

# Work-related Stressors and Efficacy as Predictors of Work Performance among Physical Education (PE) Teachers in Davao De Oro

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**Abstract**— This study determined the influence of work-related stressors and efficacy on the work performance among Physical Education (PE) Teachers using a descriptive-correlational research design. Further, the validated and reliability-tested adapted survey questionnaires were used in the study. The Mean, standard deviation, Pearson product moment correlation and multiple regression analysis were used as the statistical tools employed for the interpretation of the data gathered. The findings revealed that the level of work-related stressors in terms of job stress scale, role expectation conflict, coworker support, and work life balance was very high. Also, it was revealed that the level of efficacy in terms of student engagement, instructional strategies, and classroom management was very high. Moreover, the level of work performance in terms of task performance, contextual performance and counterproductive work behavior was very high. The findings of the study also revealed that work-related stressors and efficacy have significant relationship with work performance among Physical Education (PE) Teachers. The combined influence of work-related stressors and efficacy towards work performance was indeed significant. It is recommended that the Physical Education Teachers may address the underlying causes of stress and implement strategies to manage and reduce stress levels by identifying the stressors, promote work life balance, enhance support system, improve job design, promote self-care and well-being, and create a positive work environment.

**Keywords**— MAEd- Physical Education, work-related stressors, efficacy, work performance, descriptive correlational, Philippines

## I. INTRODUCTION

In the education sector, teachers portray a crucial and vital role in attaining quality education intended for the learners to develop their social and academic competencies. Also, teachers must maximize learning to produce learners with quality education, which is achieved when there is increased work performance (Paresashvili, 2021). However, there was an issue and concern about teacher's work performance because of some factors that negatively contribute to the deterioration of the teachers, such as inappropriate plan goals, problems in working conditions, poor leadership, lack of knowledge, ability, and competence to work (Ainsworth et al., 2018). Internationally, the majority of teachers have experienced some problems when it regards their work performance because of some situations that immensely affect their work performance, including stress, anxiety, depression, and violence that negatively influence their work performance, especially in their teaching. Moreover, these pressing problems become a major challenge among teachers, making them more vulnerable and demotivated at some points in their teaching careers (Etxebarria et al., 2020).

Further, it was revealed in the study of David et al. (2019) that there was a report about the challenges experienced by the teachers in terms of workloads that teachers may divide their time for teaching and other functions that affect their performance because they cannot focus on their teaching job. Also, one factor is the psychosomatic problem that leads them to a risky situation, and their work performance is partially affected, as well as the learning of the students (David et al., 2019). Furthermore, in the Philippines, it was revealed in the study that only 3.98 percent of the teacher's work performance is manifested among teachers in supervision and security, which is attributed to their job satisfaction in the organization. As a result, it was suggested that schools must provide a faculty lounge so teachers can talk freely about their well-being. In addition, the Human Resource Department Officers must strongly include in their teacher retention strategies the teachers' welfare packages. The study aimed to reduce the workloads of the teachers to effectively provide quality education and strengthen the power of supervision to guide the teachers to become well-rounded and effective employees in the institution (Baluyos et al., 2019).

Evidently, the mentioned undertakings about the work performance of teachers are vital as they can further explore the individual performance of physical education teachers in relation to their respective work. In addition to that, this research study may provide the factors that can affect the work performance of Physical Education Teachers and may serve as a baseline on how to mitigate barriers to achieving excellent performance at work.

Moreover, this undertaking is considered a vital step in determining the various factors that may affect the work performance of the teachers, specifically the Physical Education Teachers. In addition, it also provides a great package of recommendations on how to improve and sustain the work performance of the teachers. The previously conducted studies have contributed to the pursuit of this study in terms of literature and various propositions that can be used as a reference by the researcher to strengthen the claim and provide a comprehensive discussion.

On the one hand, the studies conducted related to work performance contribute to the interest of the researcher in the pursuit of this undertaking, such as the one by Tehseen and Hadi (2015), who investigated the factors influencing teacher performance and retention. Moreover, Randhawa's (2007) proposition about work performance and its correlations is an empirical study, and the study by Calixtro (2021) is about the health status and work performance of instructors in higher education institutions in Region XI.

On the other hand, the conducted and published studies related to the topic across many countries imply an intense interest in it. In addition, the previous research works have presented factors that significantly influenced work performance and provided excellent recommendations to solve the problem of performance related to work. Because of this, the researcher is eager to pursue this research endeavor. Specifically, the aim of the study is to determine the significant relationship and influence of work-related stressors and efficacy on work performance among Physical Education Teachers in the chosen research locale.

As cited in the study by Ajayi (2018), work-related stressors reduce work performance among employees. In addition, it is considered rising and has become a challenge on employees' part because when the level of stress is high, it results in low productivity while absenteeism is increased. Moreover, in the same study,

it was recommended that stress must be proactively minimized in the organization by providing adequate administrative support intended for employees, optimizing workload, minimizing role conflict, and deploying a reward system.

Further, as mentioned in the study by Jamal et al. (2020) postulated that there were categorized factors causing work stress that affect the work performance of teachers at the University of Punjab. Notably, these factors caused by stress at work have diverse effects on the work performance of the teachers, especially on their teaching. In addition, the result of the study suggested that an assessment of the level of stress should be conducted by the university to minimize the frustration and disappointment level among teachers in coping with the prevailing situation brought by unexpected stressors.

Furthermore, Khalique and Singh's (2019) proposition revealed that self-efficacy influences the work performance of teachers in terms of how to approach tasks and challenges in the workplace. Moreover, it was recommended in the study that it is essential to build a strong sense of self-efficacy to perform well and cope with challenges in the workplace. Additionally, the study of Isao (2021) also revealed that self-efficacy has a significant influence on the work performance of teachers, specifically in their teaching.

Notably, the investigation conducted by Abun et al. (2021), found that self-efficacy is high, and it affects the work performance of the teachers, specifically task and contextual work performance. In addition to that, the self-efficacy of the teachers increases when the work environment is good for them, which also increases their work performance. This finding suggests that improving task performance and contextual performance requires the development of self-efficacy, and when the teachers have higher self-efficacy and higher skills or competencies and have high contextual performance that helps them perform their task, it consequently leads to lowering their counterproductive behavior.

As cited by Herman et al. (2018), the study found that most of the teachers in the high-stress, high-burnout, and coping class were associated with the poorest student outcomes and performance. In this study, single-item indicators of teacher stress and coping may be valuable tools for identifying teachers in need of support and mitigating the adverse effects of teacher stress on their work performance, which also affects students' development in the organization.

A proposition by Apeh et al. (2020) revealed that teachers' effectiveness and performance in terms of delivering lessons are poor because of the job stress they frequently experience in the organization. As part of the study, it is recommended, based on the findings, that educational policies must be initiated to relieve teachers of their occupational stress. School administrators should ensure teachers are given tasks that commiserate with their ability to avoid the experience of work overload, burnout, and stress. Schools should be provided with more and better administrative services, such as efficient officials who can respond professionally and supply the required information and pedagogical support. These support services help relieve teachers of stress.

Partly, this research study is aligned with the theoretical underpinnings that strengthen the existing study. This study is anchored on several theories and prepositions of various authors regarding the relationship among variables. This study is anchored on Self-efficacy by Bandura (1977), which focuses on a person's particular set of beliefs in their capacity to execute behaviors necessary to produce specific performance outcomes. In addition, it refers to confidence in one's ability to influence situations and control one's environment. In this study, the performance outcomes refer to the work performance of the Physical Education Teachers in the organization. Notably, when teachers have a high level of self-efficacy, they can produce quality outcomes in their work and are able to mitigate unexpected phenomena such as expectation conflict, job dissatisfaction, and auxiliary work, which serve as work stressors in the organization.

In support of this theory, the study by Abun et al. (2021) revealed that self-efficacy greatly affects the work performance of teachers, specifically task and contextual work performance. In this study, it was concluded that self-efficacy affects only the positive behavior and not the negative behaviors. Furthermore, it was suggested in the study that improving work performance among employees such as teachers requires the improvement of self-efficacy and the constant setting of a healthy working environment.

In addition, the study by Daniel (2020) revealed that work-related stressors can affect the work performance of employees. However, when the stress is handled well, and employees have high self-efficacy, absenteeism, and turnover decrease, and productivity increases. Notably, the study suggested that to achieve the peak of

work performance, work-related stressors should be managed effectively. Also, the organization needs to facilitate an assessment intended for employees, such as the Employee Assistance Programme, which aims to intervene in the problem so that the performance levels of the employees will increase.

The investigation conducted by Isao and Langcoy (2024) revealed that job stressors are significantly related to the quality of work life among teachers in the organization. Moreover, the study recommended that the teachers identify the different stressors that can cause stress so that they will be guided on how to overcome them effectively.

Meanwhile, Celine (2018) postulated empirical evidence that work stressors negatively affect the performance of teachers because of the pressure put on them by their superiors to provide an excellent output without guidance and supervision. On the one hand, it was also revealed in the study that some respondents considered a stress-free program to have something to do to boost their confidence and increase their productivity in the institution. On the other hand, the study has recommended that every institution needs to facilitate a stress management program to ensure that the employees have an environment that is stress-free where productivity and good performance would increase in achieving the goals and objectives of the institution.

The theories and propositions mentioned by the various authors were chosen as they would fit the objectives of the study. As a matter of fact, this empirical evidence from the previous studies has established a strong framework that can be used for this research undertaking about the work-related stressors and efficacy as predictors of work performance among Physical Education (PE) teachers. In addition, work performance as the dependent variable of the study would be subject to positive enhancement, providing a theoretical justification for making suggestions and recommendations to increase the work performance of the Physical Education Teachers. Moreover, these theories and propositions contribute significantly to the pursuit and accomplishment of the objectives of the study.

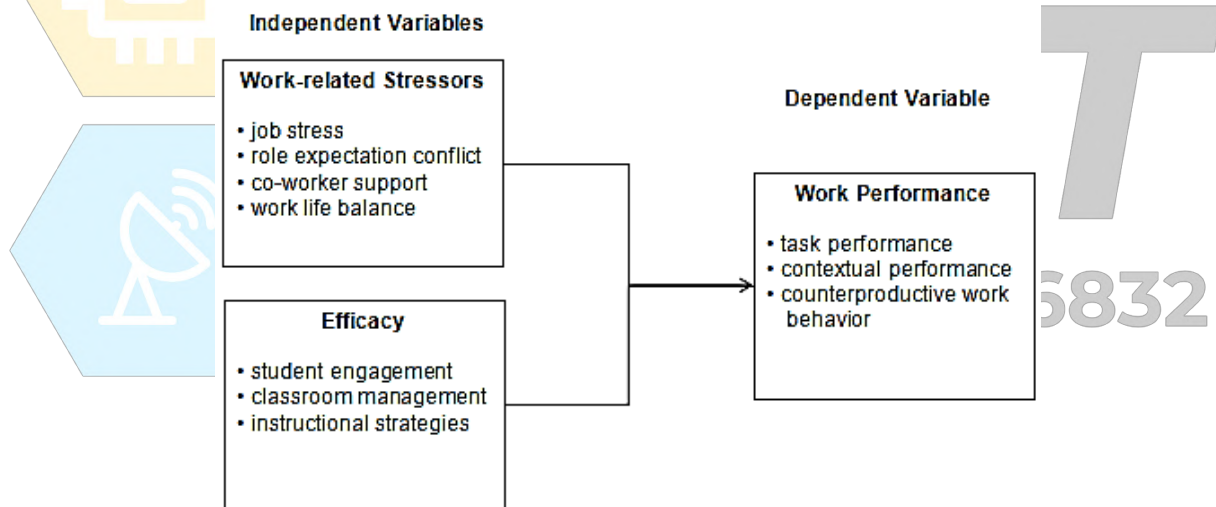
At this stage of the paper, a conceptual framework of the study will be elaborated accordingly. The first independent variable of this study is the work-related stressors. Work-related stress is the response from people when they encounter demands and pressure at work. This

variable has four indicators, namely job stress scale, role expectation conflict, co-worker support, and work-life balance by Shukla & Srivastava (2016). Job stress refers to the harmful physical and emotional responses that occur when the job requirements do not match the worker's capabilities, resources, or needs. Role expectation conflict refers to the conflict between or among the roles corresponding to two or more statuses fulfilled by one individual in the organization. Co-worker support refers to co-workers assisting one another in their tasks when needed by sharing knowledge and expertise as well as providing encouragement and support. Work life balance refers to finding a way to manage the demands of your work, study, and personal life.

On one hand, the second independent variable of this study is efficacy, which refers to a person's belief in their ability to complete a task or achieve a goal. This independent variable has three indicators, namely student engagement, instructional strategies, and classroom management, as proposed by Tschannen-Moran & Hoy (2001). Student engagement refers to the

degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught. Instructional strategies refer to the instructional materials and procedures that enable students to achieve the learning outcomes. Classroom management refers to the actions that teachers take to establish and sustain an environment that fosters students' academic achievement as well as their social, emotional, and moral growth.

On the other hand, the dependent variable of this study, which is work performance, has three indicators, namely task performance, contextual performance, and counterproductive work behavior by Widyastuti (2018). Work performance refers to the accomplishment of the assigned tasks for achieving the organization's goal. Task performance refers to the core job responsibilities of the employees. Contextual performance refers to the behaviors and efforts that are not directly related to their work. Counterproductive work behavior refers to employee voluntary behaviors that harm organizations or people working in the organizations.



**Figure 1.** Conceptual Framework of the Study

As such, recognizing the importance of work performance among physical education (PE) teachers, the researcher has made an extensive review of the literature for possible variables that may affect it. Additionally, it is manifested in the literature that the study group has a population gap that focuses on employees (Inayat & Khan, 2021) and industrial workers (Gazi et al., 2022). However, less has been done for teachers, especially the PE teachers, who are the prime movers of quality education. Similarly, the methodology gap is also evident in the study, which focused on qualitative study. Likewise, the researcher of

this study has not encountered a multivariate study conducted in the Philippines, specifically in Davao De Oro, on PE teachers using quantitative design.

The study aims to determine whether work-related stressors and efficacy can significantly predict work performance among PE teachers in Davao De Oro. Specifically, it aims to assess the level of work-related stressors among PE teachers in terms of job stress, role expectation conflict, co-worker support, and work-life balance. It also measures the level of efficacy of PE

teachers in terms of students' engagement, instructional strategies, and classroom management.

Third, it determined the level of work performance among PE teachers in terms of task performance, contextual performance, and counterproductive work behavior. Fourth, the study determined if there is a significant relationship between work-related stressors and work performance. Fifth, it determined if there is a significant relationship between efficacy and work performance among PE teachers in public schools. Lastly, it determined if there is any domain of work-related stressors and efficacy that can significantly predict work performance among Physical Education (PE) teachers in Davao De Oro.

The findings of this study would be a basis for understanding the significant influence of work-related stressors and efficacy on the work performance among PE teachers not only in Davao De Oro but also in the global contexts. In addition, it is assumed that this study may provide a huge opportunity to be included in the School Improvement Plan (SIP) to help physical education teachers in public schools by facilitating training and seminars to achieve effective and efficient work performance.

Specifically, the identified beneficiaries of this study are the following. First, the Commission on Higher Education. This agency may be given empirical evidence as to how they help and empower their PE teachers to elevate their work performance to be manifested in the organization. Partly, reinforcement and intervention on the problems of work performance will be addressed and will be part of the CHED's concern regarding what programs and initiatives they can take to at least minimize the problem of the work performance of the PE teachers. Also, the programs and activities to initiate for the PE teachers may help them decrease stress related to their work and increase their efficacy in performing in the organization effectively and efficiently.

Second, the college instructors. This study can provide vital information and recommendations for PE teachers and for other college instructors in different subject areas since the study applies to all teachers. In addition, the main core of this study is to give recommendations and suggestions on how to minimize work-related stressors and strengthen the efficacy of PE teachers because when these teachers are free from stressful situations and they are confident and empowered with

their abilities, they would be able to perform better in the organization and contribute to the general welfare of the institution.

Lastly, the future researchers. This study can be considered as a baseline for them to explore other factors that may influence or predict the work performance of Physical Education Teachers. In addition, they may also explore the study using other research designs to further understand the problem and strengthen the study's result. Moreover, the scholars may add more related literature to contribute to the body of knowledge.

## II. METHODS

### A. Research Respondents

In this study, 300 college students in Davao De Oro, specifically at Davao De Oro State College, were the respondents who answered the survey questionnaire. The researcher got the sample size from the total population using the Raosoft Calculator since surveying every school member is impossible and impractical. Also, random sampling was used to select each school because the researcher first selected the available subjects who met the criteria set, in this case, the Davao De Oro State College. Random sampling was employed in this study because each student in the school was chosen and had an equal right to be selected in the sample.

Notably, the core goal of the random sampling technique was to focus on the characteristics of a population, which enabled the researcher to answer the research questions. It was a choice, the purpose of which varies depending on the type of purposive random sampling technique that was used (Creswell, 2003). Thus, the following criteria were set to achieve homogeneity: (1) respondents are first-year and second-year students in any course, and (2) respondents have their PE subject in their present semester. Meanwhile, excluded in this study were students who were not enrolled in Davao De Oro State College, school administrators, and non-teaching staff. The respondents may withdraw their participation at any time if they feel threatened by the conduct of the study.

Meanwhile, this study was conducted in the Province of Davao De Oro. The population of Davao de Oro in the 2020 census was 767,547 people, with a density of 170 inhabitants per square kilometer or 440 inhabitants per square mile. Most of the inhabitants are migrants from Cebu, Samar, Bohol, and other Visayan provinces. The cultural minorities in the province include the Kalagan,

Mansaka, Mandaya, Dibabawon, Mangguangan, and Manobo groups, such as the Atta, Talaingod, Langilan, and Matigsalug Manobo. The place was chosen because the researcher wanted to know and understand the experience and situation of the physical education teachers regarding their work performance since the researcher is also part of the community. Further, the province had enough respondents who had a great chance to participate in the study. In this study, the researcher may provide significant insights on how to improve and sustain the work performance as teachers and what are the factors that may affect their work performance.

**B. Materials and Instrument**

The researcher utilized three sets of questionnaires to gather the data from the respondents, and it was adapted and modified to complete the questions and suit the environment where they were to be conducted. The format of the questionnaire was on a Likert point scale, where the respondents were given questions about the

variables of the study. Likert established the principles of assessing attitudes by asking individuals to respond to a series of statements regarding the topic that were used to determine choice response formats designed to assess the opinions or attitudes (McLeod, 2008). The first independent variable was the work-related stressors with 0.946 Cronbach's Alpha reliability statistics of all indicators, namely job stress, role expectation conflict, coworker support, and work-life balance. The first indicator has seven questions, the second indicator consists of 5 questions, the third indicator has four questions, and the last indicator has four questions (Shukla & Srivastava, 2016). The respondents used a scale ranging from 1 (strongly disagree) to 5 (strongly agree).

Work-related stressors, as one of the independent variables of the study, is measured through its indicators. The scale below would be the basis for the quantification of the study.

Mean Range	Description	Interpretation
4.20-5.00	Very High	The work-related stressors are always evident
3.40-4.19	High	The work-related stressors are often evident
2.60-3.39	Moderate	The work-related stressors are sometimes evident
1.80-2.59	Low	The work-related stressors are rarely evident
1.00-1.79	Very Low	The work-related stressors are never evident

On the other hand, the second independent variable, which is the efficacy of Tschannen-Moran & Hoy (2001), has three indicators, namely student engagement, instructional strategies, and classroom management. It has a total of 12 items to measure the

efficacy of the chosen respondents. The respondents will use a scale ranging from 1 (low) to 5 (very high). To determine the level of efficacy, the mean scores were computed and analyzed using the following scale:

Mean Range	Description	Interpretation
4.20-5.00	Very High	The efficacy of the teachers is always manifested
3.40-4.19	High	The efficacy of the teachers is often manifested
2.60-3.39	Moderate	The efficacy of the teachers is sometimes manifested
1.80-2.59	Low	The efficacy of the teachers is rarely manifested
1.00-1.79	Very Low	The efficacy of the teachers is never manifested

Meanwhile, the dependent variable, which is work performance by Widyastuti (2018), consists of three indicators, namely task performance, contextualized performance, and counterproductive work behavior. The

mean was computed and analyzed using the succeeding scale to determine the level of work performance of the PE teachers.

Mean Range	Description	Interpretation
4.20-5.00	Very High	The work performance is always observed
3.40-4.19	High	The work performance is often observed
2.60-3.39	Moderate	The work performance is sometimes observed
1.80-2.59	Low	The work performance is rarely observed
1.00-1.79	Very Low	The work performance is never observed

These instruments were undergone validation by a pool of internal and external experts. After integrating their suggestions and corrections, pilot testing was conducted involving a different set of respondents for reliability testing purposes. Once it achieves a reliability score and description that entails a passing Cronbach alpha test score, the instruments are ready to be administered.

### C. Design and Procedure

This study employed quantitative non-experimental research using the casual effect technique with regression analysis. It was defined that this method determines the relationship among two or more variables and discovers their implications for cause and effect. Moreover, regression analysis was the statistical tool that employed a quantitative approach to determine the nature of relationships among the variables being studied (Dudovskiy, 2016). Hence, this method was suited for this undertaking to determine the influence of work-related stressors and efficacy on the work performance among Physical Education Teachers in Davao De Oro.

In gathering the data for this study, the researcher employed the following steps. First, the researcher had to pass the outline defense from a set of panelists to defend the feasibility and relevance of this research. After the approval, the researcher prepared three sets of questionnaires. The questionnaires were validated by the pool of experts who were the internal and external validators. After the validation, corrections and suggestions from the validators were religiously incorporated into the questionnaires. Then, the researcher complied with the requirements of the University of Mindanao Ethical Review Committee (UMERC). After receiving a certification from the UMERC, a letter of permission to conduct a pilot study was requested by the researcher from the Dean of the Graduate School. Next, the researcher asked permission from the College President of Davao De Oro State College to allow the researcher to administer the survey questionnaires. When the permit was given, the

researcher administered the questionnaire in the schools.

As part of the administration, the researcher approached the respondents of the study, who were college students, for the distribution of the questionnaires. Also, it was required that the researcher personally distributed the survey questionnaires and explained clearly to the respondents how to respond or answer the questionnaires. After answering the survey questionnaires, the researcher retrieved the questionnaires. Conclusively, the researcher tallied and tabulated the gathered data for statistical computation and analysis. Meanwhile, the answers gathered from the questionnaire were counted and tabularized in a master data sheet. The researcher sought assistance from the statistician to evaluate and read the results utilizing appropriate tools.

Mean. This was used to measure the level of work-related stressors, efficacy, and work performance among the PE teachers. Pearson-r. This was used to determine the significant relationship between the independent variables and the dependent variable. Multiple Regression Analysis. This was used to determine the domains of work-related stressors and efficacy that can significantly predict work performance among physical education teachers.

There were considerable ethical issues and concerns that were the main development of this quantitative research study. Those issues and concerns may spring up from the methodology covered by the study. The ethical contests that were pertinent to this research concern the issues of the right to conduct a study, confidentiality, and anonymity.

The researcher needed to observe and follow full ethical considerations in the study. To ensure that the study was conducted ethically, the study was reviewed by the University of Mindanao Tagum College Research Committee in full board review. Lastly, the study was conducted based on the ethical elements clearly stated in the National Ethical Guidelines for Health and Health-

Related Research 2017. The respondents were given the free will to participate without any form of consequence or, penalty or loss of benefits (Lavrakas, 2008). Therefore, after the study, the purpose and the benefits of the study were described and presented to the participating schools. Then, the rights of the respondents to contribute to the body of knowledge were carefully considered and adhered to.

Moreover, to achieve the privacy and confidentiality of the study, the researcher made sure that the collected data from the respondents were stored and retrieved. In addition, it was the responsibility of the researcher to dispose of the data responsibly and adhere to Republic Act No. 10172, also known as the Data Privacy Act of 2012. Likewise, the survey questionnaires utilized in the study were easily understood by the respondents, and they gained a clear perspective that they could benefit from participating in the study. Also, consent was needed from the president, vice president of academic affairs, and director of the academic division before administering the survey questionnaires. The researcher informed the target respondents that their participation was considered an important factor that greatly contributed to the success of the study, and it was voluntary.

The researcher set the following criteria when selecting the respondents for the study: First, the respondents are enrolled students of Davao De Oro State College. Second, the respondents have a Physical Education subject in the present semester. Lastly, respondents can be selected regardless of age and gender. Consequently, the respondents of the study received a token from the researcher as an expression of her gratitude for their participation since they are a big part of the undertaking. Since they are students, they received a notepad and a sign pen from the researcher that they could use for their studies.

Further, minimizing the risk was also a concern in this study. To achieve that, the researcher made sure that the status of risks was mitigated through proper review. In fact, the respondents were responsible for the researcher's protection from physical, psychological, and socio-economic issues during the conduct of the study. Furthermore, the researcher also made sure that the readings in this study were paraphrased to avoid plagiarism issues. The study had no trace or evidence of misrepresentation of someone else's work as her own. The authors of all cited literature were cited properly to ensure research adequacy. In fact, the study was

undergone plagiarism detectors like Grammarly or Turnitin software. The researcher made sure that no fabrication or malicious modification of data and results were done. The study had no trace or evidence of intentional misinterpretation of what had been done. No making up of data and results or purposefully putting forward conclusions that were not accurate.

In addition, to ensure that this research paper was accurately represented in the research record, it was ensured that neither manipulation was done on the research materials, equipment, or processes, nor changes in data and results. There was no conflict of interest – family, friendships, financial, or social factors – that could compromise the researcher's decisions or actions in the conduct of this academic endeavor. This study was conducted without hidden purposes. The researcher did not use deception and protected the respondents from any harm. The researcher made sure that the use of information technology was based on integrity, trust, responsibility, and excellence because ethics create those conditions. Aside from protecting privacy and confidentiality, ethical behavior prevents conflicts and dishonesty by preventing unauthorized access to computer networks.

Lastly, the researcher of the study was a graduate with a Bachelor of Science in Secondary Education. The thesis adviser was also the co-author of this paper. The researcher of the study has undergone a series of revisions of her paper because of the recommendations made by the adviser. The study also followed the standards of the University of Mindanao Ethics Review Committee for the guidelines of ethical consideration. Moreover, the professional ideas, expertise, and help of the research adviser and her colleagues were adopted religiously for the betterment of the study. When the approval was given, the survey questionnaire was subject to pilot testing, and the data collected were interpreted by the statistician to ensure the consistency and reliability of the survey questionnaires.

### III. RESULT AND DISCUSSION

This section deals with the presentation, analysis, and interpretation of findings. All inferential results were interpreted with a significance threshold of 0.05. Also, the data of the study were organized under several headings: the level of work-related stressors, level of efficacy, and level of work performance among Physical Education Teachers in Davao De Oro.



Further, the significance of the relationship between work-related stressors and efficacy to work performance of Physical Education Teachers was presented in this section, along with a regression analysis of relevant variables. Furthermore, the standard deviation was utilized to calculate the error for unidentified samples, ranging from 0.66 to 0.84. This lower standard deviation compared to the conventional 5-point Likert scale standard deviation of 1.0 (Wittink & Bayer, 1994). The following discussions below were the results of the analysis organized and discussed according to the objectives of the study.

**Level of Work-related Stressors**

Table 1 shows the level of work-related stressors with an overall mean score of 4.33, which is described as very high. This means that work-related stressors are always

<i>Level of Work-related Stressors</i>			
Indicator	Mean	SD	Descriptive Equivalent
Job Stress	4.18	0.69	High
Role Expectation Conflict	4.30	0.62	Very High
Co-worker Support	4.39	0.60	Very High
Work Life Balance	4.44	0.60	Very High
<b>Overall</b>	<b>4.33</b>	<b>0.56</b>	<b>Very High</b>

One of the indicators of work-related stressors, which is the Work Life Balance, is always evident with the highest mean score among other indicators. It indicates that Physical Education Teachers were able to balance between time at work and time at other activities. Further, it was also a result of the study that physical education teachers always evidently employed time management to answer the demands of work and family. Furthermore, it was always evident that these teachers valued rest days and spiritual worship days to have balanced growth, enjoy the work while doing other activities, and were able to maintain the quality of work and life.

The Co-worker Support indicator of work-related stressors serves as a descriptive equivalent of very high. This implies that co-worker support is always evident. It was a result of the study that physical education teachers always evidently value the efforts given by their colleagues at work and treasure people who have shared time and resources for their jobs. Additionally, Physical Education Teachers manifest results of co-worker support at a very high level. This signifies that these teachers have a support system for their job by having co-workers who share their expertise and time to make the job light.

evident. In addition, its minimal standard deviation of 0.56 showed that the teachers' responses about the work-related stressors closely resemble each other. The high degree of work-related stressors may be attributed to the respondents' elevated ratings across all aspects of job stress, role expectation conflict, co-worker support, and work-life balance.

The calculated mean scores from the highest to lowest indicators yielded the following total mean score: 4.44 or very high for work-life balance with a standard deviation of 0.60, 4.39 or very high for co-worker support with a standard deviation of 0.60, 4.30 or very high for role expectation conflict with a standard deviation of 0.62, and 4.18 or high for job stress with a standard deviation of 0.69.

Next is the Role Expectation Conflict, which is one of the indicators of work-related stressors that obtained the third-highest mean score. The result presents that role expectation conflict is always evident in the organization. The results of the study showed that physical education teachers evidently always have concerns about the different expectations of different people in their jobs and experience that the expectations of their seniors are different from those of their juniors. The Physical Education Teachers manifest the results at a very high level. This implies that they experienced satisfying different conflicting demands of various people above them, especially their colleagues and students.

Lastly, the Job Stress indicator of work-related stressors obtained the lowest mean score. The result shows that job stress is oftentimes evident in the organization. It was found in the study that most physical education teachers experienced a lot of work but had sufficient time to do it. It was always evident that these teachers discerned high honors when doing their jobs, but oftentimes, they evidently observed that many people on the faculty were enjoying the organization's demands and noticing that their jobs made them happy.

The work-related stressors level of respondents is very high. It means that work-related stressors are always evident. Physical Education Teachers sometimes experience distinct stressors that may affect their performance in the workplace. Specifically, these teachers reported oftentimes experiencing job stress and always experiencing role expectation conflict in the organization.

The result of the study can be associated with the investigation conducted by Danish et al. (2019), which revealed that work-related stressors such as job conflict, job burnout, and inadequate reward policies have a negative impact on teacher's work performance. Additionally, it was proven in the same study that job conflict and job burnout have a strong influence on the work performance of teachers.

In terms of Work Life Balance, the level of work-related stressors is very high. This indicates that the work-life balance of physical education teachers is always evident. It also means that these teachers were engaged and motivated in their work, leading to increased productivity and better organizational performance. Also, they implement policies that promote manageable workloads, providing resources for stress management and fostering a culture that values work-life balance. The result of the study is supported by the findings conducted by Javier and Rosal (2021), which revealed that maintaining a work-life balance is not only for health and relationships but also for improving employee productivity and performance. Additionally, it was revealed in the same study that work-life balance helps teachers become effective and efficient at work.

It is followed by Co-worker Support, as the level of work-related stressors, which is the descriptive equivalent, is very high. It indicates that the work-related stressors of Physical Education Teachers in terms of co-worker support are always evident. This means that physical education teachers encourage teamwork, provide opportunities for collaboration, and promote open communication among employees.

The result of the study is supported by the proposition of Ong and Khan (2022), which revealed that co-worker support has a positive impact on reducing teacher stress. The study recommended that school administrators and policymakers strengthen the role of co-workers in reducing stress among teachers.

The level of role expectation conflict in work-related stressors was very high. It indicates that the work-related stressors in terms of role expectation conflict is always evident. This also implies that Physical Education Teachers may not prioritize tasks and make decisions, leading to decreased productivity and effectiveness. Also, it may hinder their ability to engage in their work and fully pursue career advancement opportunities. In the study of Celik (2013), it was revealed that job stress, role ambiguity, and conflict have a higher direct effect on the performance of employees. Additionally, the result showed that role conflict decreases employees' work performance directly and indirectly.

The last indicator of work-related stressors is job stress, which is the descriptive equivalent of high. It indicates that work-related stressors in terms of job stress are oftentimes evident. This signifies that Physical Education Teachers' ability to concentrate, make sound decisions, and perform at their best may be compromised, which can lead to decreased efficiency and quality of work. It may also diminish their enjoyment and fulfillment in their work, leading to a negative perception of their job and reduced motivation. As cited by Nor (2020), job stress has a significant relationship with work performance among teachers. Notably, if the teachers are under stress, they will be dissatisfied with their jobs and will perform poorly at school.

### ***Level of Efficacy***

Table 2 shows that, in totality, the level of efficacy as assessed by students has an overall mean score of 4.41, which is described as very high. It indicates that efficacy among Physical Education Teachers is always manifested. Considering the degrees of dispersion in this variable, the standard deviation is 0.57, indicating that the responses are relatively clustered around the mean. The high degree of efficacy among teachers might be ascribed to the respondents' high ratings in all identified aspects of student engagement, instructional strategies, and classroom management.

The calculated mean scores from the highest to lowest indicators yielded the following total mean score: 4.44 or very high for student engagement with a standard deviation of 0.61, 4.40 or very high for instructional strategies with a standard deviation of 0.60, and 4.39 or very high for classroom management with a standard deviation of 0.60.

<i>Level of Efficacy</i>			
Indicator	Mean	SD	Descriptive Equivalent
Student Engagement	4.44	0.61	Very High
Instructional Strategies	4.40	0.60	Very High
Classroom Management	4.39	0.60	Very High
<b>Overall</b>	<b>4.41</b>	<b>0.57</b>	<b>Very High</b>

The student engagement indicator of efficacy obtained the highest mean score among other indicators. It has a descriptive equivalent of very high, which means that student engagement is always manifested. It also indicates that Physical Education Teachers motivate students who show low interest in schoolwork and make them believe that they can do well in schoolwork. It resulted in the study that encouragement for students to perform better in different activities, assistance from families in helping their children do well in school, and value learning are always evident in Physical Education Teachers.

The Instructional Strategies indicator of efficacy also serves as a descriptive equivalent of very high, which implies that instructional strategies of Physical Education Teachers are always evident. It was found in the study that these teachers were able to craft good questions for their students and use a variety of assessment strategies. Additionally, they provide an alternative explanation or example when students are confused and employ remediation to master the lesson.

Classroom Management indicator of efficacy has a descriptive equivalent of very high, which means that classroom management of Physical Education Teachers is always manifested. It was found in the study that Physical Education Teachers are getting students to follow classroom rules and using time effectively to maximize learning. In addition, it was revealed that they control disruptive behavior in the classroom and establish a classroom management system with each group of students.

The efficacy level of respondents is very high. It indicates that the efficacy of Physical Education Teachers is always manifested. Additionally, it signifies that the efficacy of teachers has important associations with student achievement, teacher performance, classroom management, collective teacher efficacy, and teacher well-being. When teachers believe in their ability to make a difference and have a positive impact on their students, it can lead to improved educational outcomes and a more positive learning environment.

The result of the study is supported by the proposition of Randhawa (2007), which revealed that efficacy has a positive influence on increasing the performance of employees in the workplace. When the efficacy of teachers is increased, the performance also increases, which may result in student engagement, effective instructional strategies, and vigorous classroom management.

The level of efficacy in terms of student engagement was described as very high. This means that the student engagement of physical education teachers is always manifested. This denotes that evident student engagement is indicative of positive learning outcomes, strong teacher-student relationships, and a more fulfilling educational experience for students.

As cited in the investigation conducted by Sukor et al. (2021) reveals that student engagement has a positive influence on the academic performance of students. Additionally, to elevate students' engagement, teachers may use multiple approaches, such as cognitive and social engagement, where students are doing experiential learning by completing learning tasks. Moreover, it was recommended in the study that innovative classroom engagement tools can be effectively designed, allowing for easier measurement of actual student engagement.

In terms of Instructional Strategies, the level of efficacy is very high. This indicates that the instructional strategies of physical education teachers are always manifested. The result of the study suggests that the instructional strategies of Physical Education Teachers are more inclusive, engaging, and effective learning environment that caters to the diverse needs of students.

The study by Baafi (2020) revealed that effective teacher instruction is pertinent to student achievement. Notably, some effective instructional strategies revolve around the teacher's preparedness for the instructional process, effective student engagement, instructional delivery strategies, and classroom discipline, which are vital for effective teaching and learning in the classroom. Moreover, the study recommends that teachers embrace

these effective instructional strategies in their quest to realize sustainable learning outcomes.

The last indicator of efficacy, which is classroom management, which is the descriptive equivalent, is very high. It shows that the classroom management of Physical Education Teachers is always manifested. Furthermore, it signifies that teachers who prepare quality lesson plans, organize student's behavior, use effective teaching methods, communicate messages in a simple way, and manage time efficiently and effectively will provide a conducive environment for learning.

Nisar et al. (2019) highlighted in their study that classroom management positively correlated with student's academic performance. It was revealed that teachers' classroom management practices improve the academic performance of students.

*Level of Work Performance*

Indicator	Mean	SD	Descriptive Equivalent
Task Performance	4.39	0.61	Very High
Contextual Performance	4.35	0.67	Very High
Counter productive work behavior	4.05	0.80	High
<b>Overall</b>	<b>4.26</b>	<b>0.59</b>	<b>Very High</b>

The level of work performance in terms of Task Performance obtained the highest mean score among the three indicators, which is described as very high. It shows that the task performance of Physical Education Teachers is always observed. Notably, it was found in the study that it is always observed that Physical Education Teachers were able to plan the work to finish it on time and were able to keep in mind the work result that needed to be achieved. Furthermore, they were able to set priorities and carry out the work efficiently while managing their time well.

Next is Contextual Performance as an indicator of work performance, which obtained the second-highest mean score, which is described as very high. It clearly denotes that the Physical Education Teachers always observe the contextual performance. For the record, it was found that it is always observed that Physical Education Teachers were coming up with creative solutions for new problems and starting new tasks when the old tasks were completed. In addition, these teachers worked on keeping job-related knowledge up to date and taking on challenging tasks when they were available.

**Level of Work Performance**

It is shown in Table 3 that the level of work performance of the teachers has an overall mean score of 4.26, which is described as very high. This implies that the work performance of physical education teachers is always being observed. Considering the degrees of dispersion in this variable, the standard deviation is 0.59, indicating that the responses are relatively clustered around the mean.

The calculated mean scores from the highest to lowest indicators yielded the following mean scores: 4.39 or very high for task performance with a standard deviation of 0.61, 4.35 or very high for contextual performance with a standard deviation of 0.67, and 4.05 or high for counterproductive behavior with a standard deviation of 0.80.

With regard to counterproductive work performance as an indicator of work performance, the lowest mean score was obtained, which is described as high. It signifies that counterproductive work performance of Physical Education Teachers is oftentimes observed. As revealed in the study, it is often observed that Physical Education Teachers focused on the positive aspects of the situation at work instead of the negative aspects. They talked to colleagues about the positive aspects of the work. Furthermore, they never complained about minor work-related issues at work and talked to people outside the organization about the positive aspects of the work.

The level of work performance of respondents is very high. This means that physical education teachers' work performance is always observed. Notably, it is clear that Physical Education Teachers can finish the work on time with a set of priorities and manage it well, which refers to their task performance. This is supported by the findings of an investigation conducted by Abun et al. (2021), which revealed that work performance improves through task performance and contextual performance. In addition, it was found in the study that a good work environment affects work performance and improves the expertise of the teachers.

The level of work performance in terms of task performance is very high. This indicates that the task performance of physical education teachers is always observed. On the one hand, it manifests that teachers employ various activities that allow students to demonstrate their knowledge, understanding, and proficiency in a tangible way. On the other hand, the teachers provide timely and specific feedback to students and identify the areas that need improvement.

The result is aligned with the proposition of Coronado et al. (2022), which revealed that students who received feedback from the teachers have improved their performance compared to the students who did not receive any feedback. In addition, it was disclosed that teachers who give tasks and feedback to the students after completing the tasks improved the performance and behavior of the students.

The contextual performance of the respondents attained the second-highest mean score, which is described as very high. This means that the contextual performance of Physical Education Teachers is always observed.

Further, it verifies that Physical Education Teachers employed various activities that contribute to the social and psychological functionality of the school. Further, it is the student's job performance and goes beyond task performance.

Furthermore, these teachers created a positive classroom environment, fostering relationships with students and promoting a supportive learning atmosphere, which can have a positive impact on student outcomes.

In addition, according to Deeba et al. (2021), Contextual performance is an essential requirement for modern organizations, and it will continue to be necessary in the foreseeable future.

Successful organizations are those that can inspire their employees to perform well by considering their contextual responses.

In the case of teachers, contextual performance entails demonstrating mutual respect for interpersonal facilitation and engaging in harmonious cooperation. This includes showing appreciation for colleagues who have been recognized with scholarships.

Lastly, the level of work performance of respondents in terms of counterproductive work behavior obtained the lowest mean score, which was described as high. It

denotes that the counterproductive work behavior of Physical Education Teachers is oftentimes observed.

The result of the study implies that it is oftentimes observed that Physical Education Teachers show behavior that undermines the goals and interests of the organization and its members. Also, they were only oftentimes observed talking about the positive aspects of the situation at work instead of the negative ones.

It was proven in the study of Bennette (2016), which revealed that when teachers engage in counterproductive work behavior, they are also showing deviant acts, which lead to organization ineffectiveness in the form of poor student services, quality control issues, low student's intake and retention, and bad reputation in the organization.

### ***Significant Relationship between Work-related Stressors and Work Performance***

The main purpose of this study is to determine whether there is a significant relationship between work-related stressors and work performance among Physical Education Teachers.

The correlation between the two variables was determined by Pearson-r- the computed results are presented in Table 4.

Presented in Table 4 are the four (4) indicators that show the significant correlation between work-related stressors and work performance among Physical Education (PE) teachers.

The r-value of Job Stress is 0.617\* with a p-value of 0.001, which shows a moderate positive correlation. In addition, the r-value of Role Expectation Conflict is 0.751\* with a p-value of 0.001, which shows a strong positive correlation. The r-value of Co-worker Support is 0.73\* with a p-value of 0.001, which shows a strong positive correlation.

The r-value of Work Life Balance is 0.761\* with a p-value of 0.001, which also shows a strong positive correlation.

Consequently, work-related stressor indicators have a probability value of 0.001, which is less than the level of significance at 0.05. Thus, the null hypothesis, which stated that "There is no significant relationship between Work-related stressors and Work Performance," is rejected.

*Significant Relationship between Work-related Stressors and Work Performance among Physical Education (PE) Teachers*

Independent Variables	Dependent Variable	r-value	r-square	p-value	Decision
Job Stress	Work Performance	0.617*	0.3807	0.001	Reject H <sub>0</sub>
Role Expectation Conflict		0.751*	0.5640	0.001	Reject H <sub>0</sub>
Co-worker Support		0.731*	0.5344	0.001	Reject H <sub>0</sub>
Work Life Balance		0.761*	0.5791	0.001	Reject H <sub>0</sub>
*p<0.05					

The finding of the study is anchored on the proposition of Tsalasah (2019), which revealed that work-related stressors partially have a significant effect on the work performance of teachers. Additionally, it was highlighted in the study that higher work stress leads to lower teacher performance, and lower stress levels can improve the subjective well-being of teachers.

As cited in the study by Ajayi (2018), work-related stressors reduce work performance among employees. In addition, it is considered rising and has become a challenge on employees' part because when the level of stress is high, it results in low productivity while absenteeism is increased.

When employees experience high levels of stress in the workplace, it can negatively impact their ability to perform their jobs effectively. It is crucial for employers to prioritize the well-being of their employees and take

proactive measures to address and manage work-related stress. By creating a supportive and stress-free work environment, organizations can enhance employee performance, engagement, and overall job satisfaction.

**Significant Relationship between Efficacy and Work Performance**

Presented in Table 5 are the three (3) indicators that show a significant correlation between efficacy and work performance among Physical Education (PE) teachers. The r-value of Student Engagement is 0.732 with a p-value of 0.001, which shows a strong positive correlation. In addition, the r-value of Instructional Strategies is 0.797 with a p-value of 0.001, which indicates a strong positive correlation. The last indicator, which is Classroom Management, has an r-value of 0.813 with a p-value of 0.001, which signifies a strong positive correlation.

*Significant Relationship between Efficacy and Work Performance among Physical Education (PE) Teachers*

Independent Variables	Dependent Variable	r-value	r-square	p-value	Decision
Student Engagement	Work Performance	0.732*	0.5358	0.001	Reject H <sub>0</sub>
Instructional Strategies		0.797*	0.6352	0.001	Reject H <sub>0</sub>
Classroom Management		0.813*	0.6610	0.001	Reject H <sub>0</sub>

Notably, the indicators of efficacy, which are student engagement, instructional strategies, and classroom management, have a probability value of 0.001, which is less than the level of significance at 0.05. Thus, the hypothesis stated that "There is no significant relationship between efficacy and work performance" is rejected.

This result is supported by the study of Liu and Kruthrongphan (2023), which revealed that efficacy has a significant impact on teachers' work performance in terms of vicarious experience, verbal persuasion, and emotional arousal. Moreover, the study recommends

that to increase the level of work performance of the teachers, they also need to increase the level of their efficacy.

As cited in the study of Hadi (2023), it was revealed that efficacy has a positive and significant effect on employee performance. Furthermore, it was proven in the same study that self-efficacy becomes a powerful tool that can lead them to perform better. This is because self-efficacy can boost their motivation and engagement towards their job, making them perform better.

This implies that when the teachers have high efficacy, they can also experience higher job satisfaction and are less likely to experience stress and burnout. Additionally, collective efficacy can positively impact team performance. Recognizing the importance of efficacy and creating an environment that supports and nurtures it can lead to improved individual and team performance in the workplace.

**Regression Analysis on the Domains of Work-related Stressors as Predictors to Work Performance among Physical Education (PE) Teachers**

Table 6 displays the regression analysis on the influence of the domains of work-related stressors on the work performance among Physical Education (PE) teachers. The results indicate that work-related stressors significantly predict work performance, as the probability value is less than 0.05, the R2 value of 0.652 suggests that 65.2 % of the variation in work performance among Physical Education Teachers can be attributed to their work-related stressors, while other factors influence the remaining 34.8 %.

*Regression Analysis on the Domains of Work-related Stressors as Predictors of Work Performance*

Independent Variables	Unstandardized Coefficients		Standardized Coefficients Beta	t-value	p-value	Decision
	B	SE				
(Constant)	0.533	0.161				
Job Stress	0.062	0.044	0.072	1.402	0.162	Do not Reject H <sub>0</sub>
Role Expectation Conflict	0.302	0.062	0.314*	4.874	0.001	Reject H <sub>0</sub>
Co-worker Support	0.132	0.069	0.133	1.908	0.057	Do not Reject H <sub>0</sub>
Work Life Balance	0.360	0.067	0.361*	5.400	0.001	Reject H <sub>0</sub>
<b>Dependent Variable: Work Performance</b>						
R=0.808*			R <sup>2</sup> = 0.652			
F-ratio= 138.425			p-value= 0.001			

When examining the individual indicators of work-related stressors, it was found that two of them significantly predicts on work performance. However, work performance has a considerable effect when considering the combined indicators of job stress, role expectation conflict, co-worker support and work life balance.

Remarkably, the job stress indicator has a beta of 0.072 and a p-value of 0.162, which is greater than the level of significance at 0.05. This shows that job stress indicators have no significant influence on work performance among physical education teachers. The second indicator, which is the role expectation conflict, has a beta of 0.314\* and a p-value of 0.001, which is less than the level of significance at 0.05. This indicates that role expectation conflict has a significant influence on work performance among Physical Education Teachers.

Furthermore, the third indicator, which is co-worker support, has a beta of 0.133 and a p-value of 0.057, which is greater than the level of significance at 0.50. This signifies that co-worker support has no significant influence on the work performance among Physical Education Teachers. Lastly, the work-life balance indicator has a beta of 0.361\* and a p-value of 0.001,

which is less than the level of significance at 0.50. This means that work-life balance has a significant influence on the work performance among Physical Education Teachers.

**Regression Analysis on the Domains of Efficacy as Predictors to Work Performance among Physical Education (PE) Teachers**

Table 7 displays the regression analysis on the influence of efficacy domains on work performance among Physical Education Teachers. The table confirms a significant F-ratio of 233.972 and a p-value of 0.001, which is below the 0.50 level of significance. This finding unequivocally rejects the null hypothesis that there is no efficacy domain significantly influencing the work performance among Physical Education Teachers. The R-value of 0.839 connotes a high positive relationship between efficacy and work performance among Physical Education Teachers. The R-squared of 0.703 indicates that 70.3% of the variation in the level of work performance can be attributed to the level of efficacy among Physical Education Teachers. Thus, the remaining 29.7% is the possible variation, which means that the level of work performance would be attributed to the other factors that are not included in this study.

*Regression Analysis on the Domains of Efficacy as Predictors of Work Performance*

Independent Variables	Unstandardized Coefficients B	SE	Standardized Coefficients Beta	t-value	p-value	Decision
(Constant)	0.453	0.147				
Student Engagement	0.048	0.060	0.049	0.803	0.423	Do not Reject H <sub>0</sub>
Instructional Strategies	0.363	0.063	0.367*	5.791	0.001	Reject H <sub>0</sub>
Classroom Management	0.457	0.067	0.461*	6.807	0.001	Reject H <sub>0</sub>

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Dependent Variable: Work Performance

R=0.839*	R <sup>2</sup> = 0.703
F-ratio= 233.972	p-value= 0.001

Further, the student engagement indicator has a 0.049 beta and a p-value of 0.434, which is greater than the significance level of 0.50. This proves that student engagement has no significant influence on work performance among Physical Education Teachers. Furthermore, the second indicator, which is the instructional strategies, has a beta of 0.367\* and a p-value of 0.001, which is less than the level of significance at 0.50. This implies that instructional strategies indicator has a significant influence on the work performance among Physical Education Teachers. The last indicator, which is classroom management, has a beta of 0.461\* and a p-value of 0.001, which is less than the 0.50 level of significance. This means that classroom management has a significant influence on the work performance among Physical Education Teachers.

#### IV. CONCLUSION AND RECOMMENDATION

##### **Conclusion**

Based on the results of the study, the researcher has concluded that the level of work-related stressors is very high. Physical education teachers are assessed as high in job stress, very high in role expectation conflict, very high in co-worker support and very high in work life balance. The level of work-related stressors with an overall mean score of 4.33, which is described as very high. This means that work-related stressors are always evident. On the other hand, the level of efficacy with an overall mean score of 4.41 described as very high. The level of efficacy of physical education teachers as to student engagement is very high, instructional strategies is very high, and very high for classroom management. It indicates that efficacy among Physical Education Teachers is always manifested.

Furthermore, the study reveals that work performance has an overall mean score of 4.26, which is described as very high. Task performance indicator of work performance yielded very high, very high for contextual

performance and high for counterproductive behavior. This implies that the work performance of physical education teachers is always being observed.

Notably, all domains of efficacy have a significant relationship with work performance among Physical Education Teachers. The first indicator, student engagement, has proven to have no significant influence on work performance among physical education teachers. All domains in the work-related stressors have a significant relationship with work performance among Physical Education Teachers. However, the indicators, which are job stress and co-worker support, have no significant influence on the work performance among Physical Education Teachers. The result is aligned with the research study of Dankade et al. (2016) revealed that work-related stressors that can be manifested in the organization, such as workloads, lack of motivation, indiscipline students, and prostration seriously experienced by the teachers and affect the work performance specifically in their teaching with the students. Additionally, the result of the study suggested that qualified staff should be employed and teachers should be effectively motivated so that they would be encouraged to remain in the profession.

##### **Recommendation**

Based on the conclusion, since the level of work-related stressors is very high and always manifested, it is recommended that the Physical Education (PE) teachers identify and address the possible stressors that may also affect their work performance and create a strategic plan on how to surmount those stressors in the workplace. Moreover, it is also recommended that the school administrator initiate a program like sports and wellness activities that promote good mental health. The teacher should have a mental health break so that motivation increases, which helps them sustain a good work performance. Further, since the efficacy of Physical Education Teachers is very high and always manifested,



it is recommended that Physical Education Teachers continue to develop and maintain their efficacy by focusing on the following sources of influence such as mastery experiences, vicarious experiences, verbal and social persuasion, and physiological and emotional development which positively impact their work performance as teachers.

Furthermore, since all the domains of work-related stressors have a significant relationship with work performance, it is recommended that Physical Education Teachers address the underlying causes of stress and implement strategies to manage and reduce stress levels by identifying the stressors, promoting work-life balance, enhancing support system, improve job design, promote self-care and well-being, and create a positive work environment. Moreover, since the domains of efficacy have a significant relationship with work performance, it is recommended that Physical Education Teachers continue to focus on enhancing their ways to engage students, hone their instructional strategies, and maintain good classroom management.

Since job stress has no significant influence on the work performance of Physical Education Teachers, it is recommended that teachers reflect on the factors that may help them improve their work performance, like fostering supportive relationships and implementing stress management strategies. Conclusively, since student engagement has no significant influence on work performance among Physical Education Teachers, it is recommended that PE teachers consider other factors that may contribute to teacher performance, like providing constructive feedback, implementing effective teaching, and encouraging collaboration and peer learning.

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