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Level Of Job Stress, Coping Strategies and Teaching Performance of Iloilo State College of Fisheries-San Enrique Campus Amidst Covid-19 Pandemic

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ABSTRACT

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TITLE	"Level of Job Stress, Coping Strategies and Teaching Performance of Iloilo State College of Fisheries-San Enrique Campus amidst COVID-19 Pandemic"
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A. GENERAL

This study aimed to determine the **"**Level of Job Stress, Coping Strategies and Teaching Performance of Iloilo State College of Fisheries-San Enrique Campus Amidst COVID-19 Pandemic".

Specifically, it sought answers to the following questions:

1. What is the profile of the respondents in terms of sex, educational attainment, position, and length of service?
2. What is the level of Job stress of ISCOF-SEC faculty amidst Covid-19 pandemic when taken as an entire group and when classified as to sex, educational attainment, position, and length of service?
3. What is the teaching performance of ISCOF-SEC faculty amidst Covid-19 pandemic when taken as an entire group and when classified as to sex, educational attainment, position, and length of service?
4. What are the coping strategies of ISCOF-SEC faculty amidst Covid-19 pandemic when taken as an entire group and when classified as to sex, educational attainment, position, and length of service?
5. Is there a significant difference in the level of Job stress of ISCOF-SEC faculty amidst Covid-19 pandemic when taken as an entire group and when classified as to sex, educational attainment, position, and length of service?
6. Is there a significant difference in teaching performance of ISCOF-SEC faculty amidst Covid-19 pandemic when taken as an entire group and when classified as to sex, educational attainment, position, and length of service?

7. Is there a significant difference in coping strategies of ISCOF-SEC faculty amidst Covid-19 pandemic when taken as an entire group and when classified as to sex, educational attainment, position, and length of service?

METHODOLOGY

This study used descriptive research conducted at Iloilo State College of Fisheries-San Enrique Campus. The respondent were the thirty (30) randomly selected Faculty who responded to the questions of the survey questionnaire. Data needed for this study were gathered through the researcher-adopted questionnaire which determined the level of job stress, coping strategies and the teaching performance of the faculty amidst COVID-19 pandemic.

The questionnaire was composed of four parts. Part 1 focused on the respondents' personal data. Part II focused on the questionnaire intended to determine the level of job stress of the respondents. Part III focused on determining the teaching performance of the respondents with 20 questions. Part IV is the questionnaire on coping strategies of the respondents consist of 13 questions. The data gathered were analyzed using the mean, t-test and ANOVA.

CONCLUSIONS

In view of the results and findings, the following conclusions were made:

1. In terms of sex, male respondent of ISCOF-SEC Faculty got "High" level of coping strategies than female.

2. When classified as to educational attainment, ISCOF-SEC faculty with units in MA, master's degree and doctorate degree holder got "very low" level of job stress.

3. The level of job stress of the ISCOF- SEC faculty amidst Covid- 19 pandemic did not vary according to their sex.

4. The teaching performance of the ISCOF- SEC faculty amidst COVID- 19 pandemic does not vary according to their sex.

5. The teaching performance of the ISCOF- SEC faculty amidst COVID- 19 pandemic did not vary according to their educational attainment, position and length of service.

6. In terms of length of service, ISCOF-SEC faculty got "Very low" in level of job stress.

7. When classified as to educational attainment, the respondent with Master's Degree and with units in Doctorate were "High" on level of coping strategies.

8. When classified as to position, the respondent Instructor 1,II, III, Assistant Professor II and IV, Assistant Professor I, Associate Professor III, IV and V had the same level of coping strategies which is Average.

9. The teaching performance of the ISCOF- SEC faculty amidst COVID- 19 pandemic did not vary according to their sex.

10. When classified as to length of service, ISCOF-SEC faculty below 5 years had a high level of coping strategies.

11. The coping strategies of the ISCOF- SEC faculty amidst COVID- 19 pandemic did not vary according to their sex.

RECOMMENDATIONS

1. Addressing job stress can improve health and well-being in academics, which also can lead to increased productivity and efficiency in work.

2. Implementing intervention and policy to reduce stress is necessary.

3. Universities should address attention on academics' health and well-being over profits; creating a comfortable work environment for university teachers to improve their performance at work and conducting workshops, training, program and activities for enhancing counselling, teambuilding, life coaching session, and conflict management session as well as stress management activities and negotiation skills.

4. More researches should be conducted to further explore the dynamic changes of occupational stress, coping strategies as well as mental health and emotional well-being in higher education institutions, and the relationship between stress and coping strategies.

CHAPTER I
INTRODUCTION

Background of the Study

Teaching is one of the most important and noblest professions from the standpoint of human welfare. It is a complex but man-oriented task. It is also one of the most technical, difficult and challenging professions. Education enables upward socio-economic mobility and is the key to escaping poverty. Over the past decade, major progress was made towards increasing access to education and school enrollment rates at all levels, particularly for girls. Nevertheless, about 260 million children were still out of school in 2018 — nearly one fifth of the global population in that age group. And more than half of all children and adolescents worldwide are not meeting minimum proficiency standards in reading and mathematics.

In 2020, as the COVID-19 pandemic spread across the globe, majority of countries announced the temporary closure of schools, impacting more than 91 per cent of students worldwide. Never before that so many children have been out of school at the same time, disrupting learning and upending lives, especially those are that most vulnerable and marginalized. The global pandemic had far-reaching consequences that jeopardized global education.

Modern living had not only provided innumerable comforts to human life but also taxed human body and mind with a plethora of demands termed as stress. The phenomenon of stress is not new rather man has been experiencing stress since the origin of structured societies. The difference lies with the severity and frequency which had increased to such an extent that it became a major threat to human life. It had become part of our daily life activities whether it is related to family, education, social activity, economic activity, organization or work. Occupation, work or job stress occurs when there is discrepancy between the demands of workplace and an individual's ability to carry out and complete those demands. Many conditions, policies and practices in the work setting could be stressful for the individual who has not been prepared and has not attained himself to the work culture. The latter create anxiety, worry, conflict and tension. If not known, understood and checked, it may eventually result to stress.

On the onset of pandemic COVID-19 which triggered almost every aspects of human life, Tt fight/eradicate this global threatening outbreak many preventive measures were observed. Health protocols came in like social distancing, disinfection, wearing of protective gears. It created a greatest impact on education sector where no face-to- face classes were allowed to be conducted. In preparation and checking of modules, teaching as a profession cames under the game of stress making it more

demanding and challenging everyday (Hepburn & Brown, 2001; Johnson et. al., 2005 in Bajade L. et al., 2017). In this competitive era, every educational institution is setting new goals to compete not only at the local level but also in a global perspective. Consequently, a teacher at the crux of an educational system had to bear the responsibility to prepare the young generations to build a nation with purpose and tackle the challenges of tomorrow. Studies among teachers have indicated that stress has an alarming negative effect on their psychological, physical and behavioral response. Teachers are professionals, who work in the environment full of physical and emotional stress. An understanding of the nature and effects of stress will enable them to face the challenges on the call of time (COVID-19) and to cope effectively with the bundle of stress of life and work.

According to (Lazarus and Folkman, (1984), coping strategies refer to cognitive and behavioral efforts to modulate internal and external demands appraised as exceeding personal resources.

However, the efficacy of any given coping strategy may also depend on a number of other factors, including perceived controllability of the stressor, availability of sufficient coping resources, and nature of the outcomes (Folkman & Moskowitz, 2000; Lazarus & Folkman; Zeidner & Saklofske, 1996).

To address the alarming issues and problems regarding the faculty's stress, the researcher would like to find out the level of job stress, coping strategies and teaching performance of ISCOF-SEC teachers amidst Covid-19 pandemic.

Objectives of the Study

This study aimed to determine the level of Job Stress, Coping strategies and Teaching Performance of Iloilo State College of Fisheries-San Enrique Campus amidst COVID-19 pandemic.

Specifically, it sought answers to the following questions:

1. What is the profile of the respondents in terms of sex, educational attainment, position, and length of service?
2. What is the level of Job stress of ISCOF-SEC faculty amidst COVID-19 pandemic when taken as an entire group and when classified as to sex, educational attainment, position, and length of service?
3. What is the teaching performance of ISCOF-SEC faculty amidst COVID -19 pandemic when taken as an entire group and when classified as to sex, educational attainment, position, and length of service?
4. What are the coping strategies of ISCOF-SEC faculty amidst COVID -19 pandemic when taken as an entire group and when classified as to sex, educational attainment, position, and length of service?
5. Is there a significant difference in the level of Job stress of ISCOF-SEC faculty amidst COVID -19 pandemic when taken as an entire group and when classified as to sex, educational attainment, position, and length of service?
6. Is there a significant difference in teaching performance of ISCOF-SEC faculty amidst COVID -19 pandemic when taken as an entire group and when classified as to sex, educational attainment, position, and length of service?
7. Is there a significant difference coping strategies of ISCOF-SEC faculty amidst COVID -19 pandemic when taken as an entire group and when classified as to sex, educational attainment, position, and length of service?

Hypotheses of the Study

Based on the foregoing objectives, the hypotheses, set at .05 level of significance were advanced:

1. There is no significant difference in the profile of the respondent in terms of sex, educational attainment, position, and length of service.
2. There is no significant difference in the level of job stress of ISCOF-SEC faculty amidst COVID -19 pandemic when classified as to sex, educational attainment, position, and length of service.
3. There is no significant difference in the teaching performance of ISCOF-SEC faculty amidst COVID -19 pandemic when classified as to sex, educational attainment, position, and length of service.
4. There is no significant difference in coping strategies of ISCOF-SEC faculty amidst COVID -19 pandemic when classified as to sex, educational attainment, position, and length of service.

Theoretical Framework of the Study

This study was anchored on the theory of the "Cognitive Appraisal" that was proposed by Lazarus and Folkman in 1984. This theory explained the mental processes which influence the stressors. According to Richard Lazarus, stress is a two-way process. It involves the production of stressors by the environment, and the response of an individual subjected to these stressors. His concept regarding stress led to the theory of cognitive appraisal. Lazarus stated that cognitive appraisal occurs when a person considers two major factors that majorly contribute in his response to stress. These two factors include: 1) the threatening tendency of the stress to the individual, and 2) the assessment of resources required to minimize, tolerate or eradicate the stressor and the stress it produces. In general, cognitive appraisal is divided into two types or stages: primary and secondary appraisal. Primary cognitive appraisal is to classify whether the stressor or the situation is a threat, a challenge or a harm-loss. When you see the stressor as a threat, you view it as something that will cause future harm, such as failure in exams or getting fired from job. When you look at it as a challenge, you develop a positive stress response because you expect the stressor to lead you to a higher class ranking, or a better employment. On the other hand, seeing the stressor as a "harm-loss" means that the damage has already been experienced, such as when a person underwent a recent leg amputation, or encountered a car accident. The secondary appraisal actually happens simultaneously with the primary appraisal. In fact, there are times that secondary appraisal becomes the cause of a primary appraisal. Secondary appraisals involve those feelings related to dealing with the stressor or the stress it produces. Uttering statements like, "I can do it if I do my best", "I will try whether my chances of success are high or not", and "If this way fails, I can always try another method" indicates positive secondary appraisal. In contrast to these, statements like, "I can't do it; I know I will fail", "I will not do it because no one believes I can", and "I won't try because my chances are low" indicate negative secondary appraisal.

Although primary and secondary appraisals are often a result of an encounter with a stressor, stress doesn't always happen with cognitive appraisal. One example is when a person got involved in a sudden disaster, such as an earthquake, and he does not have more time to think about it, yet he still feels stressful about the situation.

Conceptual Framework of the Study

The antecedent variables of the study are sex, educational attainment, position, and length of service, the independent variable is job stress and the dependent variable are the coping strategies and teaching performance.

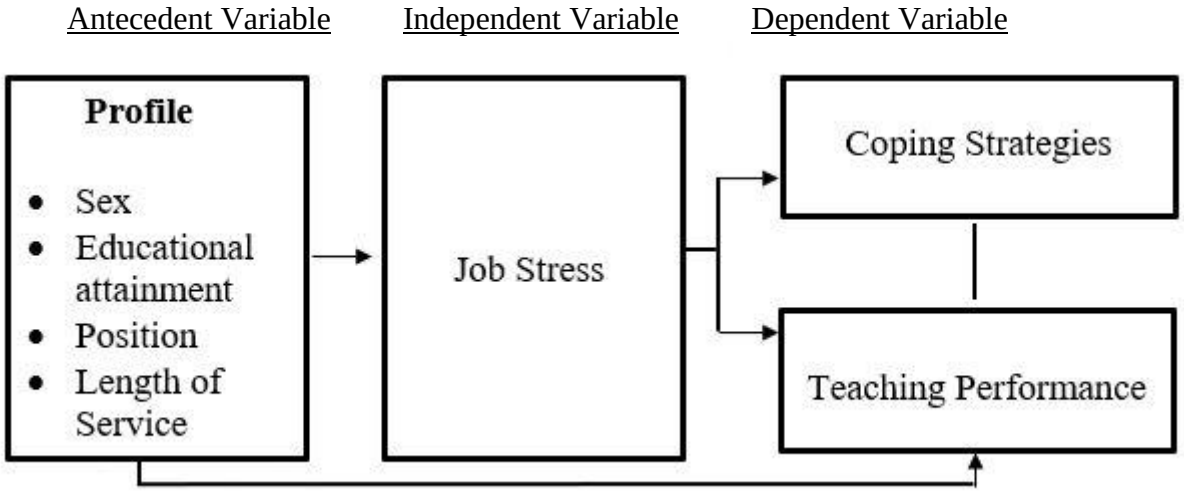

Figure 1 – The Schematic diagram showing the interplay between the antecedent variable, independent variable and dependent variable of the study.

Scope and Limitations of the Study

The purpose of this descriptive research study is to find out the level of job stress, coping strategies and teaching performance of the faculty of Iloilo State College of Fisheries-San Enrique Campus. The respondent were the thirty (30) randomly selected Faculty who responded to the survey questionnaire. Data needed for this study were gathered through the researcher-adopted questionnaire which determined the level of job stress, coping strategies and the teaching performance of the faculty amidst COVID-19 pandemic.

The data gathered were processed and analyzed using the mean, t-test and ANOVA were set at .05 level of significance.

Significance of the Study

The result of this study may benefit the following:

Curriculum Planner. As a body or group of professional educators who are responsible for the development or improvement of the curriculum, the result of this study may guide them to integrate proper stress management.

Administrator. This study will help the college Administrator more awake about faculty needs that have to be satisfied and acted upon. Likewise, it can serve as an eye opener that understanding the level of job stress is vital in relation to the teaching performance. Furthermore, it can lead to design trainings that would help teachers to be readily prepared.

Faculty. The results of this study may enable them to know the extent of job stress which they experienced and on the basis of such information, they may undertake necessary measures to cope with it and prevent possible adverse effects on the teaching-learning process. By that, Faculty may be more resilient on how to turn stress into a more productive and beneficial way of their teaching performance. In addition, it may help them realize that managing one's stress makes positive outlook in life.

Students. The result of this study may greatly benefit the students themselves. The findings may help students to understand the relationship of teachers' job stress and teaching performance. It may help students realize the teachers must be able to handle job stress to maintain good teaching performance. Further, it may inspire students to learn more knowing the stress of teachers in the teaching-learning process.

Researchers. Researchers with the same interest may be able to bench mark on the findings of the study undertaken.

Definition of Terms

The following terms were defined conceptually and operationally in order to have a clear understanding of the concept of how they were used in the study to eliminate confusion:

Educational Attainment. It is the highest academic achievement of an individual (Webster, 1993). As used in this study, this refers to the highest degree obtained by the respondents categorized into Bachelor's Degree, Bachelor's Degree with M. A. units, Master's Degree, with units in Doctoral Degree and Doctorate.

Effect. It refers to something that inevitably follows an antecedent (such as a cause or agent) (The APA Dictionary of Psychology 1st Edition)

In this study, the effect is the final consequence of a sequence of actions or events expressed qualitatively or quantitatively. Possible results include advantages, disadvantages, gain, injury, loss, value, and victory. There may be a range of possible outcomes associated with an event depending on the point of view, historical distance, or relevance. Reaching no result can mean that actions are inefficient, ineffective, meaningless, or flawed.

Coping Strategies. These refer to the specific efforts, both behavioral and psychological, that the ISCOF-Sec Faculty tolerate, reduce, or minimize stressful events during lockdown.

According to Lazarus & Folkman (1984), coping strategy is a cognitive and behavioral effort to modulate internal and external demands appraised as exceeding personal resources.

Covid-19. A mild to severe respiratory illness that is caused by a coronavirus (severe acute respiratory syndrome coronavirus 2 of the genus Betacoronavirus), is transmitted chiefly by contact with infectious material (such as respiratory droplets) or with objects or surfaces contaminated by the causative virus, and is characterized especially by fever, cough, and shortness of breath and may progress to pneumonia and respiratory failure. (Coronavirus Disease 2019 (COVID-19).

In this study, covid-19, formerly, this disease was referred to as '2019 novel coronavirus' or '2019-nCoV.' The COVID-19 virus is a new virus linked to the same family of viruses as Severe Acute Respiratory Syndrome (SARS) and some types of a common cold.

Length of Service. It is the total time spent at a job or some other socially beneficial activity (Encyclopedia Dictionary).

As used in this study, this refers to the total number of years rendered by the respondents as classroom teacher and will be categorized into (5) years,6-10 years, 10-15 years and 16 years and beyond.

Level of Job Stress. It is the level of difficulties encountered by the respondents in the performance of his/her job. It will be categorized as "Very high" ranging from 4.20-5.00; "High" ranging from 3.40-4.19; "Average" ranging from 2.60-3.39; "Low" ranging from 1.80-2.59; "Very low" ranging from 1.00-1.79.

Outbreak. A sudden or violent increase in activity or currency. (Coronavirus Disease 2019 (COVID-19).

In this study, the outbreak is a sudden increase in occurrences of a disease in a particular time and place. It may affect a small and localized group or impact thousands of people across an entire continent. Four linked cases of a rare infectious disease may be sufficient to constitute an outbreak.

Pandemic. Occurring over a wide geographic area (such as multiple countries or continents) and typically affecting a significant proportion of the population. (Coronavirus Disease 2019 (COVID-19).

In this study, the pandemic is defined as "an epidemic occurring worldwide, or over a very wide area, crossing international boundaries and usually affecting a large number of people". The classical definition includes nothing about population immunity, virology, or disease severity.

Sex. It refers to either male or female into which humans and most other living things are divided on the basis of their reproductive functions.

As used in this study, this refers to the male or female respondent.

Teaching Performance. It refers to the degree to which an individual employee executes a particular role or responsibility, in accordance with certain specified standard (Nayyare, 1994).

As used in this study, this refers to the accomplishment and fulfilment of the respondents as indicated in the result of the questionnaire intended to determine their teaching performance. It will be categorized into: "Outstanding" ranging from 4.20-5.00; "Very Satisfactory" ranging from 3.40-4.19; "Satisfactory" ranging from 2.60-3.39; "Unsatisfactory" ranging from 1.80-2.59; "Poor" ranging from 1.00-1.79.

CHAPTER II
REVIEW OF RELATED LITERATURE AND STUDIES

This chapter deals with the literature and studies relevant to the present research particularly on the level of job stress of the teachers and its relation to their teaching performance. It includes topics on: (1) Job Stress (2) Stress among Teachers (3) Teachers' Performance (4) Educational Attainment and Job Stress (5) Position and Job Stress (6) Factors That Affect Effective Teaching (7) Teachers at Work (8) Coping Strategies (9) Summary

A number of researchers have defined job stress in different words such as, Kazmi, Amjad, & Khan (2008) in Bajade L. et. al.,(2017). They said that job stress is "a change in one's physical or mental state, In other words, disturbance or imbalance from normal state. Stress is caused by disturbed events in work environment, social environment, and in routine life (work, family and social life) and also caused by emotional, psychological, mental and physical illness".

Arnold and Feldman (2000) defined stress as "the reactions of individuals to new or threatening factors in their work environment". Since our work environments often contain new situations, this definition suggests that stress is inevitable. This definition also highlights the fact that reactions to stressful situations are individualized and can result in emotional, perceptual, behavioral and psychological changes. Stress can be considered as involuntary response to dangerous situation. When we face a situation which our brain is incapable of handling, it puts the body on alert by producing hormones, which are required in fight or flight situations, that cause to increase blood pressure, rapid heartbeat, reduce blood supply to the skin, cessation of digestive activities, increase perspiration, additional release of sugar and pass it into the system to cope with additional energy requirement, decrease in immune system's functions to preserve it for later action. (Kaur, 2011).

Moreover, "Stress come from any situation or circumstance that require behavioral adjustment, any change either good or bad is stressful or whether it is positive or negative change, the physiological

response is the same" (W. Colligan& M. Higgins, 2010). Many other researchers found that work stress arises when an individual experiences a demand that exceeds his/her real or perceived abilities to successfully cope with the requirement of the job, resulting in disorder to his/her emotional and physiological balance.

Stress is created because of workers' under privileged skills that are not matched with the demands of job as it creates job dissatisfaction among the workers state of mind. Otherwise, the expanded dissatisfaction with one's job may show the way to job stress. Job stress can lead to poor performance, health and even injury (United States National Institute of Occupational Safety and Health, Cincinnati, 1999). It is a physical, mental and emotional wear and tear brought about by incongruence between the requirement of job and capabilities, resources and needs of the employee to cope with the job demands (Akinboye et al., 2002 in L. Bajade 2017).

Stress among Teachers

Stress in teaching profession restrains the quality of the teachers and the same creates a misery in the minds of the teachers due to heavy workload, unsecured state of job, low pay emoluments , lack of career development, lack of communication, harassments in the school or college by peer teachers/workers/students/others, family and financial problems. Teachers stress erodes the peacefulness in the mind and life of teachers. It has negative effect on their work performance. Teacher stress may be defined as the experience by a teacher of unpleasant, negative emotions, such as anger, anxiety, tension, frustration or depression, resulting from some aspect of their work as a teacher (Kyriacou, 2001). In general, people believe that the teacher's life is stress free or less stressed in nature. It's because of the myth in the community that teachers has to work only two to three class hours in school or college and they are in leisure for the remaining five to six hours. Whether it is true or not, teaching profession is also not exempted from the stringy stress. Wilson (1979) in his work on Teaching Teachers to De-stress", found that 90% of teachers in California experienced at least some sort of stress and 95% of teachers are willing to take stress coping training events to manage their stress. Vance, Miller, Humphreys & Reynolds (1999) in their study for the "Teacher Education Division Council for Exceptional Children" pointed out that in an average 30,000 teachers involved in special education wants to leave from their profession every year to stay away from the stressful special school environment. Stress in teaching profession is acknowledged extensively and it was found that their mental health is significantly poorer than that of other high stressed professions (Travers and Coooper, 2000). King and Peart (1992) found that 66% of teachers had vigorously considered leaving the teaching profession which is an outcome of stress. Schaufeli and Enzmann (1998) scrutinized 73 different studies pertaining to the United States with an aim to find which work-related field is more vulnerable to stress. They found that emotional fatigue level is high among the teachers. Reglin & Reitzammer (1998) stated that the teachers are more stressed in this regard. Kyriacou, et al. (2003) found that the school level factors impact negatively on teacher preservation. Nayak (2008) in her study about the factors influencing stress and coping strategies among the degree college teachers of Dharwad city stated that 28.5% of (34% of male and 23% of female) college teachers are always blended with stress due to the complex nature of work.

Teachers' Performance

Ryan (as cited by Young, 1996) defined and clarified terms explicitly: Teacher performance refers to the observable behavior both verbal and no-verbal; tendencies, refers to what a

teacher typically does in a normal teaching situation; abilities, refers to what the teacher is able to do when trying his best. Both tendencies and abilities are assessed in terms of an explicitly stated level of mastery so that if the teacher does not perform at or above this level, he/she is considered to be inadequately trained. The performance tendencies and abilities are selected and defined with reference to their effects on students' achievements.

Faure (1992) in Paracale (2004) stressed that since the strength of a school is in the quality of its faculty, it behoves the person in charge of them to see to it that they give optimum performance. The teachers supply the necessary vital force to make the school a place for students who will be learning to live, learning to learn, so as to be able to absorb new knowledge all through life; learning to think freely and critically; learning to love the world and make it more human; and learning to develop in a trough creative work. Yap (as cited by Paracale , 2004) opined that a teacher of mediocre performance based on feedback information needs to be given more training and guidance to help him/her attain the optimum capacity. Incompetents, then, should be eliminated for the sake of the children and youth who come to school to learn. The school cannot afford to provide inferior knowledge, for them it could be recreant to its duty to the community where it is situated.

Teachers are the most valued assets of any country. They impart knowledge and skills to the students, who after completion of their studies, join the different sectors of country and start contributing towards the development of country's economy. Recent global changes have resulted in creation of new challenges in shape of global competition, technological advancements, quality, standardization and cost minimization, which have hardly hit each and every sector throughout the world; the educational sector has no exemption. The academician working in different educational institutions are under immense pressure to meet the expectations of their costumers, no matter either these costumers are students, parents, or employers. In this process of meeting the expectations of costumers, the teachers are exposed to certain unwanted internal or external environmental factors, which hamper their routine abilities and results in development of feeling of exhaustion and strain. Once teachers develop such like symptoms then their performance and satisfaction level is decreased and thus the overall productivity of educational institution is suffered. The effects of teachers' stress on the performance have widely been recognized. Research studies like (Amjad et. al.,2011) shows 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. Under these process certain factors like resources, both personal as well as job resources buffer the negative effects of stress on the performance.

Commonly, job performance refers to the degree to which and individual employee executes a particular role or responsibility, in accordance with certain specified standards (Nayyar, 1994). Whereas teacher's performance means the behavior of a teacher which change differently with the change in surrounding environment, in such way that when a particular task is assigned to teacher, he/she successfully takes action to carry out that task. In fact, the process of imparting education to the students is dependent on the good performance of the teacher. Therefore, many factors contribute to it. A good teacher has not only to teach in way that he/she can satisfy the class with his prominent teaching style, moreover he/she has to manage time and other duties assigned to him/her apart from teaching, like managing ethnics and discipline in class, motivating students, ensuring students' interaction, and maintaining a proper link with the parents of students and administration of educational institution (Hanif, 2010).

The teachers' performance can be broadly divided into three major categories: task performance, contextual performance and adaptive performance (bakker, et al., 2007). The task performance means set of behaviors by which an employee recognizes and comprehends that the organizational goals have been highlighted and explored. Task performance is actually the technical behavior and activities involved in the employee's job (Griffin, et al., 2000). Here the employee proficiency with which he/she can perform technical activities is actually tested (Borman& Brush, 1993). From teaching perspective, the task performance means set of job-regulated behaviors, which a teacher can do. The teachers' task performance consists of teaching effectiveness, teacher-student interaction, and teaching value (Cai and Lin, 2006). Apart from the task performance, the contextual performance refers to the employees' activities, which do not contribute to the technical core but it support the organizational, social and psychological environment in which the organizational goals are followed (Borman& Brush, 1993). It is consisted of occupation morality, job dedication, assistance and cooperation among the teachers (Cai and Lin, 2006). Lastly, adaptive performance which refers to a new performance concept in which learning comprises a major performance dimension. Under this new concept of performance, there is a departure from the past conceptualization of performance in which learning was viewed as a prerequisite for performance. Now, under the adaptive performance, the learning itself is seen as a part of performance, which should be considered as performance element (London &Smither, 1999). According to Pulakos, the adaptive performance consists of dimensions like handling emergencies, handling stress at work, solving problems creatively, demonstration of interpersonal adaptability, and showing physically oriented adaptability. These three types of teachers' performance are not only connected with each other but also influenced each other, however, these types can be distinguished and studied separately (Cai and Lin, 2000). Furthermore, they are equally important in contributing towards the overall performance of an employee (Conway, 1999) in such way that they present the three prerequisite of employees' effective performance i.e. proficiency, adaptability and pro-activity (Griffin, et al., 2007).

Position and Job Stress

Hepner as cited by Bajade et al. (2017) conducted a study on a job stress experienced by the executives and subordinate of Du Pont Company in America. The six year study showed that stress emanated from within the individual. Every person have a natural level at which his body and mind function normally. But when the optimal limit of individual's endurance and psychological tolerance exceed, ill effects result. The investigation further revealed that heart attack rate was higher among the subordinate than the executive. The possible reason was the companies tend to select well-adjusted persons for top level position that is individuals whose personalities were strong enough to cope with stressful like situation. Villa (1998) in Bajade et al. (2017) revealed in her study that the higher the administrative rank or position, the higher was one's job satisfaction and the lower the rank, the lower was the job satisfaction. The more stressors experienced, the lower it was interpersonal values to practice rightfully and the lower the job satisfaction felt caused by the conflict between stressor and values.

Educational Attainment and Job Stress

Higher degree after the baccalaureate give an individual a better preparation and a better theoretical training to cope successfully with the daily work in school, home and community (Barsaga as cited by Bajade et al 2017). Martin (2001) as cited by Villanueva in her study of the professional' status of natural science instructors of Lyceum of the Philippines in relation to their teaching performance, states

that by using questionnaires in collecting the pertinent data, it was appeared that teaching performance ratings of instructors were independent on their educational qualification. Those who obtained their masters' and doctorate degree were rated higher by the students.

Factors that Affect Effective Teaching

According to (Ketchum, 2002 in Agolo et al. 2016) there are number of factors that can affect how effective the teacher and how successful the students in mastering subjects (a) The Appropriate Training, having the appropriate training to teach a specific subject is an important factor in being able to teach that class effectively. For teaching in the public school system, teachers should have taken courses in the subject they wish to teach. For teaching college level courses, a PhD in the discipline or related field is normally required, although community colleges accept a master's degree and some universities allow someone with a master's to teach while pursuing a PhD, (b) The Clear and Concise, good communication skills must in order to effectively teach, (c) Learning Environment, schools that offer students a positive learning environment, including the use of technology in the classroom and a quality library, give students an edge in mastering math, English, science and other subjects.

Moreover, (d) The Innovative Teachers, teachers who are good at sparking the imagination of students through hands on learning activities or other creative approaches draw students into the joy of learning. Students no longer see new ideas as something to dread. A teacher who uses a creative approach can make a difference, and (e) Student Behavior, managing student behavior and maintaining discipline in classroom is vital to creating a learning environment where each student feels that they share their thoughts and ideas with teachers and with their peers. It also helps the teacher to stay on track in presenting materials on schedule, and enable to fulfill the required curriculum for that academic year, semester or quarter.

Teachers at Work

As often said: "the man who can make hard things easy, is a real teacher". Thus, the teacher must be aware of the fact that two essential teaching skills are the ability to demonstrate and the ability to explain. A good demonstration is in itself a strong motivation. It is a concrete teaching, giving the learner something to watch and something to imitate. To be a successful demonstrator, one should have a good command of language and a planned sequence of activities and information to facilitate better understanding. A good explanation is sufficient enough for understanding. In as much as teacher earns his daily bread by teaching, he/she should develop the art of explaining. Behind an easy to follow explanation is one's ability to define clearly and understand the aim, the purpose and the core of what you are trying to explain. The next concern is to suit the language to the learners' level, taking care to use simple language to define new terms and to present the lesson in a less difficult manner, the known to the unknown and the concrete to the abstract and by making use of analogy, comparison, contrast, example, illustration, logic and causal relationship. Good delivery is as important as judicious planning, organizing the sound methodology. One must be enthusiastic, pleasant, patient, sincere, poised and mentally alert. A well-modulated voice, capable of intonation, inflections and speaking techniques can help bring about a clear discussion.

Coping Strategies for Stress

The teaching profession is a stressful career that affects the actions, decision-making, and general job satisfaction of those engaged in it. McGrath et al. (1989) posit that the results of previous studies show that among elementary teachers, those coping effectively with stress prefer to use active methods rather than passive. On the other hand, those elementary teachers who burnout from stress often can no longer be involved in enjoyable activities, and moreover have their own anger at this very situation compound the distress. Furthermore, teachers who work in low-stress environments engage in more extensive activities than those in a stressful atmosphere. Emphasis, therefore, on the teachers' internal locus of control was recommended in order to help in reducing the negative effects of stress (McGrath, et al., 1989). Teachers' stress can be better managed through school rules and administrative support, and a strong team approach by members of staff towards the development of well-rounded students.

Summary

The related literature and studies discussed in this chapter serves as the foundation for the analysis of the data gathered for the current research.

These studies reviewed made clear the definition of job stress, the stress among teachers, the teachers' performance, position and job stress, and the educational attainment job stress, factors that affect effective teaching and teachers at work.

Job stress is already a part of our life. It is necessary for us to function well in our chosen profession, but when the amount of stress will exceed beyond our coping capabilities, adaptation requires a major effort that may produce psychological and physiological response that may result to health problem, bad relationship with other family member, burnout and most of all may lead to poor performance, if not well-managed totally.

In conclusion, we can say that job stress can either have a negative or positive effect in our life and performance as a person. It depends on us on how to deal with it.

CHAPTER III
METHODOLOGY

This chapter presents the Research Design, Respondents of the Study, Research Instrument, Validity and Reliability of the Research Instrument, Data-Gathering Procedure, Data-Processing Procedure, and the Statistical Tools Used.

Research Design

The descriptive research method was used in this study. This research design was best fitted to the study because it went beyond the description of the problem or situation. It attempted to explain the possible factors related to the problems that were observed in descriptive study. The factors related to the study however, need not be viewed as real causes of the problem but factors associated with or contribute to the occurrence of the problem (David, 2002).

Respondents of the Study

The respondents of the study were the randomly selected thirty (30) faculty of Iloilo state College of Fisheries-San Enrique Campus who are presently teaching in the said school, during the Academic Year

2021-2022. The respondents were classified as to sex, educational attainment, position, and length of service.

Sampling Technique

In order to determine the sample of the study, probability sampling was utilized using simple random sampling technique. In this sampling method, each member of the population has an exactly equal chance of being to be selected (Lauren Thomas 2020).

Research Instrument

Data needed for this study were gathered through the researcher-adopted questionnaire which was duly validated by the panel of validators who are experts in the field of research.

The questionnaire was composed of four parts. Part 1 focused on the respondent's personal data,

Part II focused on the questionnaire proper intended to determine the level of job stress of the respondents.

Part III focuses to determine the teaching performance of the respondents which consist of 20 questions

Part IV focused questionnaire on coping strategies of the respondents which consist of 13 questions.

The five-point Likert scale was used in this study. The respondents were asked to check the column that corresponds to their answer as indicated in the descriptive scale with the corresponding weight.

5-Always
4-Very Often
3-Often
2- Seldom
1-Never

Validity of the Research Instrument

Prior to the determination of the validity of the research instrument adopted by the researcher, the questionnaire was duly validated by the panel of validators who are experts in the field of research.

Validity refers to the appropriateness, meaningfulness, correctness and usefulness of inferences that a researcher makes. In a content-related evidence of validity, the content and format must be consistent with the definition of variables and sample of the subject to be measured and is also helpful in validating the items in questionnaire (Fraenkel & Warren, 2007).

Reliability of the Questionnaire

Reliability is referred to the stability of findings, whereas validity is represented by the truthfulness of findings (Altheide & Johnson, 1994). Without assessing reliability and validity of the research, it will be difficult to describe for the effects of measurement errors on theoretical relationships that are being measured (Forza, 2002). By using various types of methods to collect data for obtaining true information.

Data Gathering Procedure

Permission to conduct the study was secured from the Adviser and Campus Administrator of the Iloilo State College of Fisheries-San Enrique Campus.

Permits from the individual respondents were obtained to allow the researcher to conduct the study. The researcher personally distributed to the respondents during the approved schedule to conduct the study. The researcher guided the respondents in answering the questionnaires. Duly filled-up questionnaires were retrieved from the respondents. The data gathered were processed and analyzed using the appropriate statistical tools.

Data Processing Procedure

The following statistical tools were used in analyzing the data gathered:

Mean. The mean was used to determine the level of job stress, teaching performance and coping strategies of the Iloilo state College of Fisheries-San Enrique Campus faculty amidst Covid-19 pandemic.

The formula for mean is:

$\bar{x} = \frac{\Sigma x}{N}$

Where:

$\bar{x}$ = mean

Σ = summation

x = observations

n = number of sample observations

t-test. The t-test was used to determine whether significant differences exists in the level of job stress, teaching performance and coping strategies when classified as to sex.

ANOVA. This statistical tool was used in determining whether significant differences exists in the level of job stress, teaching performance and coping strategies when classified as to educational attainment, position and length of service.

CHAPTER IV
PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the findings, analysis and interpretation of the gathered data. Generally, this study aimed to determine the level of job stress, coping strategies and teaching performance of ISCOF-SEC faculty when taken as an entire group and when classified as to sex, educational attainment, position, and length of service during the Academic Year 2021-2022.

Specifically, it aimed to find out the level of job stress, coping strategies and teaching performance of the respondent when classified as to sex, educational attainment, position, and length of service amidst COVID-19 pandemic.

This study also aimed to ascertain if significant differences exist in the level of job stress, coping strategies and teaching performance of ISCOF-SEC faculty when classified as to sex, educational attainment, position, and length of service of the faculty of Iloilo State College of Fisheries-San Enrique Campus.

Table 1. Profile of the Respondent

Variable	Frequency	Percentage
Entire Group	30	100%
Sex		

Male	12	40%
Female	18	60%
Educational Attainment		
With units in MA	1	3.33%
Master's Degree	9	30%
With units in Doctorate	4	13.33%
Doctorate Degree	16	53.33%
Position		
Instructor I	5	16.666%
Instructor II	2	6.67%
Instructor III	3	10%
Assistant Professor I	7	23.33%
Assistant Professor II	2	6.67%
Assistant Professor IV	3	10%
Associate Professor III	1	3.33%
Associate Professor IV	2	6.67%
Associate Professor V	5	16.66%
Length of Service		
Below 5 years	7	23.33%
6-10 years	7	2.33%
11-15 years	6	20%
16 years and beyond	10	33.33%

The Level of Job Stress of ISCOF-SEC Faculty when taken as an entire group and when classified as to Sex, Educational Attainment, Position and Length of Service.

Table 2 shows the level of job stress of ISCOF-SEC faculty when classified as to sex, educational attainment, position and length of service.

Entire Group. The data showed that the level of job stress of the respondents when taken as an entire group was "very low" with a mean of 1.61. This result implied that the ISCOF-SEC faculty were already comfortable and satisfied with their job.

Sex. The result showed that both male and female respondent of ISCOF-SEC faculty have "very low" level of job stress as shown with the mean score of 1.59 and 1.62 respectively. This implies that in terms of sex both male and female ISCOF-SEC faculty where capable enough in learning processes amidst COVID-19 pandemic.

Educational Attainment. The data revealed that when respondents were classified as to educational attainment, ISCOF-SEC faculty with units in MA, master's degree and doctorate degree have "very low" level of job stress with a mean of 1.25, 1.61 and 1.53 respectively. In with units in Doctorate, it was "low"

as shown with a mean score of 2.01. This means that the higher the attainment, it goes with the level of job stress due to their functions.

According to Bargasa, as cited by Bajade et al. (2017), a higher degree after Baccalaureate gives an individual a better preparation and better theoretical training to cope successfully with the daily work in school, home and community.

Position. The result showed that when the respondents were classified as to position, the ISCOF-SEC faculty who are Instructor I, II and III, Assistant Professor I and IV, Associate Professor IV and V have "very low" level of job stress, with a mean score of 1.71, 1.43, 1.29,1.47, 1.48,1.38, 1.77 respectively. On the other hand, Assistant Professor II and Associate Professor III have "low" job stress with a mean of 2.28 and 2.10 respectively.

Length of Service. The result showed that when the respondents were classified as to length of service, the ISCOF-SEC faculty have "Very low" job stress with indicated mean score of 1.60 (below 5 years), 1.51 (6-10 years), 1.41 (11-15 years) and 1. 79 (16 years beyond) respectively.

Table 2. Mean result on the level of job stress of ISCOF-SEC faculty when classified as to sex, educational attainment, position and length of service.

Variable	**N**	**Mean**	**SD**	**Description**
Entire Group	30	1.61	.39	Very low
Sex				
Male	12	1.59	.53	Very low
Female	18	1.62	.29	Very low
Educational Attainment				
With units in MA	1	1.25	0	Very low
Master's Degree	9	1.61	.25	Very low
With units in Doctorate	4	2.01	.77	Low
Doctorate Degree	16	1.53	.29	Very low
Position				
Instructor I	5	1.71	.28	Very low
Instructor II	2	1.43	.25	Very low
Instructor III	3	1.29	.06	Very low
Assistant Professor I	7	1.47	.25	Very low
Assistant Professor II	2	2.28	1.17	Low
Assistant Professor IV	3	1.48	.15	Very low
Associate Professor III	1	2.10	0	Low
Associate Professor IV	2	1.38	.11	Very low
Associate Professor V	5	1.77	.29	Very low
Length of Service				

Below 5 years	7	1.60	.32	Very low
6-10 years	7	1.51	.20	Very low
11-15 years	6	1.41	.35	Very low
16 years and beyond	10	1.79	.52	Very low

Legend:

4.20-5.00 – Very High
3.40-4.19 – High
2.60-3.39 – Average
1.80-2.59 – Low
1.00-1.79 – Very Low

The Teaching Performance of ISCOF-SEC Faculty When taken as entire group and when Classified as to Sex, Educational Attainment, Position and Length of Service

The teaching performance of ISCOF-SEC faculty when classified as to sex, educational attainment, position, and length of service is presented in table 3.

Entire Group. The data showed that the teaching performance of the respondents when taken as an entire group was "outstanding" as indicated by the mean of 4.54. This result implied that the ISCOF-SEC faculty were already comfortable and satisfied with their job in terms of teaching performance.

Sex. The data showed that both male and female faculty were "outstanding" in teaching performance amidst COVID-19 pandemic with a mean score of 4.49 and 4.50 respectively.

Educational Attainment. The data showed that when respondents were classified as to educational attainment they were "outstanding" with an indicated mean score of 4.90, 4.57, 4.58, 4.49 respectively. This means that the higher an educational attainment, the better is the teaching performance.

Position. The data showed that when respondents were classified as to position they were "outstanding" with the following mean score of 4.52, 4.90, 4.70, 4.33, 4.60, 4.77 and 4.90.

Length of Service. When classified as to length of service, the result showed that the faculty have "outstanding" teaching performance with a mean scores of 4.46 (below 5 years), 4.41 (6-10 years), 4.78 (11-15 years) and 4.53 (16 years and beyond).

Table 3. Mean result on the teaching performance of ISCOF-SEC faculty when taken as an entire group and when classified as to sex, educational attainment, position and length of service

Variable	**N**	**Mean**	**SD**	**Description**
Entire Group	30	4.54	.41	Outstanding
Sex				
Male	12	4.59	.29	Outstanding
Female	18	4.50	.47	Outstanding
Educational Attainment				
With units in MA	1	4.90	0	Outstanding
Master's Degree	9	4.57	.23	Outstanding
With units in Doctorate	4	4.58	.40	Outstanding

Doctorate Degree	16	4.49	.49	Outstanding
Position				
Instructor I	5	4.52	.27	Outstanding
Instructor II	2	4.90	0	Outstanding
Instructor III	3	4.70	.26	Outstanding
Assistant Professor I	7	4.33	.61	Outstanding
Assistant Professor II	2	4.60	0	Outstanding
Assistant Professor IV	3	4.77	.06	Outstanding
Associate Professor III	1	4.90	0	Outstanding
Associate Professor IV	2	4.40	.57	Outstanding
Associate Professor V	5	4.42	.44	Outstanding
Length of Service				
Below 5 years	7	4.46	.19	Outstanding
6-10 years	7	4.41	.63	Outstanding
11-15 years	6	4.78	.26	Outstanding
16 years and beyond	10	4.53	.38	Outstanding

Legend:

4.20-5.00 – Outstanding
3.40-4.19 – Very Satisfactory
2.60-3.39 – Satisfactory
1.80-2.59 – Unsatisfactory
1.00-1.79 – Poor

Coping Strategies of ISCOF-SEC Faculty when taken as entire group and when Classified as to Sex, Educational Attainment, Position and Length of Service.

Table 4. Shows the mean result on the coping strategies of ISCOF-SEC faculty when classified as to sex, educational attainment, position and length of service.

Entire Group. The data showed that the coping strategies of the respondents when taken as an entire group were "average" as indicated by the mean of 3.36.

Sex. The data showed that male respondents have "high" coping strategies with a mean score of 3.49. On the other hand, the female respondent have "average" with a mean score of 3.27.

Educational Attainment. The data showed that when classified as to educational attainment the respondents with units in MA and Doctorate Degree were "average" in coping strategies with an indicated mean score of 3.31 and 3.28 respectively. While those with Master's Degree and with units in Doctorate have "high" result with mean score of 3.44 and 3.46.

Position. The data showed that when classified as to position, the respondent Instructor 1,II, III, Assistant Professor II and IV have "average" with mean scores of 3.47, 3.42, 3.69, 3.54 and 3.58 respectively. On the other hand, the Assistant Professor I, Associate Professor III, IV and V have" average "coping strategies with mean scores of 3.28, 3.31, 3.08 and 3.02.

Length of Service. When classified as to length of service, the result showed that the faculty below 5 years in service have "high" coping strategies with a mean score 3.46. On the other hand, those with 6-10

years, 11-15 years, 16 years and beyond have" average" coping strategies with mean scores of 3.35, 3.29 and 3.32.

Table 4. Mean result on the coping strategies of ISCOF-SEC faculty when taken as an entire group and when classified as to sex, educational attainment, position and length of service

Variable	N	Mean	SD	Description
Entire Group	30	3.36	.38	Average
Sex				
Male	12	3.49	.43	High
Female	18	3..27	.33	Average
Educational Attainment				
With units in MA	1	3.31	0	Average
Master's Degree	9	3.44	.44	High
With units in Doctorate	4	3.46	.33	High
Doctorate Degree	16	3.28	.37	Average
Position				
Instructor I	5	3.47	.28	High
Instructor II	2	3.42	.16	High
Instructor III	3	3.69	.47	High
Assistant Professor I	7	3.28	.37	Average
Assistant Professor II	2	3.54	.33	High
Assistant Professor IV	3	3.58	.36	High
Associate Professor III	1	3.31	0	Average
Associate Professor IV	2	3.08	.33	Average
Associate Professor V	5	3.02	.41	Average
Length of Service				
Below 5 years	7	3.46	.48	High
6-10 years	7	3.35	.14	Average
11-15 years	6	3.29	.51	Average
6 years and beyond	10	3.32	.38	Average

Legend:

4.20-5.00 – Very High
3.40-4.19 – High
2.60-3.39 – Average
1.80-2.59 – Low
1.00-1.79 – Very Low

Difference in the Level of Job Stress of the ISCOF-SEC Faculty amidst COVID-19 Pandemic when Classified as to Sex

t-test results showing the difference on the level of job stress of ISCOF-SEC faculty when classified as to sex is presented in table 5a.

The data revealed that there is no significant difference in the level of job stress among faculty when classified as to sex, (28)= .214, p(.832) >.05.

In this regard, the null hypothesis that there is no significant differences on the level of job stress of the ISCOF- SEC faculty amidst Covid- 19 pandemic when classified as to sex was not rejected.

Table 5a. t-test result showing the difference in the level of job stress of ISCOF-SEC Faculty when classified as to sex.

Variable	N	Mean	df	t value	Sig (2tailed)
Sex					
Male	12	1.59	28	.214^{ns}	.832
Female	18	1.62			

ns-not significant at .05 alpha level

Difference in the Level of Job Stress of the ISCOF-SEC Faculty Amidst COVID-19 Pandemic when Classified as to Educational Attainment, Position and Length of Service

ANOVA results showed the difference in the level of job stress of ISCOF-SEC faculty when classified as to educational attainment, position and length of service is presented in table 5b.

Educational Attainment. The data revealed that there is no significant difference in the level of job stress among the faculty amidst covid-19 pandemic when classified as to educational attainment F(3,26)= 2.146, p(119) >.05. Therefore, the null hypothesis which states that there is no significant difference on the level of job stress of the ISCOF- SEC faculty amidst COVID- 19 pandemic when classified as to educational attainment was not rejected.

Position. The data revealed that there is no significant difference in the level of job stress of ISCOF-SEC faculty when classified as to position F, (8,21)=2.042,(0.91)>0.05.

Thus, the null hypothesis which states that there is no significant differences on the level of job stress of the ISCOF- SEC faculty amidst COVID- 19 pandemic when classified as to educational attainment was not rejected.

Length of service. The data revealed that there were no significant difference in the level of job stress of ISCOF- SEC Faculty when classified as to length of service F, (3,26)=1.37,P (.275) >0.05.

Therefore, the null hypothesis which states that there is no significant difference in the level of job stress of the ISCOF- SEC faculty amidst COVID- 19 pandemic when classified as to length of service was not rejected.

Table 5b. ANOVA result showing the difference in the level of job stress of ISCOF-SEC Faculty when classified as to educational attainment, position and length of service

Variable	**SS**	**df**	**MS**	**F**	**Sig**
Educational Attainment					
Between Groups	.893	3	.298	2.146^{ns}	.119
Within Groups	3.606	26	1.39		
Total	4.50	29			

Position					
Between Groups	1.968	8	.246	2.042^{ns}	.091
Within Groups	2.530	21.120			
Total	4.50	29			
Length of Service					
Between Groups	.163	3	.204	1.37^{ns}	.275
Within Groups	3.87	26	.149		
Total	4.50	29			

ns-not significant at .05 alpha level

Difference in the Teaching Performance of the ISCOF-SEC Faculty amidst COVID-19 Pandemic when Classified as to Sex

The t-test results showed the difference in the teaching performance of ISCOF-SEC faculty when classified as to sex is presented in table 6a.

The data revealed that there is no significant difference on the teaching performance amidst covid-19 pandemic when classified as to sex t(28)=.597, P (.555)>0.05.

Hence, the null hypothesis which states that no significant difference in the teaching performance of the ISCOF- SEC faculty amidst COVID- 19 pandemic when classified as to sex was not rejected.

Table 6a. t-test result showing the difference in the teaching performance of ISCOF- SEC Faculty when classified as to sex.

Variable	N	Mean	df	t value	Sig (2tailed)
Sex					
Male	12	4.59	28	.597^{ns}	.555
Female	18	4.50			

ns-not significant at .05 alpha level

Difference in the Teaching Performance of the ISCOF-SEC Faculty amidst COVID-19 Pandemic when Classified as to Educational Attainment, Position and Length of Service.

ANOVA results showing the difference on the teaching performance of ISCOF-SEC faculty when classified as to educational attainment, position and length of service is presented in table 6b.

Educational Attainment. The data revealed that there is no significant difference in the teaching performance of ISCOF-SEC faculty amidst covid-19 pandemic when classified as to educational attainment F(3,26)= .346, P(.792) >0.05.

In this regard, the null hypothesis which states that there is no significant differences in the teaching performance of ISCOF-SEC faculty amidst COVID- 19 pandemic when classified as to educational attainment was not rejected.

Position. The data revealed that there is no significant difference in the teaching performance of ISCOF-SEC faculty amidst covid-19 pandemic when classified as to position F(8,21)= .736 P(.660) >0.05.

Therefore, the null hypothesis which states that there is no significant differences in the teaching performance of the ISCOF- SEC faculty amidst COVID- 19 pandemic when classified as to position was not rejected.

Length of service. The data revealed that there is no significant difference in the teaching performance ISCOF- SEC faculty when classified as to length of service F (3,26) =1.038, P (.392) >0.05.

Thus, the null hypothesis which states that there is no significant difference in the level of job stress of the ISCOF- SEC faculty amidst COVID- 19 pandemic when classified as to length of service was not rejected.

Table 6b. ANOVA result showing the difference in the teaching performance of ISCOF-SEC Faculty when classified as to educational attainment, position and length of service

Variable	**SS**	**df**	**MS**	**F**	**Sig**
Educational Attainment					
Between Groups	1.85	3	.062	.346^{ns}	.792
Within Groups	4.625	26	.178		
Total	4.810	29			
Position					
Between Groups	1.053	8	.132	.736	.660
Within Groups	3.757	21	.179		
Total	4.810	29			
Length of Service					
Between Groups	.515	3	1.72	1.038	.392
Within Groups	4.295	26	.165		
Total	4.810	29			

ns-not significant at .05 alpha level

Difference in the Coping Strategies of the ISCOF-SEC Faculty amidst COVID-19 Pandemic when Classified as to Sex

The t-test results showed the difference in the coping strategies of ISCOF-SEC faculty when classified as to sex is presented in table 7a.

The data revealed that there is no significant difference on coping strategies amidst COVID-19 pandemic when classified as to sex t (28) =1.60,P(.108)>0.05.

The null hypothesis which states that there is no significant difference in the coping strategies of the ISCOF- SEC faculty amidst COVID- 19 pandemic when classified as to sex was not rejected.

Table 7a. t-test result showing the coping strategies of ISCOF-SEC faculty when classified as to sex

Variable	N	Mean	df	t value	Sig (2tailed)
Sex					
Male	12	3.49	28	1.160^{ns}	.108
Female	18	3.27			

ns-not significant at .05 alpha level

Difference in the Coping Strategies of the ISCOF-SEC Faculty amidst COVID-19 Pandemic when Classified as to Educational Attainment, Position and Length of Service

The ANOVA results showed the difference on the coping strategies of ISCOF-SEC faculty when classified as to educational attainment, position and length of service is presented in table 7b.

Educational Attainment. The data revealed that there is no significant difference in the coping strategies of ISCOF-SEC faculty amidst COVID -19 pandemic when classified as to educational attainment F(3,26)= .433, P(.731) >0.05.

In this regard, the null hypothesis which states that there is no significant differences in the coping strategies of ISCOF-SEC faculty amidst COVID- 19 pandemic when classified as to educational attainment was not rejected.

Position. The data revealed that there is no significant difference in the coping strategies of ISCOF-SEC faculty amidst COVID-19 pandemic when classified as to position F(8,21)= 1.326 P(.284) >0.05.

Thus, the null hypothesis which states that there is no significant difference in the coping strategies of the ISCOF- SEC faculty amidst COVID- 19 pandemic when classified as to position was not rejected.

Length of service. The data revealed that there is no significant differences on the coping strategies ISCOF- SEC Faculty when classified as to length of service F (3,26) =.230, P (.875) >0.05.

In this regard, the null hypothesis which states that there is no significant difference in the coping strategies of the ISCOF- SEC faculty amidst COVID- 19 pandemic when classified as to length of service was not rejected.

Table 7b. ANOVA result showing the coping strategies of ISCOF-SEC faculty when classified as to educational attainment, position and length of service

Variable	SS	df	MS	F	Sig
Educational Attainment					
Between Groups	.200	3	.067	.433^{ns}	.731
Within Groups	3.992	26	.154		
Total	4.191	29			
Position					
Between Groups	1.407	8	.176	1.326^{ns}	.284
Within Groups	2.784	21	.133		
Total	4.191	29			
Length of Service					

Between Groups	.108	3	0.36	.230^{ns}	.875
Within Groups	4.083	26	.157		
Total	4.191	29			

ns-not significant at .05 alpha level

CHAPTER V
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary, findings, conclusions and recommendations.

Summary

This descriptive study was conducted to find out the level of job stress, coping strategies and teaching performance of ISCOF-SEC Faculty amidst COVID-19 pandemic. It further sought to determine if significant differences existed in the level of job stress, coping strategies and teaching performance of ISCOF-SEC Faculty when classified as to sex, educational attainment, position and length of service.

The respondents were the thirty (30) randomly selected faculty of the Iloilo State College of Fisheries-San Enrique Campus.

A duly validated researcher-made questionnaire was utilized in determining the level of job stress, coping strategies and the teaching performance of ISCOF-SEC Faculty amidst COVID- 19 pandemic.

The data gathered were analyzed using the mean, t-test and ANOVA.

FINDINGS

1. The ISCOF-SEC faculty were very low in the level of job stress when taken as an entire group and when classified as to sex. When classified as to educational attainment, ISCOF-SEC faculty with units in MA, master's degree and doctorate degree were "very low" in the level of job stress. While with units in Doctorate, they got "low" in the level of job stress amidst COVID-19 pandemic. When classified as to Position, the ISCOF-SEC faculty who are Instructor I, II and III, Assistant Professor I and IV, Associate Professor IV and V were "very low" in the level of job stress. On the other hand, Assistant Professor II and Associate Professor III were "low" job stress amidst COVID-19 pandemic. In terms of length of service ISCOF-SEC faculty were "Very low" in level of job stress.

2. The respondents had an average level of coping strategies when taken as an entire group. In terms of sex, male respondent of ISCOF-SEC Faculty were with "High" coping strategies. On the other hand, the female respondents were "average" in coping strategies. When classified as to educational attainment, the respondents with units in MA and Doctorate Degree were "average" while in Master's Degree and with units in Doctorate were "High" on the level of coping strategies.

When classified as to position the respondent Instructor I, II, III, Assistant Professor II and IV were "average", while Assistant Professor I, Associate Professor III, IV and V were" average" in their level of coping strategies.

When classified as to length of service, the result showed that the ISCOF-SEC faculty below 5 years were "High", while in 6-10 years, 11-15 years, 16 years and beyond were" average" level in coping strategies.

3. There were no significant differences on the level of Job stress amidst covid-19 pandemic when classified as to sex. In this regard, the null hypothesis that no significant differences on the level of job stress of the ISCOF- SEC faculty amidst Covid- 19 pandemic when classified as to sex was not rejected.

4. There were no significant differences on the level of Job stress amidst covid-19 pandemic when classified as to educational attainment. In this regard, the null hypothesis which states that no significant differences on the level of job stress of the ISCOF- SEC faculty amidst COVID- 19 pandemic when classified as to educational attainment was not rejected.

5. There were no significant differences on the teaching performance amidst covid-19 pandemic when classified as to sex. The null hypothesis which states that no significant differences on the teaching performance of the ISCOF- SEC faculty amidst COVID- 19 pandemic when classified as to sex was not rejected.

6. There were no significant differences on teaching performance amidst covid-19 pandemic when classified as to educational attainment, position and length of service. In this regard, the null hypothesis which states that no significant difference on the teaching performance of the ISCOF- SEC faculty amidst COVID- 19 pandemic when classified as to educational attainment, position and length of service was not rejected.

7. There were no significant differences on coping strategies amidst covid-19 pandemic when classified as to sex. The null hypothesis which states that no significant differences on the coping strategies of the ISCOF- SEC faculty amidst COVID- 19 pandemic when classified as to sex was not rejected.

8. There were no significant differences on Coping Strategies amidst covid-19 pandemic when classified as to educational attainment, position and length of service. In this regard, the null hypothesis which states that no significant difference on the Coping Strategies of the ISCOF- SEC faculty amidst COVID- 19 pandemic when classified as to educational attainment, position and length of service was not rejected.

CONCLUSIONS

In view of the results and findings, the following conclusions were made:

1. In terms of sex, male respondent of ISCOF-SEC Faculty were “High” level of coping strategies than female.

2. When classified as to educational attainment, ISCOF-SEC faculty with units in MA, master’s degree and doctorate degree holder have “very low” level of job stress.

3. The level of job stress of the ISCOF- SEC faculty amidst Covid- 19 pandemic does not vary according to their sex.

4. The teaching performance of the ISCOF- SEC faculty amidst COVID- 19 pandemic does not vary according to their sex.

5. The teaching performance of the ISCOF- SEC faculty amidst COVID- 19 pandemic does not vary according to their educational attainment, position and length of service.

6. In terms of length of service ISCOF-SEC faculty were “Very low” in level of job stress.

7. When classified as to educational attainment the respondent with Master’s Degree and with units in Doctorate were “High” level of coping strategies.

8. When classified as to position the respondent Instructor 1,II, III, Assistant Professor II and IV, Assistant Professor I, Associate Professor III, IV and V had the same level of coping strategies which is Average.

9. The teaching performance of the ISCOF- SEC faculty amidst COVID- 19 pandemic does not vary according to their sex.

10. When classified as to length of service, ISCOF-SEC faculty below 5 years had a high level of coping strategies.

11. The coping strategies of the ISCOF- SEC faculty amidst COVID- 19 pandemic does not vary according to their sex.

RECOMMENDATIONS

1. Addressing job stress can improve health and well-being in academics, which also can lead to increased productivity and efficiency at work.

2. Implementing intervention and policy to reduce stress is necessary.

3. Universities should address attention on academics' health and well-being over profits; creating a comfortable work environment for university teachers to improve their performance at work and conducting workshops, training, program and activities for enhancing counselling, teambuilding, life coaching session, and conflict management session as well as stress management activities and negotiation skills.

4. More researches also should be conducted to further explore the dynamic changes of occupational stress, coping strategies as well as mental health and emotional well-being in higher education institutions, and the relationship between stress and coping strategies.

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APPENDICES
APPENDIX A

Letter Report
October 18, 2021

ENGR. REX D. DIAZ, DIT
Campus Administrator
San Enrique Campus
San Enrique, Iloilo

Sir,

Greetings of peace and joy!

I am conducting a research entitled **"LEVEL OF JOB STRESS, COPING STRATEGIES AND TEACHING PERFORMANCE OF ILOILO STATE COLLEGE OF FISHERIES-SAN ENRIQUE CAMPUS AMIDST COVID-19 PANDEMIC"** in partial fulfillment of the requirements for the degree Masters in Business Management in MGT 727- (Research).

In connection with this, I would like to ask permission from your good office to allow me to conduct my study to your faculty as my respondents.

Your favorable response and cooperation is highly appreciated.

Thank you very much & more power!

Very truly yours,
Roselyn P. Paclejan
Researcher
Approved:

ENGR. REX D. DIAZ, DIT
Campus Administrator
ISCOF-San Enrique Campus

APPENDIX B
Letter of Consent to the Respondents

October 18, 2021

Dear Respondents,

Greetings of peace and joy!

I am conducting a research entitled "**LEVEL OF JOB STRESS, COPING STRATEGIES AND TEACHING PERFORMANCE OF ILOILO STATE COLLEGE OF FISHERIES-SAN ENRIQUE CAMPUS AMIDST COVID-19 PANDEMIC"** in partial fulfillment of the requirements for the degree Masters in Business Management in MGT 727- (Research).

In connection with this, I would like to ask for your help to provide me the necessary data for my study. Please feel free to answer the questionnaires. Rest assured that the information you shared shall be kept strictly confidential.

Your favorable response and cooperation is highly appreciated.

Thank you very much!

Very truly yours,

Roselyn P. Paclejan
Researcher

APPENDIX C
QUESTIONNAIRE ON THE "LEVEL OF JOB STRESS, COPING STRATEGIES AND TEACHING PERFORMANCE OF ILOILO STATE COLLEGE OF THE FISHERIES-SAN ENRIQUE CAMPUS AMIDST COVID-19 PANDEMIC"

PART I: PERSONAL DATA

Directions: Please indicate your honest response by filling in the blanks.

1. **Name**: (Optional) _____

2. **Sex**: ___ Male ___ Female

3. **Educational Attainment**:

___ Bachelor's Degree
___ With units in MA
___ MA Degree
___ With units in Doctorate
___ Doctorate Degree

4. **Position**:

___ Instructor I	___ Asst. Professor I	___ Associate Professor I	___ Professor I
___ Instructor II	___ Asst. Professor II	___ Associate Professor II	___ Professor II
___ Instructor III	___ Asst. Professor III	___ Associate Professor III	___ Professor III
	___ Asst. Professor IV	___ Associate Professor IV	___ Professor IV
		___ Associate Professor V	___ Professor V
			___ Professor VI

5. **Length of Service**:

___ Below 5 years___ 6 to 10 years___ 11 to 15 years___ 16 years and above

PART II: LEVEL OF JOB STRESS QUESTIONNAIRES

Direction: The following statements are meant to determine your level of job stress as faculty of Iloilo State College of Fisheries- San Enrique Campus. There are no correct or wrong answers here. The answers you give will be held with utmost confidentiality. You might or not have experienced the following situation, but for the purpose of this study you are requested to indicate your honest assessment of yourself by putting a checkmark in the space provided using the following:

Scale for the response:

"5" Always – Indicates that the statement always applies to you
"4" Very Often – Indicates that the statement very frequently applies to you
"3" Often – Indicates that the statement frequently applies to you
"2" Seldom – Indicates that the statement somewhat applies to you

"1" Never – Indicates that the statement does not apply to you

Adopted from the study of Parreño (2021)

No.	Item/statement	Description				
		5	4	3	2	1
1.	I easily lose my temper and do embarrassing things like throwing things even with minor problems.					
2.	I take every piece of information or question as a criticism of my work.					
3.	I take it a personal attack if someone criticizes my work.					
4.	I feel powerless to lighten up my work load or schedule, even though; I've always got too much to do.					
5.	I feel that I have extra work beyond what is normally expected on me.					
6.	I eat lunch on my desk while working because I am too busy.					
7.	I can't fix myself anymore because of too many tasks to be done.					
8.	I can't manage to give my clear and sincere answer to the question asked by my fellow teachers because of fatigue.					
9.	I can't do other activities after a busy workday because of fatigue.					
10.	I get highly emotional over minor problems.					
11.	I can't manage to wear a smile in front of my students because of serious job-related problems.					
12.	I work overtime consistently just to finish my paper works.					
13.	I feel like grinding my teeth due to excessive workload.					
14.	Everything I do feels like a drain on my energy.					
15.	I blame my family for being the reason why I have to stay in this job and workplace.					
16.	I respond irritably to any request from my fellow teachers.					
17.	I can't tell the difference between work and play: it all feels like one more things to be done.					
18.	I tell people about sports or hobbies that I like to do, of which I never have time because of hours I spend at work.					
19.	I find that dealing with students' misbehavior gives me a lot of stress.					
20.	I am unclear regarding the scope of my responsibilities and it adds to my stress.					

PART III: TEACHING PERFORMANCE QUESTIONNAIRE

DIRECTIONS: The following statements are meant to reveal information's about your teaching performance. We are requesting you to answer it as honest and as sincere as you can. All information's you will give will be held with assessment of yourself by putting a checkmark on the space provided using the following:

Scale for the response:

– Indicates that the statement always applies to you

"5" Always
"4" Very Often
"3" Often
"2" Seldom
"1" Never

- Indicates that the statement very frequently applies to you
- Indicates that the statement frequently applies to you
- Indicates that the statement somewhat applies to you
- Indicates that the statement does not apply to you

No	Item/statement	Description				
		5	4	3	2	1
1.	I demonstrate sensitivity to my student's ability to attend and absorb content information.					
2.	I integrate sensitivity to my learning objectives with those of the students in a collaborative process.					
3.	I make myself available for my students beyond official time.					
4.	I regularly come to class on time, well-groomed and well-prepared to do my responsibilities.					
5.	I keep accurate records of my students' performance and does prompt submission of the requirements.					
6.	I demonstrate mastery of the subject matter (explain the subject matter without relying solely on the prescribed textbooks).					
7.	I draw and share information on the art of theory and practice in my discipline.					
8.	I integrate subject to practical circumstances and learning intents/purpose of students.					
9.	I explain the relevance of the present topics to the previous lessons and relate the subject matter to relevant current issues and/or daily life activities.					
10.	I demonstrate up-to-date knowledge and/or awareness on current trends and issues of the subject.					
11.	I always create teaching strategies that allow my students to practice using concepts they need to understand (interactive discussion).					
12.	I try to enhance my students' self-esteem and give due recognition for performance/potential.					
13.	I allow students to create their own course with objective and realistically defined student-teacher rules and make them accountable for their performance.					
14.	I allow students to think independently and make their own decisions and holding them accountable for their performance based largely on their success in executing their decisions.					
15.	I encourage my students to do beyond what is required and guide them on how to apply the concepts learned.					
16.	I create opportunities for intensive and/or extensive contribution of students in the class activities (e.g. break class onto diads, triad of buzz task group).					

17.	I assume the role as facilitator, resource person, coach inquisitor, integrate referee in drawing students to contribute to knowledge and understanding of the concept on hand.					
18.	I design and implement learning conditions and experience that promote a healthy learning process.					
19.	I structure or re-structure learning and teaching-learning contexts to enhance the attainment of collective learning objectives.					
20.	I use instructional materials (audio/video materials, fieldtrips, film showing, computer aided instruction etc.) to reinforce the learning process.					

Adopted from the study of Parreño (2021)

PART IV: COPING STRATEGIES QUESTIONNAIRE

Directions: The following statements are meant to reveal information's about your coping strategies. I am requesting you to answer it as honest and as sincere as you can by putting a checkmark on the space provided using the following:

Scale for the response:

"4"- Strongly Agree
"3" - Agree
"2"- Disagree
"1" - Strongly Disagree

No	Item/statement	Description			
		4	3	2	1
1.	When dealing with a problem, I spend time trying to understand what happened.				
2.	When dealing with a problem, I try to see the positive side of the situation.				
3.	When dealing with a problem, I try to step back from the problem and think about it from a different point of view.				
4.	When dealing with a problem, I consider several alternatives for handling the problem.				
5.	When dealing with a problem, I try to see the humor in it				
6.	When dealing with a problem, I think about what it might say about bigger lifestyle changes I need to make.				
7.	When dealing with a problem, I often wait it out and see if it doesn't take care of itself.				
8.	When dealing with a problem, I often try to remember that the problem is not as serious as it seems.				
9.	When dealing with a problem, I often use exercise, hobbies, or meditation to help me get through a tough time.				

10.	When dealing with a problem, I make jokes about it or try to make light of it.				
11.	When dealing with a problem, I make compromises.				
12.	When dealing with a problem, I take steps to take better care of myself and my family for the future.				
13.	When dealing with a problem, I work on making things better for the future by changing my habits, such as diet, exercise, budgeting, or staying in closer touch with people I care about.				

Adopted from: Hamby, Grych, & Banyard (2015)

Thank you!

APPENDIX D

Documentation

APPENDIX E

Personal Data

Name	**:** Roselyn P. Paclejan
Date of Birth	**:** August 19, 1997
Sex	: Female
Civil Status	: Single
Home Address	: Brgy. Palje San Enrique, Iloilo
Citizenship	: Filipino
Religion	: Born Again Christian
Father's Name	: Rolly P. Paclejan
Mother's Name	: Lennie P. Paclejan
Educational Background	
Elementary	: San Enrique Central School
	: San Enrique, Iloilo
	: 2009-2010
Secondary	: San Enrique National Comprehensive High School
	: Garrido St., San Enrique, Iloilo
	: 2014-2015
Tertiary	: Iloilo State College of Fisheries-San Enrique Campus
	: Cabugao Viejo, San Enrique, Iloilo
	: Bachelor of Science in Office Administration
	: 2017-2018
Graduate Studies	: Master in Business Management
	: Western Institute of Technology
	: Luna St., La Paz, Iloilo City
	: 2021-2022