, researcher can often gain a better understanding of the more regular patterns of behavior. This is where purposive sampling often takes place. Additionally, the research also employed the universal sampling method which refers to the selection of sample where not all the people in the population have the same probability of being included in the sample, hence, 10 full-time teachers from B-Campus, 15 full-time teachers from M-Campus and 13 full-time teachers from L-Campus became participants for this study.

This study made use of two standardized instruments on Teacher's Stress and Teaching Efficacy Hanif (2004) from the National Institute of Psychology, Islamabad. As for Teacher's Stress, it has 10 dimensions which is in the context of Time Management (8 items); Work Related Stress (6 items); Professional Distress (5 items); Discipline and Motivation (6 items); Fatigue Manifestation (5 items); Professional Investment (4 items); Emotional Manifestation (5 items); Cardiovascular Manifestation (4 items); Gastronomical Manifestation (3 items); and Behavioral Manifestation (4 items). Teaching Efficacy has 3 dimensions which is contextualize as Student Engagement (8 items); Instructional Strategies (8 items) while Classroom Management (8 items).

The gathering of data started with letting the researcher secured permission from the University to conduct the study. After permission was given, the researcher then requested the HRM College Deans from the three colleges for approval in the distribution of the Questionnaires for Stress level and Teaching Efficacy. The HRM teachers were then required to answer the questionnaire by their (self-evaluation). The responses were retrieved for tabulation and analysis.

This study then made use statistical analysis tools to treat the data for the independent and dependent variables involved. Frequency, percentage, ranks and weighted mean were used to determine teachers stress and teaching efficacy. To determine the significant difference on teacher's stress and teaching efficacy, the one-way ANOVA was used. Lastly, to test the significant degree of variance on teacher's stress and teaching efficacy when respondents are grouped according to campus assignments, the ANOVA was used.

## RESULTS AND DISCUSSIONS

This section presents the demographic profile, level of stress, level of efficacy and the significant correlation between stress and efficacy of the HRM teachers in a University.

**Table 1.**  
**Demographic profile**

Items	B-Campus	L-Campus	M-Campus	Total	Percent
	n = 10	n = 8	n = 13	N = 31	
Age (in years)					
20 -24	2	1	1	4	12.90
25- 29	4	2	2	8	25.81
30 – 34	1	2	1	4	12.90
35 – 39	1	1	2	4	12.90
40 – 44	2	2	3	7	22.58
45 – 49	0	0	1	1	3.23
50 – 54	0	0	3	3	9.68
Average	29.90	31.38	39.62	34.35	
Gender					
Gender-Male	2	5	5	12	38.71
Female	8	3	8	19	61.29
Civil Ss Status					
Single	5	4	6	15	48.39
Married	5	4	7	16	51.61
Highest educational attainment					
Doctoral	1	0	0	1	3.23
Masters	8	8	13	29	93.55
Bachelor	1	0	0	1	3.23
No. of Number of years in teaching					
1 to 3	5	3	0	8	25.81
4 to 6	4	3	5	12	38.71
7 to 9	1	2	3	6	19.35
10 to 12	0	0	1	1	3.23
13 to 15	0	0	2	2	6.45
16 to 18	0	0	1	1	3.23
19 to 21	0	0	1	1	3.23
Average	3.40	4.25	9.69	6.26	

Table 1 presented the Demographic profile of the respondents. On **age distribution**, there are 8 or 25.81% of the teachers belong to the 25 – 29 age bracket; 7 or 22.58% belong to 40 – 44 age bracket; 4 or 12.90% belong to the 20 – 24 age bracket; another 4 or 12.90% belong to 30 – 34 age bracket; another 4 or 12.90% belong to 35 – 39 age bracket; 3 or 9.68% belong to 50 – 54 age bracket while only 1 or 3.23% belong to the 50 – 54 age bracket. It can be noted that 25% of the respondents are in their middle adulthood stage of development. As for **gender**, 19 or 61.29% are female while 12 or 38.71% are males. As for **civil status**, 15 or 48.39% of the respondents are single and 16 or 51.61% are married. As for **highest educational attainment**, it can be observed that 29 or 93.55% of the respondents are Master's Degree holders; 1 or 3.23% is a Doctorate Degree holder and 1 or 3.23% is a Bachelor's degree holder. As for **campus assignment**, 10 full- time teachers from B-Campus, 15 full-time teachers from M-Campus and 13 full-time teachers from L-Campus As for **employment status**, 12 or 38.71% of the respondents have been teaching for 4 to 6 years; 8 or 25.81% have been teaching for 1 – 3 years; 6 or 19.35% are teaching for 7 – 9 years; 2 or 6.45% have been teaching for 13 – 15 years while 1 or 3.23% have been teaching for 10 to 12 years, 1 or 3.23% for 16 to 18 years and 1 or 3.23% for 19 to 21 years.

**Table 2**  
HRM teacher’s level of stress among the three campuses

Level of stress	B-Campus	Interpretation	L- Campus	Interpretation	M-Campus	Interpretation
1. On time management	2.91	Moderately Noticeable	3.03	Moderately Noticeable	3.32	Moderately Noticeable
2. On work related stress	2.82	Moderately Noticeable	2.98	Moderately Noticeable	3.41	Very Noticeable
3. On professional distress	2.58	Barely Noticeable	2.33	Barely Noticeable	2.77	Moderately Noticeable
4. On discipline and motivation	2.50	Barely Noticeable	2.33	Barely Noticeable	2.87	Moderately Noticeable
5. On professional Investment	2.55	Barely Noticeable	2.19	Barely Noticeable	2.52	Barely Noticeable
6. On emotional manifestation	2.12	Barely Noticeable	2.38	Barely Noticeable	2.15	Barely Noticeable
7. On fatigue manifestations	2.36	Barely Noticeable	2.80	Moderately Noticeable	2.69	Moderately Noticeable
8. On cardiovascular manifestations	1.87	Barely Noticeable	2.46	Barely Noticeable	2.62	Moderately Noticeable
9. On gastronomical manifestations	1.97	Barely Noticeable	2.50	Barely Noticeable	2.69	Moderately Noticeable
10. On behavioral manifestations	2.27	Barely Noticeable	1.50	Non-Noticeable	1.94	Moderately Noticeable
TOTAL	2.395	Moderately Noticeable	2.45	Barely Noticeable	2.694	Moderately Noticeable

Legend: 1.00 – 1.79 NN Not Noticeable  
 1.80 – 2.59 BN Barely Noticeable  
 2.60 – 3.39 MN Moderately Noticeable  
 3.40 – 4.19 VN Very Noticeable  
 4.20 – 5.00 EN Extremely Noticeable

The table presented above is the summary of the Teacher's Stress, among the three campuses of a University which was based from the 10 dimensions of the levels of stress namely, Time Management (8 items); Work Related Stress (6 items); Professional Distress (5 items); Discipline and Motivation (6 items); Fatigue Manifestation (5 items); Professional Investment (4 items); Emotional Manifestation (5 items); Cardiovascular Manifestation (4 items); Gastronomical Manifestation (3 items); and Behavioral Manifestation (4 items). On the stress levels of the 3 campuses of the X-University, it was found out that majority of the respondents have moderately noticeable level of stress in time management and work -related stressors. They also possess the same moderately noticeable stress on Discipline and Motivation, Fatigue Manifestation. However, emotional, cardiovascular and gastronomical manifestations of their stress levels are barely noticeable while their behavioral manifestations to stress do not reflect in their work. In summary, B-Campus has moderately noticeable level of stress, while L- Campus has barely noticeable level of stress and M- Campus has moderately noticeable level of stress.

Based from the data gathered, majority of the teachers of the three campuses experienced moderately noticeable work-related stress as evidenced by the fact that they find the school day too short to complete the many tasks that they have been given. The analysis of the person of the environment or situation is important and that he or she must perceive the situation as too much for his or her resources to handle and there must be the perception that the situation is endangering his or her well-being. So, if the individual do not see the environment or situation as dangerous or too much to handle, it is possible that the individual would not experience stress (Lazarus and Folkman, 1984).

Table 3  
Level of Teaching Efficacy of HRM teachers

Level of Teaching Efficacy	B-Campus	Interpretation	L- Campus	Interpretation	M-Campus	Interpretation
Student engagements	3.93	Quite a bit	4.26	A Great Deal	4.13	Quite a bit
Instruction strategies	3.93	Quite a bit	4.09	Quite a bit	4.11	Quite a bit
Classroom management	3.85	Quite a bit	4.39	A Great Deal	4.16	Quite a bit

Legend: 1.00 – 1.79 N Nothing  
 1.80 – 2.59 VL Very Little  
 2.60 – 3.39 SI Some Influence  
 3.40 – 4.19 QB Quite A Bit  
 4.20 – 5.00 GD A Great Deal

**On Teacher's Sense of Efficacy of the 3 campuses of the X-University** namely, level of student engagements, level of instruction strategies and classroom management, it was found out that majority of the HRM teachers in the three campuses were efficient enough in **engaging students** in their respective classes, coming up with good instructional strategies and effective classroom management. As can be inferred from the data gathered, most of the respondents at X-University are efficient enough to get their students engaged and involved in the class by fostering creativity and motivating the failing students in the process. This study is secondly anchored on the theory by Sadker and Sadker (1997) which postulated that application of well- coordinated and intermingled approach to knowledge is to contently re-visit the instructions as they plan implementation that would bring out a positive result. To understand a competent teacher, we have to see to what extent they apply an integrated knowledge that they have in planning and implementing their teaching and revise the contents of their lesson. The other aspect of teaching competency is ability in technological aids, which suggests that the teacher must possess knowledge and skill about proficiency in teaching aids. This suggests that effective teachers are able to learn the planning and designing of lesson as well as the strategies to be adopted in teaching. The data gathered shows that most of the HRM teachers at X-University are able to efficiently use instructional strategies to effectively deliver the lessons to the students by gauging student comprehension and challenging them by crafting questions and providing alternative classroom strategies.

This suggests that effective teachers are able to learn the planning and designing of lesson as well as the strategies to be adopted in teaching; (1) They should be thus traced in facilitating teaching and professionally committed to acquiring knowledge throughout their life; (2) They should further be able to guide their pupils by properly designating course of studies; (3) They should be able to currently use student's output and provide him with a correct feedback and how to make use of this in improving their teaching; (4) An instructor must be able to adequately manage the classroom; (5) Know the ways and means to motivate the student; (6) The instructor must be able to understand as to how the students learn and improve besides knowing the contents of the education method that they are teaching. One of the attributes of effective teaching relates to the social context of the community, the variance in the students and the positive attributes and the deficiencies in the children. The proficiency in technology is perceived as a means to an end (resulting in better teaching) rather than as an end in itself (Siddiqui, 2007)."

Table 4  
ON CORRELATION BETWEEN SELF EFFICACY AND LEVEL OF STRESS

$r = -0.0522$   
 value of r at 29 df (0.05) = 0.3557  
 Insignificant  
 cepted

The computed r value of -.0522 is less than the critical r value which is .3557 with 29df at .05. Thus, there is no significant relationship between the teachers' self-efficacy and level of stress which resulted from the non-rejection of the null hypothesis. Teacher motivates students to think critically, value learning, show interest in class; how he uses varied teaching strategies so as to attend to the learning needs of students and how he implements discipline in class or how he manages the classroom so as to make students behave and follow classroom rules and policies has no bearing on his time management, his work related stressors, discipline and motivation, fatigue manifestation, professional investment, emotional manifestations, cardiovascular and gastronomical manifestations.

## CONCLUSIONS

On the stress levels of the 3 campuses of the University, it was found out that majority of the respondents have moderately noticeable level of stress in time management and work-related stressors. On Teacher's Sense of Efficacy of the 3 campuses of the University, it was found out that majority of the teachers are efficient enough in engaging students in their respective classes, coming up with good instructional strategies and effective classroom management.

Sex does not affect the teacher's time management, his work related stressors, discipline and motivation, fatigue manifestation, professional investment, emotional manifestations, cardiovascular and gastronomical manifestations. Teacher's sex has nothing to do with how he motivates students to think critically, value learning, show interest in class; how he uses varied teaching strategies so as to attend to the learning needs of students and how he implements discipline in class or how he manages the classroom so as to make students behave and follow classroom rules and policies.

Teacher's civil status has nothing to do with how he motivates students to think critically, value learning, show interest in class; how he uses varied teaching strategies so as to attend to the learning needs of students and how he implements discipline in class or how he manages the classroom so as to make students behave and follow classroom rules and policies. Civil status does not affect the teacher's time management, his work related stressors, discipline and motivation, fatigue manifestation, professional investment, emotional manifestations, cardiovascular and gastronomical manifestations.

Highest educational attainment does not affect the teacher's time management, his work related stressors, discipline and motivation, fatigue manifestation, professional investment, emotional manifestations, cardiovascular and gastronomical manifestations. The teacher's highest educational attainment has nothing to do with how he motivates students to think critically, value learning, show interest in class; how he uses varied teaching strategies so as to attend to the learning needs of students and how he implements discipline in class or how he manages the classroom so as to make students behave and follow classroom rules and policies.

Teacher's number of years in teaching has no influence on how he motivates students to think critically, value learning, show interest in class; how he uses varied teaching strategies so as to attend to the learning needs of students and how he implements discipline in class or how he manages the classroom so as to make students behave and follow classroom rules and policies. Teacher motivates students to think critically, value learning, show interest in class; how he uses varied teaching strategies so as to attend to the learning needs of students and how he implements discipline in class or how he manages the classroom so as to make students behave and follow classroom rules and policies has no bearing on his time management, his work related stressors, discipline and motivation, fatigue manifestation, professional investment, emotional manifestations, cardiovascular and gastronomical manifestations.

It is suggested that the Administration lessen the work load (teaching loads of the teachers so they can have ample time to prepare the lessons and focus on each class and thereby enjoy the extra time for relaxation. The Administration shall conduct semestral retooling activities for the teachers to enhance their knowledge in fostering proper classroom management and student discipline and motivation. It is also suggested for the school to administer annual check-ups to check fatigue symptoms manifested by the teachers.

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