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Dimensions of Stress and Work Performance of Secondary School Teachers

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ABSTRACT

This study determined the levels of stress and work performance of 118 secondary school teachers in one district of a large-sized division in the Negros Island Region during School Year 2021–2022 as a basis for a wellness plan. Using a descriptive-correlational design, data were collected through a researcher-made, content-validated, and reliability-tested questionnaire and analyzed using frequency count, percentage, weighted mean, Mann–Whitney U test, and Spearman's rank-order correlation. Findings revealed that teachers experienced moderate levels of professional, physical, emotional, and social stress, with professional stress obtaining the highest mean, while work performance was rated high or very satisfactory across all indicators. Significant differences in work performance were found according to age, while no significant differences were observed by sex, civil status, or educational attainment. Stress levels generally showed no significant differences across demographic variables, except for emotional and social stress by educational attainment. Moreover, no significant relationship was found between teachers' stress levels and work performance under modular distance education. The study recommends twice-yearly stress-management seminars through INSET, quarterly LAC sessions to address modular learning challenges, reduction of unnecessary administrative tasks, and school-based programs on stress management, emotional intelligence, and coping strategies. Teachers are also encouraged to prioritize rest, self-care, and family time, while future researchers may examine other variables and settings to validate the findings.

Keywords: Secondary School Teachers; Stress; Work Performance

How to Cite:

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INTRODUCTION

Teachers play a vital role in facilitating learning and preparing students to become productive citizens, yet teaching is also considered one of the most stressful occupations (Rabago-Mingoa, 2017). The COVID-19 pandemic intensified this stress as schools shifted to various learning modalities. Teachers faced challenges in preparing, distributing, retrieving, and assessing self-learning modules, while parents also struggled with unclear task instructions and limited teacher feedback (Federkeil et al., 2020; Castroverde & Acala, 2021).

The disruption significantly affected teachers' well-being, resulting in emotional exhaustion, burnout, increased workload, and stress. Despite schools' limited readiness for distance learning, teachers continued delivering quality education amid the crisis (Asio, 2021). Thus, addressing teachers' welfare and managing their stress are essential to sustaining effective curriculum delivery and promoting quality learning. Quantifying teachers' stress levels and identifying areas of concern can help develop appropriate strategies to support their well-being and improve their capacity to cope with work-related demands.

As one of thousands of educators across the country experiencing this sudden change in the educational system, I have faced undeniable challenges in delivering quality education through new learning modalities. In particular, modular distance education goes beyond simply handing out modules; it requires countless nights of extra effort to ensure these materials adequately cater to all students. This reality heavily drains every teacher's energy due to the surge in additional work tasks. It is with this premise that the researcher is compelled to conduct this study to determine the level of stress experienced by the secondary school teachers and examine its impact on their work performance. Additionally, the findings of this study served as a basis for a stress wellness plan that would focus on helping teachers manage stress efficiently.

OBJECTIVES OF THE STUDY

This study determined the levels of stress and work performance of secondary school teachers in one of the districts in a large division of the Negros Island Region during School Year 2021–2022 as a basis for developing a wellness plan. Specifically, the study sought to determine the overall level of stress of secondary school teachers and across the dimensions of professional, physical, emotional, and social stress. It also examined the levels of stress in terms of these four dimensions when the teachers were grouped according to sex, age, civil status, and highest educational attainment. Furthermore, the study determined whether there were significant differences in the level of work performance of secondary school teachers when they were grouped and compared according to the aforementioned variables. It also investigated whether significant differences existed in their levels of stress when grouped according to sex, age, civil status, and highest educational attainment. Finally, the study examined whether a significant relationship existed between the levels of stress and the work performance of secondary school teachers.

LITERATURE REVIEW

Teacher stress has been widely recognized as a significant concern in the Philippine educational setting. David et al. (2021) reported high emotional exhaustion among teachers, while Dela Cruz and Santos (2020) attributed increased pressure to policy requirements and paperwork. The transition to the "new normal" further heightened teacher stress because many educators lacked psychological and technical preparedness (Calao & Yazon, 2020; Tria, 2020). Heavy workloads, administrative responsibilities, time pressure, and insufficient institutional support were likewise identified as major stressors affecting teachers' well-being and effectiveness (Tagayon & Obiso, 2024; Amata, 2022).

Workload and administrative demands remain among the primary sources of teacher stress. Nalla (2022) identified administrative multitasking, extensive paperwork, unstable internet connectivity, communication demands, and multiple learning modalities as common stressors, while Manayan et al. (2022) linked massive paperwork, unclear instructions, and low student involvement to teachers' psychological health. Similarly, Dumlao and Dumlao (2020) and Tagayuna and Acosta (2020) found that heavy workloads, limited time, and insufficient resources contribute to stress, exhaustion, and burnout. Tarraya (2023) further noted that teachers' administrative duties may reduce instructional quality and morale.

Stress may manifest through physical, emotional, and social difficulties. Sharma and Shukla (2021) associated stress with fatigue, headaches, sleep disturbances, anxiety, irritability, and other physical and emotional symptoms, while Garcia and Weiss (2019) emphasized that teachers may experience emotional strain when they lack adequate support and resources for addressing

students' social-emotional needs. Ssenyonga and Tobias (2021) and Gonzales (2021) similarly found that teaching difficulties, lesson preparation, classroom management, grading, and administrative work contribute to pressure and exhaustion. Female teachers have also been reported to experience higher stress and burnout than males (Bottiani et al., 2019; O'Brennan et al., 2017), while younger teachers may experience greater stress because of limited experience and adaptation to new responsibilities (Van der Heijden et al., 2018; Habibi et al., 2021).

Teacher performance, meanwhile, encompasses competence, commitment, professional responsibilities, instructional practices, and the ability to facilitate learning. Bustamante (2024) described teacher performance as involving personal competencies, professional development, and institutional conditions, while Sarabia and Collantes (2020) emphasized teachers' ability to fulfill expected duties and responsibilities. Morales and Ventura (2022) found teachers' job performance to be at a proficient level and reported no significant differences when grouped according to sex, age, civil status, and educational attainment. Similarly, Sarabia and Collantes (2020) found that demographic variables generally did not predict teacher performance, although gender was identified as a positive predictor. Obrero and Serviñas (2022) likewise reported high to outstanding teacher performance across demographic groups.

Several studies have examined the relationship between teacher stress and performance, producing varying results. Morales and Ventura (2022) found only a weak relationship between occupational stress and job performance, while Rotas Cahapay (2020) and Jabilles (2020) reported no significant relationship between workload or occupational stress and teacher performance. Magalong and Torreon (2021) likewise found no significant relationship between teaching workload and effectiveness, suggesting that teachers may maintain satisfactory performance despite heavy responsibilities. However, Asaoei et al. (2020) and Kmal et al. (2021) found that work-related stress significantly affected teacher performance, particularly through time management, professional distress, student discipline, and administrative demands. Ouellette et al. (2018), in contrast, concluded that work stress does not necessarily reduce teacher performance, although it may affect well-being and job satisfaction.

Overall, the reviewed literature indicates that teacher stress is primarily associated with workload, paperwork, administrative demands, time pressure, insufficient resources, interpersonal challenges, and changing educational requirements, while teacher performance is influenced by competence, commitment, experience, and institutional conditions. Although some studies established a negative relationship between stress and performance, others found weak or insignificant relationships, suggesting that teachers may remain effective despite experiencing considerable stress. Recent findings by Guazon et al. (2025) further indicate that teachers can manage stress through mindfulness, social support, professional growth, work-life balance, and team-building activities. These studies provide a strong basis for examining the levels of stress and work performance of secondary school teachers and determining whether their stress significantly relates to their teaching performance.

METHODOLOGY

This section presents the discussion of the research methodology used, the subjects and respondents of the study, the research instruments used, the validity and reliability of the instruments, the procedure for data gathering, and the statistical tools and procedure for data analysis.

Research Design

The research design used in this study is a descriptive-correlational design. According to Rahi (2017), relational research consists of looking for several variables that interact with each other, so when the change in one of them is evident, one can assume what the change will be in the other that is directly related to it. Thus, this research design was considered the best method to use, since the main objective of this study was to determine the level of stress encountered by the secondary school teachers in relation to their work performance.

Study Respondents

The respondents of this study were the one hundred eighteen (118) secondary school teachers in one of the districts of a large-sized division in the Negros Island Region for the School Year 2021 – 2022. Since the targeted respondents for this study were the entire regular faculty members of the junior high school during the School Year 2021-2022, purposive sampling was used. According to Nikolopoulou (2022), this sampling method relies on the researcher's judgment when identifying and selecting the individuals, cases, or events that can provide the best information to achieve the study's objectives.

Instruments

The study utilized a researcher-made questionnaire consisting of two parts: the first gathered the respondents' personal characteristics, while the second comprised 40 items covering four areas of stress—professional, physical, emotional, and social—with 10 items per area; teaching performance was obtained from the respondents' IPCRF for School Year 2020–2021. The instrument underwent expert validation by educational specialists, using a validation form adopted from Good and Scates, and obtained a mean rating of 4.80, interpreted as very high validity. Its reliability was established through a pilot test involving 30 secondary school teachers from another district who were not included in the study, with Cronbach's alpha of .806, indicating strong internal consistency and confirming that the instrument was reliable for data gathering.

Data Gathering Procedure

Data gathering began with the preparation and reliability testing of the research instrument, followed by securing permission from the Division Office of Negros Occidental and the School Heads of the target secondary schools. The instrument was validated by prospective research validators, pilot-tested, and processed using Cronbach's alpha. After reproducing the required questionnaires, the researcher personally administered them to the respondents, ensuring complete retrieval of the accomplished forms. The respondents' teaching performance ratings were obtained from the School Principals' records, specifically their IPCRF results for School Year 2020–2021. The collected data were processed and analyzed with the assistance of a statistician using the Statistical Package for the Social Sciences (SPSS), and the results were presented in statistical tables based on the study's research problems.

Data Analysis and Statistical Treatment

The study employed three analytical schemes consistent with its objectives and hypotheses. For Objectives 1 and 2, which determined the levels of teachers' stress and work performance, respectively, the descriptive analytical scheme and mean were utilized. For Objectives 3 and 4, which examined significant differences in work performance and stress levels when respondents were grouped according to sex, age, civil status, and highest educational attainment, the comparative analytical scheme and Mann–Whitney U test were employed. For Objective 5, which determined the significant relationship between teachers' stress levels and teaching performance, the relational analytical scheme and Spearman's rho correlation were used.

Ethical Consideration

The researcher strictly observed established ethical standards to protect the rights, welfare, privacy, and confidentiality of the participants throughout the study. Participants were informed that their participation would not affect their official teaching performance and were provided with an Informed Consent Form (ICF) explaining the study's purpose, voluntary participation, and their right to withdraw at any time. Necessary permissions were secured from the School Division Superintendent, Public School District Supervisor, and School Heads. All active secondary school teachers had an equal opportunity for selection based on objective professional criteria, without discrimination based on age, gender, ethnicity, or socioeconomic status. Participants' personal information and research responses were kept confidential and used solely for academic and educational purposes. The study complied with the Data Privacy Act of 2012, with appropriate procedures for the secure storage and eventual disposal of research instruments after the completion of the study, thereby ensuring the protection of respondents' identities and data.

RESULTS AND DISCUSSION

This section deals with the presentation, analysis and interpretation of data gathered to carry out the objectives of this study. All these were made possible by following certain appropriate procedures so as to give the exact data and solution to each specific problem.

Descriptive Analysis of the Level of Stress of the Secondary School Teachers in the Areas Professional, Physical, Emotional and Social

Table 1

Level of Stress of the Secondary School Teachers in the Area Professional

Items	Mean	Interpretation
As a teacher, I am stressed of. . .		
1. too much work and activity assigned to me	3.34	Moderate Level
2. having follow-up with parents regarding students' approach to modules	3.23	Moderate Level
3. coping with deadlines set by the school head	3.52	High Level
4. sorting and packing of modules every week	3.51	High Level
5. home visitation to low-performing learners	2.91	Moderate Level
6. the contextualization of LAS, worksheet, and performance task	3.35	Moderate Level
7. passing of immediate online reports	3.53	High Level
8. abrupt preparation of MOVs for RPMS	3.48	Moderate Level
9. preparing a lesson plan to meet the nine indicators reflected in the RPMS	3.68	High Level
10. having COT not suited for the present situation	3.10	Moderate Level
Overall Mean	3.36	Moderate Level

Table 1 shows that secondary school teachers face a manageable amount of professional stress overall. However, there is a clear split between the types of stress: administrative work causes high pressure, while field-based tasks cause much less.

Specifically, teachers experience a high level of stress when performing their non-teaching administrative duties. This is evident by the high stress levels tied to performance rating indicators, Item 9 "preparing a lesson plan to meet the nine indicators reflected in the RPMS" alongside deadlines and module management on Items 3 "coping with deadlines set by the school head," Item 4 "sorting and packing of modules every week," and Item 7 "passing of immediate online reports." This clustering suggests that the modern teaching workload is heavily weighted toward clerical and regulatory demands rather than actual instruction. On the other hand, direct student-centered interventions such as conducting home visitations for struggling learners, Item 5 "Home visitation to low-performing learners," register the lowest stress. This contrast implies that teachers find community-facing, pedagogical duties significantly more manageable or intrinsically rewarding than paperwork.

This result was supported by Alson (2019), who indicated that excessive monitoring and high demands from the administration are among primary stressors experienced by teachers. Similarly, Galias (2020) shared the same thought that increased obligations and strict deadlines cause stress among teachers.

Table 2

Level of Stress of the Secondary School Teachers in the Area of Physical

Items	Mean	Interpretation
As a teacher, I. . .		
1. lack outdoor activities due to piles of work	3.28	Moderate Level
2. am tired of the distribution and retrieval of modules	2.80	Moderate Level
3. am not ready for the sudden shift of teachers' routine from mainly classroom scenarios to module and printer saga	3.01	Moderate Level

4. easily burn out in strenuous workloads and class size	3.08	Moderate Level
5. exert much effort in carrying the bulk of modules to the catchment area	3.45	Moderate Level
6. usually burn out in managing learners' grades and performance outputs	3.26	Moderate Level
7. have to adjust changes of my body clock and lifestyle rhythm	3.20	Moderate Level
8. am tired of making strategic plans to monitor learners' progress	2.96	Moderate Level
9. find it difficult in sourcing out funds to help augment printing needs	2.92	Moderate Level
10. need to find more time and effort in home visitation	3.25	Moderate Level
Overall Mean	3.12	Moderate Level

Table 2 indicates that the physical demands placed on secondary school teachers generate relatively stable and moderate levels of stress, demonstrating that occupational workloads requiring physical strength from teachers were currently sustainable. Interestingly, both the highest and lowest stressors within this domain happen during the logistical management of learning resources.

Specifically, teachers experience a high level of stress when executing the manual transport of heavy learning modules to distant catchment areas, Item 5 "exert much effort in carrying the bulk of modules to the catchment area." On the other hand, the routine administrative cycle of distributing and retrieving these same modules registers the lowest comparative stress, Item 2 "am tired of the distribution and retrieval of modules." These findings suggest that the physical efforts of teachers to support the delivery of instruction for rural or wide-area transports resulted in a moderate level of physical constraints, since it is considered part of their professional duty.

This balanced stress profile underscores the physical resilience and adaptive capacity inherent in the teaching workforce. While these physical responsibilities remain a persistent and embedded feature of contemporary teaching, they are presently navigated within a manageable threshold. This capacity for self-regulation aligns with Alson (2019), who observed that educators possess the professional maturity necessary to buffer against occupational stressors effectively. Consequently, teachers manage to mitigate the physical toll of these logistical responsibilities, preventing systemic fatigue from compromising instructional delivery or student engagement.

Table 3

Level of Stress of the Secondary School Teachers in the Area of Emotion

Items	**Mean**	**Interpretation**
As a teacher, I. . .		
1. felt that I lack skills in facilitating learning	2.51	Moderate Level
2. have fears of missing out on personal appointments brought about by a sudden change in schedule	2.75	Moderate Level
3. feel sorry for not helping my learners' personal problems due to distance	3.08	Moderate Level
4. feel as if there is no Goodwill between teachers and students	2.58	Moderate Level
5. have hesitation in reporting to my workplace due to the COVID-19 virus	2.75	Moderate Level
6. am afraid of being criticized by parents due to a lack of communication	2.42	Low Level

7. am depressed since I cannot stop cheating among my learners	2.30	Low Level
8. easily get irritated due to repeated production of modules	2.44	Low Level
9. am frustrated not to be fully aware of the new safety protocols	2.12	Low Level
10. felt unproductive during work from home	2.29	Low Level
Overall Mean	2.52	Moderate Level

Table 3 reveals that the emotional constraints experienced by secondary school teachers remain within a relatively stable and moderate threshold, indicating that empathy-related strain under distance learning conditions serves as a primary psychological burden. However, compliance with existing health and safety protocols does not present a significant emotional challenge for educators. Specifically, teachers experience a high level of stress regarding their inability to be physically present to attend to the personal needs of their students, Item 5 "have hesitation in reporting to my workplace due to the COVID-19 virus." On the other hand, teachers demonstrate a high acceptance of new safety protocols, as these regulations do not deeply disrupt their affective well-being, Item 2 "have fears of missing out on personal appointments brought about by a sudden change in schedule." These findings suggest that new instructional delivery models result in moderate emotional stress, underscoring a clear need for targeted institutional psychosocial support to prevent these lingering stressors from escalating into chronic burnout.

This shift in the educational landscape redefines the psychological challenges faced by the teaching workforce. The emotional toll of navigating a disconnected learning environment aligns with Sharma and Shukla (2021), who observed that rapid structural shifts within the educational ecosystem inevitably destabilize teachers' emotional well-being. Furthermore, this strain is compounded by the daily complexities of addressing diverse student needs from a distance, a reality corroborated by Ssenyonga and Tobias (2021). Consequently, while teachers exhibit immediate resilience, proactive administrative interventions are essential to safeguard their long-term professional well-being.

Table 4

Level of Stress of the Secondary School Teachers in the Area Social

Items	**Mean**	**Interpretation**
As a teacher, I. . .		
1. set a barrier to my school head and co-teachers	2.56	Moderate Level
2. find it difficult to get along with my school head	2.23	Low Level
3. feel that I am inferior to my co-teachers	2.03	Low Level
4. find it difficult to deal with my co-teachers	1.97	Low Level
5. refuse to attend special gatherings when invited due to the COVID-19 virus	2.67	Moderate Level
6. have limited time for family and friends bonding due to the bulk of paperwork	2.98	Moderate Level
7. put barriers to personal relationships due to online submission of reports	2.67	Moderate Level
8. feel bored due to self-isolation because of unfinished paperwork	2.64	Moderate Level
9. prioritize paperwork over entertainment/relaxation	3.26	Moderate Level
10. have more time in accomplishing work tasks than recreation	3.36	Moderate Level

Overall Mean	2.64	Moderate Level

Table 4 presents that the social stress among secondary school teachers primarily came from a work-life imbalance. Specifically, teachers dedicate significantly more time to dealing with their work-related duties than to personal activities. Interestingly, relationships with their co-teachers and school heads do not contribute to their social stress at all, indicating a generally healthy and positive workplace environment.

According to the data from this table, teachers experience the highest level of social stress from the imbalance between professional duties and personal life, Item 10 "have more time in accomplishing work tasks than recreation," which is rooted in the numerous paperwork and work tasks of teachers. On the other hand, they maintain positive relationships with their colleagues and school head, Item 4 "find it difficult to deal with my co-teachers." However, the heavy workloads and administrative tasks often force them into isolation, limiting their time for peer interaction. These results suggest that if teachers are not given enough time to recharge, they might end up in social withdrawal and diminished job satisfaction.

This finding was supported by numerous studies showing that paperwork and work tasks are the source of imbalance between professional duties and personal life (Orlanda-Ventayen & Ventayen, 2021; Manabete et al., 2016; Palacios et al., 2021). Furthermore, Guanzon et al. (2025) support this finding that teachers have limited time for recreation due to stress.

Descriptive Analysis in the Level of Teachers' Performance when grouped according to the Variables, Sex, Age, Civil Status, and Highest Educational Attainment

Table 5

Level of Teachers Performance

Variable	Category	N	Mean	Interpretation
Sex	Male	29	4.08	High
	Female	89	4.13	High
Age	Younger	55	4.18	High
	Older	63	4.06	High
Civil Status	Single	44	4.14	High
	Married	74	4.11	High
Highest Educational Attainment	Lower	85	4.12	High
	Higher	33	4.13	High

Table 5 reveals the level of teacher performance across various demographic profiles such as sex, age, civil status, and highest educational attainment. It was found that the secondary school teachers demonstrate a high level of performance across all variables. This result indicates that the secondary school teachers, regardless of their individual backgrounds, consistently delivered very satisfactory performance in their instructional and administrative duties.

The result of this table also reflects that female, older, married, and Bachelor's degree-holding teachers slightly outperformed their male, younger, single, and more highly educated peers. This pattern suggests that experienced teachers tend to perform better than those with less experience.

Nevertheless, the result of this table simply indicates that the teaching performance of teachers across all demographic profiles is at a high level. This uniformity aligns with the findings of Sarabia & Collantes (2020), who noted that the level of performance of teachers is almost the same. Similarly, Morales and Ventura (2022) observed that there is no significant difference in job performance perception when grouped according to sex, age, civil status, and highest educational attainment, reinforcing the conclusion that professional competence is sustained at an equivalent, high level regardless of personal profile.

Comparative Analysis in the Level of Teachers' Performance when grouped and compared according to the Variables, Sex, Age, Civil Status and Highest Educational Attainment

Table 6

Difference in the Level of Teachers' Performance when grouped and compared according to the Variables, Sex, Age, Civil Status and Highest Educational Attainment

Variable	Category	N	Mean	Mann Whitney U	p-value	*Sig. level*	Interpretation
Sex	Male	29	58.09	1249.500	0.798		Not Significant
	Female	89	59.56				
Age	Younger	55	67.46	1294.500	0.018	0.05	Significant
	Older	63	52.55				
Civil Status	Single	44	62.05	1516.000	0.533		Not Significant
	Married	74	57.99				
Highest Educational Attainment	Lower	85	59.91	1367.5	0.834		Not Significant
	Higher	33	58.44				

Table 6 examines the difference in teachers' performance when grouped according to the selected demographic variables using the Mann-Whitney U test. The analysis reveals that among the selected variables, only age has a statistically significant impact on teachers' performance, as indicated by the obtained *p*-value of 0.018.

The result of this table also reveals that there is no statistically significant difference in the performance of levels between male and female teachers; single and married teachers; and teachers with lower and higher levels of education. These identified groupings exhibit similar average performance scores, indicating that sex, civil status, and highest educational background do not affect teacher performance.

On the other hand, age serves as a significant factor in teacher performance. Specifically, younger teachers have a significantly higher performance level than older teachers. This implies that age may be a factor influencing energy levels and adaptability to new teaching methods.

These findings contradict Abarro (2018), who reported that civil status and highest educational attainment are factors affecting the performance of teachers, while sex and age do not affect the performance of teachers. Additionally, Sarabia and Collantes (2020) highlighted that age, civil status, and highest educational attainment do not predict the performance of teachers.

In fact, various studies reported that teaching performance differs significantly in terms of sex, civil status, and highest educational attainment rather than age (Kholis, 2017; Abarro, 2018; Aklilu et al., 2020; and Sarabia & Collantes, 2020).

Comparative Analysis in the Level of Stress of the Secondary School Teachers in the Areas Professional, Physical, Emotional and Social when grouped and compared according to the Variables, Sex, Age, Civil Status and Highest Educational Attainment

Table 7

Difference in the Level of Stress of the Secondary School Teachers in the Area Professional According to Variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	*Sig. level*	Interpretation
Sex	Male	29	64.29	1151.50	0.384	0.05	Not Significant
	Female	89	57.94				
Age	Younger	55	59.73	1720.00	0.946		Not Significant
	Older	63	59.30				
Civil Status	Single	44	56.38	1490.50	0.444		Not Significant
	Married	74	61.36				
Highest Educational Attainment	Lower	85	61.44	1238.00	0.323		Not Significant
	Higher	33	54.52				

Table 7 examines the difference in the level of teachers' professional stress when grouped according to the selected demographic variables using the Mann-Whitney U test. The analysis reveals that there is no statistically significant difference in the levels of professional stress between male and female teachers; younger and older teachers; single and married teachers; and teachers with lower and higher levels of education, as indicated by the obtained p-values ranging from 0.323 to 0.946.

These identified groupings exhibit similar levels of stress, indicating that professional stress among teachers does not differ based on their sex, age, civil status, and highest educational background. The results also suggest that regardless of the demographic profile, teachers experienced professional stress at a moderate level under the modular distance education.

This finding was supported by Redin and Erro-Garcés (2020), who emphasized that the teaching profession is a stressful profession, brought by a lack of teaching materials and resources, excessive monitoring, high demands from the administrations, increased obligations, and strict deadlines (Alson, 2019; Galias, 2020).

Table 8

Difference in the Level of Stress of the Secondary School Teachers in the Area of Physical Education According to Variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	*Sig. level*	Interpretation
Sex	Male	29	56.24	1196.00	0.554	0.05	Not Significant
	Female	89	60.56				
Age	Younger	55	60.09	1700.00	0.861		Not Significant
	Older	63	58.98				
Civil Status	Single	44	56.48	1495.00	0.458		Not Significant

		Married	74	61.30			
Highest Attainment	Educational	Lower	85	56.22	1124.00	0.094	Not Significant
		Higher	33	67.94			

Table 8 examines the difference in the level of teachers' physical stress when grouped according to the selected demographic variables using the Mann-Whitney U test. The analysis reveals no statistically significant difference in the levels of physical stress between male and female teachers; younger and older teachers; single and married teachers; and teachers with lower and higher levels of education, as indicated by the obtained p-values ranging from 0.094 to 0.861.

These findings indicate that physical stress among teachers does not differ based on their sex, age, civil status, and highest educational background. Furthermore, the results suggest that regardless of their demographic profile, teachers experienced a moderate level of physical stress under the modular distance education.

This was supported by Gurrea (2021), who suggested that physical stress among teachers was evident during the time of the pandemic due to various demands at work. In contrast, Sunagar and Yarriswamy's (2017) study revealed that female teachers have higher physical stress when compared to male teachers of secondary schools. Additionally, Xhelilaj et al. (2021) reported that older teachers have a higher level of exhaustion and occupational stress than other groups.

Table 9

Difference in the Level of Stress of the Secondary School Teachers in the Area of Emotion According to Variables

Variable		Category	N	Mean Rank	Mann Whitney U	p-value	*Sig. level*	**Interpretation**
Sex		Male	29	62.36	1207.50	0.603		Not Significant
		Female	89	58.57				
Age		Younger	55	59.75	1718.50	0.940	0.05	Not Significant
		Older	63	59.28				
Civil Status		Single	44	56.13	1479.50	0.408		Not Significant
		Married	74	61.51				
Highest Attainment	Educational	Lower	85	54.10	943.50	0.006		Significant
		Higher	33	73.41				

Table 9 examines the difference in the levels of teachers' emotional stress when grouped according to the selected demographic variables using the Mann-Whitney U test. The analysis reveals that there is no statistically significant difference in the levels of emotional stress between male and female teachers; younger and older; and single and married teachers, as indicated by the obtained p-values ranging from 0.408 to 0.940.

Conversely, the comparative analysis of emotional stress in terms of highest educational attainment was statistically significant as reflected by the obtained p-value of 0.006, indicating that teachers with higher educational attainment (e.g., Master's or Doctor's degree) experienced significantly higher emotional stress compared to those with lower educational attainment. This

suggests that under the modular distance education, higher educational qualifications are associated with greater job demands and administrative responsibilities compared to teachers with a bachelor's degree.

Finally, the results indicate that, regardless of the demographic profile of teachers, except for the highest educational attainment, teachers generally experienced a moderate level of emotional stress under the modular distance education.

This was supported by Ssenyonga and Tobias' (2021) study, which indicated that teaching difficulties and feelings of pressure at work, particularly in meeting diverse student needs, significantly contributed to teachers' emotional stress. Similarly, Sunagar & Yarriswamy's (2017) study also suggests that the emotional stress of married and unmarried teachers does not differ significantly.

In contrast, there are some studies that also reported that female and younger teachers have a high level of emotional stress compared to male and older teachers (O'Brennan et al.,2017; Heijden et al.,2018; Bottiani et al., 2019).

Table 10

Difference in the Level of Stress of the Secondary School Teachers in the Area Social According to Variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	*Sig. level*	Interpretation
Sex	Male	29	61.03	1246.00	0.781	0.05	Not Significant
	Female	89	59.00				
Age	Younger	55	59.74	1719.50	0.944		Not Significant
	Older	63	59.29				
Civil Status	Single	44	60.39	1589.00	0.828		Not Significant
	Married	74	58.97				
Highest Educational Attainment	Lower	85	53.83	920.50	0.004		Significant
	Higher	33	74.11				

Table 10 examines the difference in the levels of teachers' social stress when grouped according to the selected demographic variables using the Mann-Whitney U test. The analysis reveals that there is no statistically significant difference in the levels of social stress between male and female teachers; younger and older; and single and married teachers, as indicated by the obtained p-values ranging from 0.781 to 0.944.

Conversely, the comparative analysis of social stress in terms of highest educational attainment was statistically significant as reflected by the obtained p-value of 0.004, indicating that teachers with higher educational attainment (e.g., Master's or Doctor's degree) experienced significantly higher social stress compared to those with lower educational attainment. This suggests that under the modular distance education, higher educational qualifications are associated with greater job demands and administrative responsibilities compared to teachers with a bachelor's degree.

Finally, the results indicate that, regardless of the demographic profile of teachers, except for the highest educational attainment, teachers generally experienced a moderate level of social stress under the modular distance education.

Interestingly, the result of this table contradicts Orlanda-Ventayen & Ventayen's (2021) study, which indicated that Bachelor's graduates and Master's level teachers have a higher level of workplace stress compared to those who are graduates with a master's degree and a doctoral degree.

Relational Analysis between the Level of Stress and the Level of Performance of the Secondary School Teachers

Table 11

Relationship between the Level of Stress and the Level of Performance of the Secondary School Teachers

Variable	Rho	p-value	*Sig. level*	Interpretation
Stress Teachers Performance	1.000	0.959	0.05	Not Significant

Table 11 examines the relationship between the level of stress and the level of performance of the secondary school teachers using the Spearman Rho Coefficient Correlation. The analysis reveals no statistically significant relationship between teachers' stress and performance, as indicated by the obtained r_s-value of 1.000 and *p*-value of 0.959. Therefore, the study fails to reject the null hypothesis.

The result indicates that the stress experienced by teachers did not influence their teaching performance. This implies that teachers have the capacity to perform their jobs very satisfactorily under modular distance education despite experiencing professional, physical, emotional, and social stress. Furthermore, these findings suggest that secondary school teachers are adaptable and resilient in overcoming challenges brought by the current educational set-up.

This finding was supported by Alson (2019), who indicated that teachers have enough maturity to handle stress effectively, enabling them to ensure that the stress they experience does not negatively affect the delivery of their lessons to students. In similar perspectives, numerous studies have also reported that work stress does not necessarily affect teacher work performance (Ouellette et al., 2018; Jabilles, 2020; Rotas & Cahapay, 2020; Magalong &Torreon, 2021).

Conversely, there are various studies suggesting that stress and teaching performance are associated with each other, indicating that stress can impact teaching performance (Kumar & Rajeswari, 2017; Amoako et al., 2017; Asaloei et al., 2020; Komal et al., 2021).

CONCLUSION

The study found that the respondents were predominantly female, aged 39 years and above, married, and bachelor's degree holders. Their overall levels of professional, physical, emotional, and social stress were moderate, with professional stress registering the highest level, while their teaching performance was high or very satisfactory under modular distance education. Differences in stress levels were generally minimal across demographic groups, although teachers with higher educational attainment experienced significantly higher emotional and social stress. Similarly, work performance did not significantly differ according to sex, civil status, or educational attainment, but a significant difference was found according to age. The study further revealed no significant relationship between teachers' stress and work performance, indicating that despite experiencing moderate stress associated with paperwork and compliance requirements, module preparation and distribution, limited ability to assist students personally, and work-life imbalance, teachers were still able to perform their duties very satisfactorily. Overall, the findings suggest that secondary school teachers demonstrated adaptability and resilience in managing the demands of modular distance education, although continued monitoring and wellness interventions are recommended to prevent prolonged stress and burnout.

RECOMMENDATIONS

Based on the findings and conclusions, it is recommended that School Heads conduct twice-yearly seminars on stress management, particularly professional stress, as part of the Mid-Year or Year-End In-Service Training (INSET). Subject coordinators and teachers may also hold quarterly Learning Action Cell (LAC) sessions to discuss challenges encountered in modular distance education and develop strategies to minimize administrative tasks and paperwork. Teachers are encouraged to allocate sufficient time for rest, personal activities, and family to maintain well-being and prevent burnout. Schools may likewise

implement programs on emotional intelligence, stress management, and effective coping strategies to strengthen teachers' well-being and professional performance. Finally, similar studies may be conducted using other variables and in different cities or municipalities to further validate and expand the findings of the present study.

Conflict of Interest

The authors declare the absence of any conflict of interest that could have influenced the content or conclusions of this paper. They affirm that no financial, personal, or professional relationships with other individuals or organizations have compromised the objectivity, integrity, or impartiality of the research work. As a final point, no external parties influenced the study design, data collection, analysis, or interpretation.

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