COVID-19 RELATED STRESS AND TEACHING IN DISTANCE LEARNING: EXPLORING ITS RELATIONSHIP AMONG FACULTY MEMBERS IN STATE UNIVERSITY IN QUEZON PROVINCE

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Abstract   This research determined the level of work-related stress and quality of teaching among 161 selected faculty members at State University in Quezon Province in the distance learning environment. It described the faculty member's demographic profile and established conclusions about the relationship between work-related stress and quality of teaching. Also, it determined the significant difference in work-related stress and quality of teaching when grouped according to the profile of respondents. The study used a correlational research design in which quantitative data was collected using survey questionnaires. This study used various statistical tools such as descriptive statistics, Analysis of Variance, T-test, and Pearson Correlation Coefficient to analyze the data. The study revealed that selected faculty members had a high perceived work-related stress in terms of job demand and job control and a moderate perceived work-related stress in terms of social support. On the other hand, faculty members' teaching quality was rated as satisfactory. Age, civil status, campus, and years of teaching experience were found to be significant to faculty members' level of work-related stress and quality of teaching. This research revealed a low positive correlation between work-related stress and quality of teaching, which suggests that when a faculty member's work-related stress is high, the faculty member's teaching quality is likely to be high, but in a weak or unreliable manner.

Keywords: *faculty members, quality of teaching, work-related stress, distance learning*

INTRODUCTION

COVID-19 created adversities for people's way of living on a global scale and made workers adapt to the crisis over time. The global expansion of the coronavirus has carried out many consequences that affect people's general health. Due to the numerous changes brought by the pandemic itself, work-related stress became prevalent. It affects workers from various industries, resulting in job dissatisfaction, lack of motivation, and health disturbances. Work-related stress arises when job demands usually exceed the person's capacity, and high-level job stress could negatively impact the overall physical, psychological, and emotional well-being (Sarabia & Collantes, 2020).

The Coronavirus pandemic also caused substantial changes in the functioning of different sectors of society, and in particular, education sector is the one that has been affected heavily. As one of the Philippines' ways to cope with the new normal, State Colleges and Universities (SUCs) in the country have been advised by the Commission on Higher Education to adopt distance education (Cruz et al., 2021) fully. In addition, teaching professionals are an integral part of the changing educational landscape. They are considered frontline workers in educational reform and crucial personnel to achieving successful educational response during the pandemic. The shift from traditional teaching into distance learning has led

educators in the country to deal with increased workload and the situation brought by the pandemic; hence, they experienced significant stress related to their jobs (Orlanda-Ventayen & Ventayen, 2021).

As the pandemic altered the education sector's landscape, the implementation of distance learning has affected the teaching profession's struggle to sustain high-quality teaching. According to (Dabrowski, 2020) fatigue and work-related stress issues have been noted as factors that have jeopardized the engagement of educators, which impacted the quality of teaching in the context of distance learning. In addition, the high demands and health problems linked with work-related stress have taken a toll on educators' teaching quality (Sokal et al., 2020).

RESEARCH METHODOLOGY

In this research, a correlational research design is used in which quantitative data has been collected using a survey method to determine the relationship between work-related stress and quality of teaching among faculty members in conducting distance learning. For the population of this study, the faculty members in a State University in Quezon Province served as respondents, and their demographic profile functioned as a moderator variable. Using pure simple random sampling, the faculty members were randomly chosen based on the list of the educational institution consisting of 274 teaching personnel. Moreover, using Slovin's formula, 161 out of the list of faculty members served as respondents to this study. Prior to the sampling used, it is a sampling technique in which every member of the population has an equal probability of being chosen.

The researchers utilized a self-made survey questionnaire that consists of three parts as a data collection instrument to evaluate the faculty members' level of work-related stress and quality of teaching. The first part includes the respondent's profile questionnaire that was designed to collect information regarding work life variables such as age, sex, civil status, academic rank, and years of teaching experience. In the second part, the researchers have applied a questionnaire based on the Job-Demand-Control-Support Theory that measures work-related stress in distance learning in terms of job demand, job control, and social support. In addition, the quality of the teaching questionnaire was utilized in the last part of the survey. The questions included in this portion were based on the Quality Teaching Model, which aimed to determine the quality of teaching of faculty members in terms of intellectual quality, quality of learning environment, and significance. To assess the reliability of the self-made questionnaire, Ms. Rizza-lyn Rada, a licensed professional teacher, validated the survey.

The researchers utilized a 4-Point Likert Type Rating Scale to determine the level of work-related stress that the faculty members perceived and their quality of teaching. For the work-related stress, 4 is interpreted as Very High Perceived Stress: 3 for Highly Perceived Stress; 2 for Moderately Perceived Stress: and 1 for Low Perceived Stress. For the variable of quality of teaching, the assigned numerical value of 4 was interpreted in reverse and labeled as Poor; 3 implies Fair quality of teaching, t as Satisfactory, and 1 as Excellent.

RESULTS AND DISCUSSION

Profile of Respondents

Table 1
Age Distribution of the Respondents

Age	f	%
20-29 years old	44	27.33
30-39 years old	39	24.22
40-49 years old	38	23.60
50-59 years old	34	21.12
60 years old and above	6	3.73
Total	161	100

Table 2.
Sex Distribution of the Respondents

Sex	f	%
Male	74	46
Female	87	54
Total	161	100

Table 2 shows that female slightly outnumber male respondents, accounting for 54 % as against 46 %, respectively.

Table 3.
Status Distribution of The Respondents

Civil Status	f	%
Single	69	42.90
Married	90	55.90
Separated	1	0.60
Widowed	1	0.60
Total	161	100

Table 3 shows that most of the respondents were married. They were composed of 90 respondents (55.90%) and only 1 (0.60%) for each of the widowed and separated categories

Table 4.
Academic Rank Distribution of the Respondents

Academic Rank	f	%
Assistant Professor	33	20.50
Associate Professor	24	14.90
Professor	3	1.90
Total	161	100

Table 4 shows that majority of the faculty members were classified as Instructors. The Table 4 shows that most of the respondents were classified as Instructors. The total instructors were 101 (62.70%), and only 3 of the respondents were Professors that depicts 1.90% of the total population.

Table 5 depicts that most of the respondents of this research have more than 16 years of teaching experience, which comprises 42 faculty members that

built up 26.10% of the total population.

Table 5.
Teaching Experience Distribution of the Respondents

Years of Teaching Experience	f	%
1-3 years	28	17.40
4-6 years	38	23.60
7-9 years	17	10.60
10-12 years	15	9.30
13-15 years	21	13.00
16 years and above	42	26.10
Total	161	100

Respondent's Work-Related Stress

Table 6.
Summary of Mean Distribution of Respondent's Work-Related Stress

	Mean	Verbal Interpretation
Job Demand	2.63	Highly Perceived Stress
Job Control	2.54	Highly Perceived Stress
Social Support	2.47	Moderately Perceived Stress
Average Weighted Mean	2.55	Highly Perceived Stress

Table 6 shows that the computed overall mean value of faculty members' work-related stress was 2.55, indicating "Highly Perceived Stress." The selected faculty members had a high perceived work-related stress in terms of job demand and job control and a moderate perceived work-related stress in terms of social support.

Respondent's Quality of Teaching

Table 7.
Summary of Mean Distribution of Respondent's Quality of Teaching

	Mean	Verbal Interpretation
Intellectual Quality	2.12	Satisfactory
Quality Learning	1.99	Satisfactory
Environment Significance	1.93	Satisfactory
Average Weighted Mean	2.01	Satisfactory

Table 7 shows that the overall mean rating of quality of teaching among the selected faculty members was 2.01, which was rated as Table 7 shows that the overall mean rating of quality of teaching among the selected faculty members was 2.01, which was rated as "Satisfactory". Faculty members' quality of teaching in terms of intellectual quality, quality of learning environment, and significance was rated as "Satisfactory".

Significant Relationship between Work-Related Stress and Quality of Teaching

Table 8.
Significant Relationship between Work-Related Stress and Quality of Teaching

	P-value	Pearson r
Intercept Level of Work-Related Stress	0.03689 0.04451	0.489422

Table 8 shows that there is a low positive correlation between Work-Related Stress and Quality of Teaching (r =0.49). Additionally, the p-value is less than the significance level of 0.05. Therefore, there is significant relationship between work-related stress and quality of teaching of faculty members in distance learning.

Significant Differences on Work-Related Stress and Quality of Teaching When Grouped According to the Profile of Respondents

Table 9.
Significant Differences between Work-Related Stress and Quality of Teaching When Grouped According to the Profile

Demographic Profile	P-value	Interpretation
Age	0.00165	Significant
Sex	0.18995	Not Significant
Civil Status	0.03824	Significant
Academic Rank	0.07376	Not Significant
Years of Teaching Experience	0.00065	Significant

As shown in Table 9, age, civil status, and years of teaching experience were found to be significant to the faculty member's work-related stress and quality of teaching, since the p-value is less than the significance level of 0.05.

On the other hand, sex and academic rank were not significant to the faculty member's work-related stress and quality of teaching, since the p-value is greater than the significance level of 0.05.

Discussion

Profile of Respondents

The finding suggests that majority of the faculty members were young adult. Work-related stress is very common, particularly among younger people who frequently have more precarious roles and less control over their working lives (Medical Specialists Cardiac Screen, 2020). Most of the respondents are female. Majority of women continue to choose "typically female" fields of study, such as education, the humanities, and social sciences (Taner and Roman, 2015). In terms of civil status, most of the faculty members were married. Maslow's theory of self-esteem was proven in Kemunto et al., (2018) study that married teachers are expected to have higher job satisfaction because they receive social support and can rely on the availability of someone during stressful times. Moreover, a large percentage of respondents were still working at the entry-level. As a result, participants could have difficulty advancing their careers, which could be related to a lack of trainings, seminars, workshops, and opportunities to seek higher education (Sarabia & Collantes, 2020). Lastly, most of the respondents have 16 years and above of teaching experience. According to the study of (Ünal & Ünal, 2012), experienced teachers have the ability to prioritize tasks and selectively attend to a variety of important classroom matters.

Respondent's Work-Related Stress

The result implies that the faculty members were experiencing stressful events related to their jobs, specifically the

demand, control, and support. In terms of job demand, the findings imply that the requirements and expected outputs from their duties, responsibilities, and working conditions demanded by their work or university in distance learning can be stressful for the faculty members. Changes made in response to the pandemic have increased teacher workload. In terms of job control, the results indicated that the respondent's ability to handle the changes and behavior demanded by their work in distance learning is one of the causes of their stress. The majority of faculty members agreed that their reliance on digital devices had a negative impact on their well-being. Lastly, for the social support, faculty members were experiencing moderate stress in this area of their work in distance learning. High workloads and faculty members' concerns about their health prompt them to seek effective stress management programs at the university to cope and deal with the pressures imposed by this educational system. Giorgi et al., (2019) revealed in their study that heavy workloads, lack of control and autonomy at work, poor relationships with coworkers, and lack of support at work are the top risk factors for work-related stress.

In terms of intellectual quality, the findings revealed that the selected faculty members had met the pedagogy focused on producing a deep understanding of important and substantive concepts where they require students to engage in higher-order thinking as well as communicate substantively about what they are learning. In terms of a quality learning environment, the findings indicated that faculty members were able to create classrooms where students can productively participate in an environment clearly focused on learning in the current educational set-up. In terms of significance, the results disclosed that faculty members had met the pedagogy that helps students see value in what they are learning in the distance learning set-up. However, these results indicated that

the respondents met the minimum indicators for the given rating but fell short of meeting the maximum standards for an excellent rating. There are still faculty members who cannot provide a quality education to students. This could be due to a lack of time and teaching, especially when distance learning is stressful. Gearhart, (2022) revealed that teachers must be innovative in order to get students back on track socially and emotionally in distance learning. However, even with the new tools, teachers are implementing their own strategies to address the issues at hand and ensure their students receive a quality education, while also seeking guidance and support from administration.

Relationship between Work-Related Stress and Quality of Teaching

The relationship between the variables is stated as 0.49, which further reinforces the relatively low relationship between work-related stress and quality of teaching. This correlation indicates that when the faculty member's level of work-related stress is high, the quality of teaching tends to become high, but in a weak or unreliable manner. In terms of job demand, job control, and social support, faculty members' work-related stress is generally high. Despite their high levels of work-related stress, faculty members' quality of teaching is also high, as seen by their satisfactory ratings. However, some faculty members cannot maintain the high quality of teaching they provide to students. Sarabia & Collantes, (2020) discovered in their study that work-related stress is positively correlated to teaching quality. Teachers' work-related stress is high where demand is considered to contribute high stress, and their teaching performance is also high.

Significant Difference on Work-Related Stress and Quality of Teaching When Grouped according to Profile

There are significant differences on work-related stress and quality of teaching of faculty members when grouped according to their age, civil

status, and years of teaching experience. This finding suggests that faculty members who belonged to the group with the highest level of work-related stress should be considered the most for stress management to reach the highest standards of excellent teaching quality.

CONCLUSIONS AND SUGGESTIONS

Conclusion

Faculty members are under tremendous pressure to immediately adapt their curriculum to an online format that is accessible to all students due to the sudden shift to distance learning. Based on the study findings, it is clear that the nature of their work due to high job demand leads them to experience significant stress. Faculty members struggle to handle and deal with the pressure given by the distance learning setup due to a high and conflicting workload. As a result, they're looking for university programs that can help them deal with work-related stress. This could help them manage their job and continue to provide a high quality of teaching to students. This study will be an effective instrument and reference to the university to understand how job demands, job control, and social support contribute to their work-related stress and how it affects faculty member's quality of teaching, allowing them to strengthen their programs to support teacher well-being.

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