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**Occupational Stress and Work-Life Balance of The High School Teachers**

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**ABSTRACT**

**Background:** Work stress is what one gets from doing a job or profession like being a teacher. Work stress may be harmful both physical and, or emotional. In today's generation of working professionals, occupational stress is a significant issue. The increasing incidence of stress among teachers, in particular, has adversely affected their work performance and how they maintain a balance between personal lives and work. **Objectives:** This purpose of this study was to determine the level of stress at work and the balance between work and private life and its relation to the Job performance of selected high school teachers. **Methods:** This quantitative research used a descriptive research approach is used in administering the questionnaire to determine the level of professional stress, the perceived balance between professional and private life, and the teaching performance of secondary teachers. The population of the study participated in 106 Secondary Teachers. The researcher made sure that the instrument is conducted to the respondents and carefully follow the procedure. Their responses were tallied and treated to the following statistical treatment used are as follows: Ranking is to determine the relationship between a set of items and also to determine the profile of the respondents through the computation of frequency and percentage, Weighed is to gauge the average value of responses to items in the questionnaire; Pearson Product Moment Correlation and Chi-square Test is to determine the significant degree of relationship between teachers' profile and occupational stress, work-life balance, and job performance, to further test the considerable result of the Pearson Product Moment Correlation, the computed data are subjected to t-test wherein the computed t-test is compared to the tabular value of significance with the specified degree of freedom. The questionnaire is a standardized test and tested in Cronbach alpha with a value higher than .60. **Results:** This study revealed that the occupational stress of secondary school teachers does not exceed very high levels of occupational stress. All six dimensions of occupational stress – supports, demands, change, relationships, control, and role, contribute only marginally to the overall stress experienced by the respondents. It showed in the result and interpreted as *Slightly Stressed* of the overall composite mean. The respondent teachers perceive their work-life balance, in terms of work spillover in personal life (WSPL) and personal life spillover in work (PLSW) to be *Good*. From these findings, the researcher can infer that secondary school teachers can strike the right balance between their work life and personal life. However, there is still a lot of room for improvement before the respondents can be able to achieve a perfect and excellent work-life balance. This study is deemed beneficial to specific individuals and a group of people: high school teachers, principals, students, parents, and other academic leaders and institutions.

**Keywords:** Occupational, Stress, High school teacher, Performance, Personal and work

**INTRODUCTION**

Stress refers to the change in body processes in response to stress-causing factors or a state of life resulting from specific environmental interactions. Work stress is what one gets from doing a job or profession like being a teacher. Work stress may be harmful, both physical and, or emotional. In today's generation of working professionals, occupational stress is a significant issue. The increasing incidence of stress among teachers, in particular, has adversely affected their work performance and how they maintain a balance between personal lives and work. The competence of teachers is essential for the educational system; however; occupational stress strongly affects it.

According to Motowidlo et al.<sup>(1)</sup> features of an individual, stressful events, working circumstances, and work efficiency contribute to work stress. Work, home, or interpersonal relationships are affected by one's stress in life. This stress affects a teacher's life as an individual, as well as the school and students themselves.<sup>(2)</sup> In general, a teacher plays a role in giving a formal education in schools, colleges, and universities. Furthermore, Williams and Gersch<sup>(3)</sup>, stated that too much of the workload and the stress of frequent inspections could cause more significant stress to educators. A Daiva Alifanoviene article that according to on a comparative analysis of stress coping strategies in education specialist stated that the teachers expected not only to perform their duties to the needs of the students but to the parents and school community<sup>(4)</sup>. Amason et al.<sup>(5)</sup> suggested that

environmental and behavioral variables can lead to stress and pressure on educators. On the other hand, Cooper et al.<sup>(6)</sup> assisted that when teachers are not ambitious to learn the technological advancement, improve their skills and talents, need to adopt new changes in the workplace such as overload are likely to be effective in their performance. Stress impacts not only the person but also the general performance of any worker and organization.<sup>(7)</sup> The successful production of any organization lies in the well-being of the individuals on how they perform the task well.<sup>(8)</sup> Moreover, time pressure and in dealing with students are also some of the most stressing factors for teachers<sup>(9)</sup>. As mentioned by Oliver & Venter<sup>(10)</sup>, class size and absence of discipline contribute to the burden of a teacher.

### METHODS

This study utilized descriptive research in getting the respondents. Random sampling was used in this research in which the participants answered the questionnaires. There are 106 Secondary Teachers were identified. The instruments were distributed to the respondents upon the approval by the School head. Teacher’s Stress Survey & Work-life balance measurement scale was used for this research. The researcher made sure that the instrument is conducted to the respondents and carefully follow the procedure. After they have filled -up the questionnaire, the respondents were given an informed consent to voluntarily signed their signature. The researcher made sure to keep it confidentially. Their responses were tallied and treated to the following statistical treatment used are as follows: Ranking is to determine the relationship between a set of items and also to determine the profile of the respondents through the computation of frequency and percentage, Weighed is to gauge the average value of responses to items in the questionnaire; Pearson Product Moment Correlation and Chi-square Test is to determine the significant degree of relationship between teachers’ profile and occupational stress, and work-life balance to further test the considerable result of the Pearson Product Moment Correlation, the computed data are subjected to t-test wherein the computed t-test is compared to the tabular value of significance with the specified degree of freedom.

### RESULTS

#### Presentation 1: Degree of Variance among the Dimensions of Occupational Stress

Based on the data gathered, the following summary of results are presented below on Teacher’s Stress Survey.

Table 1. Summary of Teacher’s Perceived Occupational Stress Level

Dimensions	Composite Mean	Interpretation	Rank
A. Demands	3.58	SS	2
B. Control	3.68	SS	3
C. Support	3.46	SS	1
D. Relationships	3.58	SS	2
E. Role	4.04	SS	4
F. Change	3.58	SS	2
Overall Composite Mean	3.58	SS	

The computed F-value of 10.6745 is higher than the critical value of 2.22833 at 0.05 level of significance; thus, the rejection of the null hypothesis. Therefore, there is a significant degree of variance among the different types of occupational stress. The dimension that caused a significant difference is the *role* dimension; this is so because the *role* dimension has the highest weighted mean among all the type of occupational stress.

**Presentation 2: Summary Results of Teachers’ Perceived Work-Life Balance**

Table 2. Summary Results of Teachers’ Perceived Work-Life Balance

	Items	WM	Interpretation	Rank
<b>A. Work Spillover in Personal Life (WSPL)</b>				
1	Work demands interfere with personal life	3.59	F	1
2	Work keeps one away from family more than liked	3.32	G	10
3	Rushed in doing the job	3.49	F	7
4	Time taken by job makes it difficult to fulfill family obligations	3.35	G	9
5	Work takes up time meant to be spent with family	3.52	F	3
6	Personal chores cannot be done due to job demands	3.36	G	8
7	Job duties force changes in plans for family activities.	3.56	F	2
8	Job-related strain leads to changes in family activities.	3.51	F	5
9	There is no time to finish a job	2.63	G	13
10	The strain of attempting to balance responsibilities at work and home is often felt	3.51	F	4
11	Work demands lead to irritability in personal life.	3.17	G	11
12	The tension of balancing responsibilities at home and work often result in feeling emotionally drained.	3.50	F	6
13	Job demands make it challenging to maintain the kind of relationship with spouse and children/ family as one would like	3.09	G	12
<i>Composite Mean</i>		<i>3.35</i>	<i>G</i>	
<b>B. Personal Life Spillover in Work (PLSW)</b>				
1	Official work cannot be completed due to family demands.	2.52	VG	5
2	Homelife interferes with responsibilities at work.	2.78	G	3
3	Put off things at work due to family demands on time.	2.83	G	2
4	Family-related strain interferes with job-related duties	2.93	G	1
5	The demands of family or spouse/partner interfere with work-related activities.	2.75	G	4
<i>Composite Mean</i>		<i>2.76</i>	<i>G</i>	
<i>Overall Composite Mean</i>		<i>3.06</i>	<i>G</i>	

**Difference between Work Spillover in Personal Life and Personal Life in Spillover in Work**

A computed t-result of 7.9358 more significant than the t Critical two-tail of 1.9828. This signifies that there is a significant degree of difference between the teachers’ assessments on their work spillover in personal life and personal life spillover in work. Therefore, the null hypothesis is rejected.

Table 3. The Guide of Interpretation

Mean	Descriptive Value		Descriptive Value
1.00 - 1.79	Strongly Disagree	VHS	Very Highly Stressed
1.80 - 2.59	Disagree	HS	Highly Stressed
2.60 - 3.39	Ambivalent	MS	Moderately Stressed
3.40 - 4.19	Agree	SS	Slightly Stressed
4.20 - 5.00	Strongly Agree	NS	Not Stressed

**Age**

The mean age of the respondents was 34.08 years old. Majority of the respondents (40.57%, 43 teachers) were 20 to 29 years old; 37 teachers (34.91%) were aged 30 to 38 years old; 16 teachers (15.09%) were aged 40

to 49 years old; 9 teachers (8.48%) were aged 50 to 59 years old; and one responded (0.94%) was aged 60 and above.

**Sex**

Majority of the respondents (83.96%, 89 teachers) were females, and the rest of them (16.04%, 17 teachers) were males

**Civil Status**

Majority of the respondents, with a percentage of 49.06% (52 teachers) were single; 50 teachers are married with a percentage of (47.17%) of the respondents are married, and percentage of 3.77% (4 teachers) of the respondents are widowed.

**Highest Educational Attainment**

Majority of the respondents, 66.04% (70 teachers) obtained a Bachelor’s Degree as their highest educational level; 19.81% (21 teachers) had Ph.D. units; 9.43% (10 teachers) were MA graduates and 5.66% (6 teachers) had MA units.

**Position**

Majority of the respondents (43.40%, 46 teachers) were SST-I teachers; 30.19% (32 teachers) of the respondents were SST-II teachers; 17.92% (19 teachers) of the respondents were SST-III teachers; 4.72% (5 teachers) were Master Teacher - I; 1.89% (2 teachers) were Head Teacher – I; 0.94% (1 teacher) was the Head Teacher – 2; and 0.94% (1 teacher) was a Master Teacher – II.

Table 1. Analysis of Variance among the Different Dimensions of Occupational Stress

Summary						
Groups	Count	Sum	Average	Variance		
A. Demands	106	379.82	3.58	0.3400		
B. Control	106	389.80	3.68	0.3730		
C. Support	106	366.67	3.46	0.4888		
D. Relationship	106	379.29	3.58	0.3893		
E. Role	106	428.67	4.04	0.4869		
F. Change	106	379.00	3.58	0.3954		
Anova						
Source of Variation	SS	Df	MS	F	P-value	F crit (0.05)
Between Groups	22.0022	5	4.4004	10.6745	7.32E-10	2.22833
Within Groups	259.7107	630	0.4122			
Total	281.7128	635		Result: Significant		
				Ho: Rejected		

**DISCUSSION**

The High School teachers do not exhibit excessive and very high levels of occupational stress. All six dimensions of occupational stress – demands, control, support, relationships, role, and change – contribute only marginally to the overall stress experienced by the respondent teachers. It showed in the result and interpreted as *Slightly Stressed* of the overall composite mean.

The respondent teachers perceive their work-life balance, in terms of work spillover in personal life (WSPL) and personal life spillover in work (PLSW) to be *Good*. From this finding, the researcher can infer can strike the right balance between their work life and personal life. However, there is still a lot of room for improvement before the respondents can be able to achieve a perfect and excellent work-life balance.

There is no significant degree of correlation between the teachers' age and their perceived levels of occupational stress and work-life balance. However, there is significantly positively correlated between age and with their teaching performance; hence, this suggests that as teachers advance in age, it is expected that their performance shall improve, as well as due to more experience gained over the years of teaching.

There is an insignificant relationship between the teachers' sex and their levels of occupational stress, work-life balance, and teaching performance.

The findings revealed by this study, in the Survey on stress at work, the higher the level of professional stress of occupational teachers, are detailed below: the deadlines and time pressures are not achievable or credible. When it comes to meeting the needs of employment, I have the opportunity to express my ideas and my point of view, I receive the appropriate training, the staff can complain without risk of repercussions. I feel valued for my function. When my significant change is proposed, a full consultation with the staff is made, the changes are accompanied by adequate support training when necessary. Of all the dimensions of the stress level at work, teachers need support in all areas of the school system where teachers can experience stress, they face so they can do their job well. In the survey that shows that the work perceived by the teacher: the balance of life at work that overflows in the personal life that is needed to help teachers, work is required to interwork with personal life. intended to be spent with the family, tasks require changes in plans for family activities, stress related to work leads to changes in family activities, stress to address the responsibilities of balance at work and at home to It often feels stress and the responsibilities of balancing at home and the resulting work feels emotionally drained. It is clear that these domains mentioned should be addressed to the welfare of teachers, so that they can manage their problems psychologically, emotionally and hierarchically, confronting their students in relation to family and work.

In the light of the findings revealed by this study and the corresponding conclusions are drawn, the researcher will plan a proposal in addressing these concerns to teachers in handling occupational stress and balancing between work and personal life.

One of the most significant challenges facing each school administration is meeting the needs of teachers inside the school, not just focusing on their needs in their students. Teachers should feel better about themselves so they can do their job well and in a way that promotes quality performance. They have advanced models and theories.

However, the need to consider their work and balance to their personal and stress towards work provides the spur for teachers to raise these challenges, which becomes even more vigorous because of the full range of human diversity and the demands of performance. The underlying framework of the occupational stress and work-life balance had the most noticeable impact on the field of work of Teachers. Occupational stress often stems from unexpected responsibilities and pressures that do not align with a person's knowledge, skills, or expectations, inhibiting one's ability to cope. Occupational stress can increase when workers do not feel supported by supervisors or colleagues or feel as if they have little control over work processes. Stress has a significant negative impact on employee's physical, emotional, behavioral, and well-being. It is very needed nowadays to keep our eyes open on how to cope with stress even it is hard for teachers. They should find strategies to decrease stress among teachers inside the school setting.

The Teachers Development Program here in proposed to provide measures with which to decrease stress among Teachers and able to perform an excellent performance. The objectives are the following; to: improve their level of development of in coping stress so that they could meet and solve the multifaceted needs and problems in work and life, use/apply stress- free seminar workshop as an effective module/ tool for coping stress, create a mutually supportive and positive learning environment in which every teacher has the opportunity to develop his coping style and build a strong personality towards work and enhance its human development.

## CONCLUSION

All six dimensions of occupational stress – supports, demands, change, relationships, control, and role, contribute only marginally to the overall stress experienced by the respondents. The respondent teachers perceive their work-life balance, in terms of work spillover in personal life (WSPL) and personal life spillover in work (PLSW) to be *Good*. From these findings, the researcher can infer that secondary school teachers can strike the right balance between their work life and personal life. However, there is still a lot of room for improvement before the respondents can be able to achieve a perfect and excellent work-life balance. This study is deemed beneficial to specific individuals and a group of people: high school teachers, principals, students, parents, and other academic leaders and institutions.

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