

Perceived Stress Level and Mental Health of Teaching Personnel of Camarines Norte State College and Its Influence on Teaching Productivity: Basis for an Enrichment Program

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ABSTRACT

Teachers play relevant roles in bridging knowledge and equipping of skills in various stakeholders which makes them vulnerable to stressors that can affect their teaching productivity. Thus, this study's main objective is to determine the Level of Perceived Stress Level and Mental Health of Teaching Personnel of Camarines Norte State College and its Influence on Teaching Productivity as basis for an enrichment program. Specifically, this study investigated the level of perceived stress and mental health of CNSC teaching personnel, its influence on teaching productivity and possible enrichment program to be suggested based on the findings. This study utilized mixed method design which primarily aimed to assess both quantitative and qualitative data of the study. Survey questionnaire was utilized which was validated and pilot tested and consequently subjected to reliability test using Cronbach Alpha. Data were gathered from 177 respondents who were randomly selected using survey questionnaire. It was revealed that CNSC teaching personnels experienced moderate stress level that reflects in the personnels' sleep pattern disturbance. Nevertheless, teaching employees still look at their life and personality positively showing a positive outlook and optimism and thus still performing teaching tasks productively. The Pearson r correlation analysis showed that stress level exhibited weak positive relationship with sleep and teaching productivity. However, only stress level significantly influences the teaching productivity. Thereby enrichment programs are suggested concerning mental health wellness of teaching personnels and strengthening the administration support to further enhance teaching productivity.

Keywords: Stress Level, Mental Health, Teaching Productivity, Sleep, Well-being, Positive Mental Health

INTRODUCTION

Schools have been a relevant aspect of providing quality education across the country. It is a basic foundation of learning that can be communicated to every individual. This serves as avenues for self-development through efficient impartation of new knowledge and equipping of skills in various ways. Linking education with various individuals in the society to realize such functions, are the teachers, who are another important agent of teaching and learning process. Teachers play significant roles in filling educational gaps as well as in bridging stakeholders of every educational institution (Gorsy et al., 2015).

The Philippines education system has always been in a continuing pedagogical improvement and development. It has undergone multiple reforms on organization, modes of delivery, policies and pedagogical strategies and approaches. Due to these changes, the roles of teachers do not have fixed demarcations and definitions and thus, the recognition given to their roles in the academe varies as well (Torraya, 2023; Geronimo and Oligario, 2020). In the recent years, there had been a corresponding increase in workloads in public sector universities like state colleges. These includes dealing with large size classes, huge administrative workloads. In addition to these multiple designations, shifting to Outcome-based Education (OBE) with increased performance targets are also given emphasis. These multiple responsibilities that overlap from one another and extracting extra time from the unpaid hours of teachers thus occur naturally in educational settings. These have commonly piled up and lead to exhaustion and health compromises.

The Camarines Norte State College (CNSC) is the only state college in the province. There are five campuses across which are situated in various parts of Camarines Norte. The main campus is situated in the capital town

Daet, Institute of Fisheries and Marines Sciences (IFMS) in Mercedes, College of Agriculture and Natural Resources (CANR) in Labo, College of Trade and Technology (COTT) in Panganiban, and Entienza Campus in Sta. Elena. With the pursuant of the College to become a full fledged university as mandated by Republic Act 11399, the College had been undergoing drastic changes and compliances to various accreditations of its programs. Recently, the CNSC was subjected to Commission on Higher Education visit with still various compliances are required from the college to finally use the name University of Camarines Norte (UCN). In pursuing such important milestone of CNSC, its teaching personnel are required to do work and additional tasks in response to this demand. Distribution of additional tasks for compliances of various papers being ask by the CHED are responsibilities that are needed to be complied. Aside from securing University hood of the college, there are still other scheduled accreditation on each program such as *Accrediting Agency of Chartered Colleges and Universities in the Philippines* (AACCUP) accreditation, securing Certificate of Program Compliance (COPC), ISO 9000 certification, QMS accreditation, 9S accreditation among others. With such, additional designations are being given to teaching personnel to spearhead the preparation of compliances. These are indeed taking toll to the line of responsibilities of HEI teachers. Thus, CNSC teaching personnel are indeed not an exception to these dilemmas, having multiple responsibilities and excessive demands for exigency of service take toll in daily lives which includes motivating students, accountability, preparation in class lessons and assessments, active interaction with students as well as other stakeholders and other additional tasks (Corrente et al., 2022; Mingoa, 2017; Kanwal et al., 2023). Constant exposure to stressful situations can cause mental health issues and primarily contribute to psychological exhaustion (Corrente et al., 2022). This can lead to mental struggle that may consequently affect teaching performance and the relationship with students and other people.

The researcher therefore decided to conduct a study to determine the perceived stress level and mental health of teaching personnel of Camarines Norte State College and its influence to teaching productivity as basis for the creation of enrichment program.

METHODOLOGY

Research Design

This study mainly focused on the Perceived Stress Level and Mental Health of Camarines Norte State College Teaching Personnel and its influence on Teaching Productivity as basis for creation of an enrichment program. This utilized mixed method design which primarily aimed to assess both quantitative and qualitative data of the study. The study used quantitative data from the Likert-scales of the questionnaires used to quantify various variables in the study such as stress level, mental health as indicated by sleep, well-being, positive mental health, and teaching productivity. The relationships of these variables and the influence of teaching productivity were also calculated and quantitatively described. On the other hand, qualitative information was also gathered using the qualitative responses of respondents from open ended questionnaires which were used as supporting information and comprehensive understanding of the relationships of variables for the crafting of enrichment program.

Population and Sampling

The key participants of the current study were the teaching personnel of Camarines Norte State College. The teaching personnel to be included in the study are regular faculty and contract of service faculty. The CNSC is composed of five (5) campuses such as the main campus, IFMS, CANR, COTT and Entienza Campus with a total number of teaching employees of 315. According to Adhikari (2021) when the population number is large for a survey to be conducted, to ensure the reliability and accuracy of data gathered sample size population are computed using Slovin's formula. In the current study, sample population size was computed using the Slovin's formula calculator at 0.05 margin of error. Thus, the current study utilized 177 total respondents across the campus. Proportionate random sampling was used in identifying the number of participants. Each campus served as strata and the percentages of the population of each campus were computed against the total number of teaching personnel, thus getting its percentages which were used to compute for the respective proportion of sample respondents from each of the campus based on the size of its population.

Research Instrument

The study employed survey methods and specifically utilized standardized questionnaires and researcher-made

questionnaire. The research instrument utilized was comprised of six (6) parts. The first part indicated the letter to the participant stating the title and goal of the study, the consent and the data privacy statement. The second part contains the profile of the respondents for identification purposes which includes age, gender, marital status and number of years in the service which were used for grasping better context of the result. The third part of the instrument was the Perceived Stress Scale of Chan and La Greca 2013 (Cohen 1994). Fourth part was the mental health survey questionnaire adapted from Jimenez, 2021. This was followed by part five which was the researcher-made questionnaire for teaching productivity which was subjected to validation and reliability test using Cronbach alpha which resulted into 0.8 which signifies “good reliability”. Lastly, part six which was composed of open-ended questions.

Data Gathering

In the conduct of the study, an official communication was approved by the President of the institution. The approved communication letters were sent in hard copies beforehand to each Dean of the College for proper dissemination to the faculty of each department. Selected participants from each college were identified randomly via draw lots. The participants were personally approached during the dissemination of the questionnaires. Both online survey and self-administered paper questionnaires were utilized. Google forms survey was used for those who are not available to fill out the hard copies. The data that were gathered via hard copies were secured well in a separate envelop and stored in a safe place where only the researcher can access it while those who answered via Google forms were secured and compiled in a google drive encrypted with password where only the researcher and adviser has accessed on it. After analysis of the data, the questionnaires were shredded and disposed discretely.

RESULTS AND DISCUSSION

Level of Perceived Stress of Camarines Norte State College Teaching Personnel

The level of perceived stress of CNSC teaching personnel were measured using the Perceived Stress Scale. As revealed in the table, the overall computed mean was 2.64 ($M=2.64$, $SD=0.31$) which is showed moderate stress. Specifically, the item “In the last month, how often have you felt confident about your ability to handle your personal problems?” exhibited the highest mean rating of 2.96 ($M=2.96$, $SD=0.0.85$) which corresponds to mild stress. On the other hand, item 10, “In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?” revealed the lowest rating of 2.01 ($M=2.01$, $SD=0.84$). All other items exhibited the same verbal interpretation with values falling under “sometimes” and are exhibiting mild to moderate stress.

Table 1 Level of Perceived Stress of Cnsc Teaching Personnel

	Items	Mean	SD	Interpretation
1	In the last month, how often have you been upset because of something that happened unexpectedly?	2.80	0.81	Sometimes
2	In the last month, how often have you felt that you were unable to control the important things in your life?	2.38	0.87	Sometimes
3	In the last month, how often have you felt nervous and stressed?	2.73	0.79	Sometimes
4	In the last month, how often have you felt confident about your ability to handle your personal problems?	2.96	0.85	Sometimes
5	In the last month, how often have you felt that things were going your way?	2.74	0.78	Sometimes
6	In the last month, how often have you found that you could not cope with all the things that you had to do?	2.82	0.87	Sometimes
7	In the last month, how often have you been able to control irritations	2.91	0.84	Sometimes

	in your life?			
8	In the last month, how often have you felt that you were on top of things?	2.77	0.81	Sometimes
9	In the last month, how often have you been angered because of things that happened that were outside of your control?	2.25	1.03	Sometimes
10	In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?	2.01	0.84	Sometimes
	Average Mean	2.64		Moderate Stress

0 – never; 1 - almost never; 2 – sometimes; 3 - fairly often; 4 - very often

Level of Stress: 1.0-1.90- Normal; 1.91-2.38 – mild stress; 2.39-3.10- moderate stress; 3.11-4.05 – severe stress; >4.05 - very severe stress

In addition, the stress scores computed from PSS scale to measure the level of stress of the respondents coincides with the result in table 1 showing that majority of the respondents are experiencing moderate stress which was reflected on the overall average mean. The computed stress scores reflected on table 2 showed that 84.75% or 150 out of 177 exhibited moderate stress while the remaining 15.25% or 27 out of 177 are categorized under low stress.

Table 2 Percentage of Level of Stress Among the Respondents

Stress Level	Count	Percentage (%)
Low Stress	27	15.25
Moderate Stress	150	84.75

The result implied that CNSC teaching personnel sometimes encountered stressful situations in teaching and that this coincides with experiencing moderate stress level. Teaching profession was accompanied by several responsibilities which include expanded roles including additional workloads and designations other than teaching. This required extra amount of time to accomplish additional tasks. This can affect the work-life balance of most teachers denoted by indistinct boundaries of work and school tasks to that of social and personal well-being (Jain, 2021). The moderate level of stress of CNSC teaching personnel signify that the teachers' stress is of still tolerable levels. This showed that teachers can manage the demands of their work. While stress is attributed commonly to negative aspects, positive stress is still experienced by individuals. Hence, this usually can lead to well-being, job satisfaction and optimal professional performance which resulted in positive outcome (Mohamed et al., 2023). Stress at a moderate level can act as pressure to elicit productiveness of teachers in accomplishing their work responsibilities (Apdian 2023). On the contrary, moderate stress can still be elevated into higher level if continuous stressors press to the teachers and thus can still cause negative impact in their lives (Bottiani et al., 2019).

Mental Health Status of Camarines Norte State College Teaching Personnel in terms of Sleep, Well-being and Positive Mental Health

Sleep: Nine-item standardized questionnaire was utilized in determining mental health status of CNSC teaching personnel in terms of sleep. The table revealed that majority of the item indicators are experienced and felt less than once a week as described by overall average of 2.34 ($M=2.34$, $SD=0.47$). This overall mean also indicated that the respondents are experiencing poor sleep. The highest mean was shown by item 2, "Wake up in the middle of the night or early in the morning" with 3.12 ($M=3.12$, $SD=0.87$), followed by items 1 and 3, "Cannot get to sleep within 30 minutes" and "Have to get up to use the bathroom" both with mean average of 2.81 ($M=2.81$, $SD=0.96$; $SD=0.81$). All these 3 items fell within the range of normal to good sleep quality.

Meanwhile, the lowest recorded rating was in item 5, “Cough or snore loudly” with an average rating of 1.76 (M=1.76, SD= 0.80) which corresponds to “less than once a week” and corresponds to a very poor sleep.

Table 3 Mental Health of Cnsc Personnel in Terms of Sleep

	Items	Mean	SD	Interpretation
1	Cannot get to sleep within 30 minutes	2.81	0.96	Once or twice a week
2	Wake up in the middle of the night or early morning	3.12	0.87	Once or twice a week
3	Have to get up to use the bathroom	2.81	0.81	Once or twice a week
4	Cannot breathe comfortably	2.27	0.94	Less than once a week
5	Cough or snore loudly	1.76	0.80	Less than once a week
6	Feel too cold	2.13	0.88	Less than once a week
7	Feel too hot	2.02	0.89	Less than once a week
8	Have bad dreams	1.86	0.81	Less than once a week
9	Have pain	2.27	0.83	Less than once a week
Average		2.34		Poor

1 = Not during the past month (1.00-1.49); 2 = Less than once a week (1.50-2.49); ; 3 = Once or twice a week (2.50-3.49); 4 = Three or more times a week (3.50-4.00);

Level of Sleep: 1.0-1.90- Very Poor; 1.91-2.38 – Poor; 2.39-3.10- Normal; 3.11-4.05 – Good; 4.06-5:00 - Very Good

The data revealed that most of respondents have poor sleep signifying disrupted sleep patterns reflected from item 2, experiencing waking up in the middle or the night or early in the morning. The same with item 1, where it was hard to sleep within 30 minutes. The nature of teaching tends to be requiring skills to deal with a lot of different individuals with varying backgrounds, breeding and pressure from social groups. As such, teachers are often in need of extended time allotted for work and other compliances which displaces proper sleeping time (Sousa et al., 2018). Poor sleep quality led to struggle to fall asleep, sleepiness during daytime and staggard sleep patterns which can pose danger of developing sleeping disorders in the long run (Barbosa et al., 2023). Sleep disruption exacerbates stress in individuals. The attribution of stress experienced by individuals are manifested physically, thereby affecting the overall biological clock of persons which consequently affect the mental health of personnels (Mancone et al., 2024).

Well-being: Respondents evaluated two questionnaires pertaining to well-being (B1) as experienced and the well-being (B2-bothered). As reflected in table 4, the overall mean rating of well-being (B1-experienced) was 4.701 (M=4.701, SD= 0.26) corresponds to “Very High” Well-being. The highest mean rating was exhibited by item 10, “That you liked most parts of your personality” with 5.00 (M=5.00, SD= 0.80), followed closely by items 15, 13, 8, and 9, with computed ratings of 4.99 (M=4.99, SD= 0.93), 4.98 (M=4.98, SD= 0.82), 4.97 (M=4.97, SD=0.74) and 4.94 (M=4.94, SD= 0.78), respectively. These items all correspond to “almost every day” as verbal interpretation. On the other hand, the least mean value was obtained from item 1, “Happy” with 4.22 (M= 4.22, SD= 0.93).

Table 4 Mental Health of Cnsc Personnel in Terms of Well-Being (B1)

	Items	Mean	SD	Interpretation
1	Happy	4.22	0.93	Two to Three times per week
2	Interested in life	4.58	1.16	Almost Everyday

3	Satisfied in life	4.69	1.09	Almost Everyday
4	That you had something important to contribute to society	4.72	0.72	Almost Everyday
5	That you belonged to a community (like social group, religion, or your neighbourhood)	4.46	0.89	Two to Three times per week
6	That our society is a good place, or is becoming a better place, for all people	4.31	0.82	Two to Three times per week
7	That our society is becoming a better place for people like you	4.48	0.67	Two to Three times per week
8	That people are basically good	4.97	0.74	Almost Everyday
9	That the way our society works make sense to you	4.94	0.78	Almost Everyday
10	That you liked most parts of your personality	5.00	0.80	Almost Everyday
11	Good at managing the responsibilities of your daily life	4.87	0.89	Almost Everyday
12	That you had warm and trusting relationships with others	4.58	0.99	Almost Everyday
13	That you had experiences that challenged you to grow and become better person	4.98	0.82	Almost Everyday
14	Confident to think or express your own ideas and opinions	4.82	0.94	Almost Everyday
15	That your life has a sense of direction or meaning to it	4.99	0.93	Almost Everyday
Average		4.701		Very High

1 = Never (1.00-1.49); 2 = Once or twice in the past month (1.50-2.49);

3 = About once a week (2.50-3.49); 4 = Two to three times per week (3.50-4.49)

5 = Almost every day (4.50-5.49); 6 = Everyday (5.50-6.00)

Level of Well-being: 1.00-1.79-Very low; 1.80-2.59- Low; 2.60-3.39- Medium; 3.40-4.19- High; >4.19- Very High.

The data exhibited very high well-being of CNSC teaching personnel. Given the duties and responsibilities of teachers in school, which can affect teacher's well-being positively and negatively. Variety of challenges are being faced by teachers in day-to-day activities that can significantly impact well-being. This includes pressure in meeting academic standards, overwhelming tasks and frustrations which requires emotional resilience (Abou Assali and Abdouli, 2024). This strongly indicates that most of the respondents are still having a positive outlook on their personality thus contributing to their well-being.

Furthermore, well-being (B2-bothered) in table 5 showed that the overall mean rating is 2.166 ($M=2.166$, $SD=0.47$) which corresponds to low level of being bothered. The data specifically revealed that the highest mean rating was shown in item 4, "How often have you been bothered by feeling tired or having little energy" with a value of 2.53 ($M=2.53$, $SD=0.79$) which means that most of the respondents felt this more than half the days. While, the lowest rating was exhibited by the item 9, "how often have you been bothered by the thoughts that you would be better off dead or hurting yourself in some way" with 1.38 ($M=1.30$, $SD=0.60$), which was verbally interpreted as "Not at All".

Table 5 Mental Health of Cnsc Personnel in Terms of Well-Being (B2)

	Items	Mean	SD	Interpretation
1	How often have you been bothered by little interest or pleasure in doing things	2.49	0.97	Several days
2	How often have you been bothered by feeling down, depressed or hopeless	1.97	0.92	Several days
3	How often have you been bothered by trouble falling sleep, staying sleep, or sleeping too much	1.95	0.86	Several days
4	How often have you been bothered by feeling tired or having little energy	2.53	0.79	More than half the days
5	How often have you been bothered by poor appetite or overeating	2.27	0.90	Several days
6	How often have you been bothered by feeling bad about yourself- or that you're a failure or have let yourself or your family down	1.40	0.62	Not at All
7	How often have you been bothered by trouble concentrating on things, such as reading the newspaper or watching television	1.49	0.83	Not at All
8	How often have you been bothered by moving or speaking so slowly that other people could have noticed. Or, the opposite- being restless that you have been moving around a lot more than usual.	1.45	0.61	Not at All
9	How often have you been bothered by the thoughts that you would be better off dead or hurting yourself in some way	1.38	0.60	Not at All
	Average	2.166		Low

1 = Not at all (1.00-1.49); 2 = Several days (1-6 days) (1.50-2.49)

3 = More than half the days (7-10 days) (2.50-3.49); 4 = Nearly Everyday (11-14 days) (3.50-4.00)

Level of Well-being (bothered): 1.00-1.49-Very low; 1.50-2.49- Low; 2.50-3.49- High; 3.50-4.00- Very High

The result on this coincides with the result of having high level of well-being which posed positive outlook leaving low level of being bothered in some negative aspects of life. This manifested that the professional accountability and motivation of CNSC teaching personnel are strong and thriving. While the result reflected that the respondents are not bothered, there are still experiencing feeling tired and little energy. Wang et al., (2024) mentioned that teachers have intricate duties to handle fostering support to students, delivering of instructions, building supportive and respective connections, and technical compliances including documents and other requirements at work. Such responsibilities lead to work-related stress that cause psychological exhaustion. Overwork due to overwhelming job demands is considered a detrimental stressor at work which triggers impairment in the individual's health and well-being (Kottwitz et al., 2017). This can be a potential cause for adverse decrease in teaching productivity.

Positive Mental Health: Respondents also evaluated the mental health of CNSC Teaching Personnel in terms of positive mental health. Table 6 presented the average mean rating pertaining to positive mental health. The overall mean average was 3.89 (M=3.89, SD= 0.49) which shows that most of the respondents have high level of positive mental health. Highest recorded mean rating was observed from item 3, "I am always optimistic about my future" with 4.37 (M=4.37, SD= 0.63) which signifies that most respondents agree with the statement indicator. In contrast, the lowest mean rating was computed in item 5, "I rarely count on good things happening to me" with 3.27 (M=3.27, SD=0.89) which was verbally interpreted as "neutral".

Table 6 Mental Health of Cnsc Teaching Personnel in Terms of Positive Mental Health

	Items	Mean	SD	Interpretation
1	In certain times, I usually expect the best	4.12	0.67	Agree
2	If something can go wrong for me, it will	3.67	0.91	Agree
3	I am always optimistic about my future	4.37	0.63	Agree
4	I hardly ever expect things to go my way	3.46	0.94	Neutral
5	I rarely count on good things happening to me	3.27	0.89	Neutral
6	Overall, I expect more good things to happen to me than bad	4.43	0.65	Agree
	Average	3.89		High

1 = Strongly Disagree (1.00-1.49); 2 = Disagree (1.50-2.49); 3 = Neutral (2.50-3.49)

4 = Agree (3.50-4.49); 5 = Strongly Agree (4.50-5.00)

Level of Positive Mental Health: 1.00-1.79-Very low; 1.80-2.59- Low; 2.60-3.39- Medium; 3.40-4.19- High; >4.19- Very High

The data reflected in table 6 showed the optimism among the majority of the respondents. This optimistic view in life of the concerned individuals coincide with the result in well-being (B1-experienced), where most of the teaching personnel are believing that their life has sense of direction and apparent meaning to it. Despite the challenges encountered in teaching profession, the CNSC teaching personnel firmly deal with the stressors in work professionally and that positive outlook of future is still vivid. Equipping oneself with positive thoughts highly help in mitigating and dealing with issues and problems successfully (Assali and Abdouli, 2024). More importantly, building of strong positive environment promote lesser level of stress and emotional exhaustion (Wang et al., 2024). This is highly important in the pedagogical areas where these personnel are immersed. Positive professional attitude contributes in promoting strong positive mental health of individual which can extremely contribute to good work accomplishments (Ojo, 2018).

Teaching Productivity of Camarines Norte State College Teaching Personnel

Teaching productivity of CNSC teaching personnel was self-evaluated by the CNSC teaching personnel. The overall average rating of teaching productivity of CNSC teaching personnel is 3.46 (M=3.46, SD=0.09) where it signifies very high teaching productivity. The data also revealed that item 14, “I motivate students to actively participate during discussion” had the highest computed mean of 3.69 (M=3.69, SD= 0.56), which means that most of the respondents strongly agree with the indicator. This was closely followed by item 9, “I provide different activities to reinforce students’ learning”, items 7, “I prepare quality materials for student learning”, item 1, “I create flexible teaching approaches towards various students”, and 13, “I integrate technological tools and other digital resources in my teaching” with rating values of 3.61 (M=3.61, SD= 0.51), 3.56 (M=3.56, SD= 0.52), 3.53 (M=3.53, SD= 0.52) and 3.50 (M=3.50, SD= 0.54), respectively. All of which are interpreted as “strongly agree”. While, the lowest rating was observed in item 15, “I provide students timely feedback on their academic progress” with 3.22 (M=3.22, SD= 0.60) which corresponds to “agree”.

Table 7 Teaching Productivity of Cnsc Teaching Personnel

	Items	Mean	SD	Interpretation
1	I create flexible teaching approaches towards various students	3.53	0.52	Strongly Agree
2	I develop new learning resources on each of the subject I handle	3.33	0.60	Agree

3	I craft well-thought materials that responds to the needs of the learners	3.41	0.55	Agree
4	I create excellent teaching presentations	3.39	0.52	Agree
5	I use innovative learning materials	3.48	0.55	Agree
6	I develop learning materials that helps the students in achieving their learning goals	3.45	0.51	Agree
7	I prepare quality materials for student learning	3.56	0.52	Strongly Agree
8	I design my own instructional materials based on my expertise and trainings attended	3.49	0.59	Agree
9	I provide different activities to reinforce students' learning	3.61	0.51	Strongly Agree
10	I adapt different teaching strategies to respond to diverse learners	3.42	0.61	Agree
11	I demonstrate creativity in activities for every lesson	3.45	0.56	Agree
12	I provide variety of assessment techniques to assess students learning	3.42	0.64	Agree
13	I integrate technological tools and other digital resources in my teaching	3.50	0.54	Strongly Agree
14	I motivate students to actively participate during discussion	3.69	0.56	Strongly Agree
15	I provide students timely feedbacks on their academic progress	3.22	0.60	Agree
Average		3.46		Very high

1 = Strongly Disagree (1.00-1.49); 2 = Disagree (1.50-2.49); 3 = Agree (2.50-3.49); 4 = Strongly Agree (3.50-4.00)

Level of Teaching Productivity: 1.00-1.49-Very low; 1.50-2.49- Low; 2.50-3.49- High; 3.50-4.00- Very High

Teaching productivity is playing significant role in implementing quality education. This aspect is generally measured through different bases such as the quantity and quality of instructional outputs, delivering lessons and providing reliable assessments to students (Anisah et al., 2020). The results suggested that the teachers are still actively motivating and encouraging students to participate in classroom discussions. Revealed by the high rating in this indicator only shows that teaching personnels are engaging and performing well in academic instruction. Other indicators are also supporting this aspect such as in designing and creation of instructional materials, activity reinforcements and utilization of technology which reflects high job commitment among the respondents. The least mean rating was obtained by an indicator concerning timely feedback on academic progress, which can be attributed to the overloading of teachers an overwhelming job demands brought by several factors such as designations, job satisfaction, discipline, and compensation Anisah et al., 2020). This coincides with Wakoli (2016), mentioning that delayed results and lack of time resulted from overloading of teachers which highly affects teacher performance and productivity.

Relationship of Perceived Stress Level, Mental Health and Teaching Productivity

The data gathered from the respondents were subjected to Pearson r Correlation. Table 8 reflected the resulting values corresponding to the relationships of each variable in the study. Stress level exhibited weak positive relationship with sleep with value of 0.26 ($r=0.26$, $n=177$, $p=0.05$). Stress level also exhibited weak positive relationship with the teaching productivity with a value of 0.25 ($r=0.25$, $n=177$, $p=0.05$) while it showed very weak positive correlation with positive mental health having a value of 0.16 ($r=0.16$, $n=177$, $p=0.05$) and that of well-being with 0.07 ($r=0.07$, $n=177$, $p=0.05$). Consequently, very weak positive relationships were also displayed between sleep and positive mental health, sleep and teaching productivity, well-being and teaching

productivity as well as positive mental health and teaching productivity with r values of 0.18 ($r=0.18$, $n=177$, $p=0.05$), 0.03 ($r=0.03$, $n=177$, $p=0.05$), 0.14 ($r=0.14$, $n=177$, $p=0.05$) and 0.13 ($r=0.13$, $n=177$, $p=0.05$), respectively. On the other hand, a very weak negative correlation was revealed between sleep and well-being with a value of -0.14 ($r=-0.14$, $n=177$, $p=0.05$) and well-being and positive mental health with -0.02 ($r=-0.02$, $n=177$, $p=0.05$). Those paired variables with very weak correlation are considered negligible or almost with no correlation at all.

Table 8 Correlation of Stress Level, Mental Health and Teaching Productivity

	Stress Level	Sleep	Well-Being	Positive Mental Health	Teaching Productivity
Stress Level	1				
Sleep	0.26**	1			
Well-Being	0.07	-0.14	1		
Positive Mental Health	0.16	0.18	-0.02	1	
Teaching Productivity	0.25**	0.03	0.14	0.13	1

**Highly significant

1-perfect correlation; 0.80-0.99- very strong; 0.60-0.79- strong;

0.40-0.59- Moderate; 0.20-0.39- weak; 0.01-0.19- Very Weak; 0- No relationship

As reflected, there is highly significant weak and positive correlation between stress level and sleep as well as between stress level and teaching productivity ($r=0.26$, $n=177$, $p=0.05$; $r=0.25$, $n=177$, $p=0.05$). This means that stress level affects the sleep patterns of teaching personnel the same time as it had direct relationship with the teaching productivity, but the extent of relationship is small. Sleeping patterns can be altered due to preparations and overtime work which are considered stressors of teachers. The higher the stress level, the more possible sleep disturbance can occur (Kottwitz et al., 2017). Consequently, stress level also showed weak direct relationship with teaching productivity. It was mentioned by Apdian and Valle (2023), that stress can be a driving force for teachers to be more productive. Body tends to respond to stress to work harder to accomplish certain tasks. Thereby, as the stress presses up to moderate level, teaching productivity can also increase.

Influence of the Perceived Level of Stress and Mental Health of Camarines Norte State College Teaching Personnel on Teaching productivity

To further determine which variable significantly influence the teaching productivity of CNSC teaching personnel, the data were subjected to regression analysis. Table 9 showed that stress level with computed p value of 0.011 is less than the probability value of 0.05 which signifies that it significantly influences teaching productivity. This imply that stress level had statistical impact on the teaching productivity of CNSC teaching personnel. This particularly suggest that there is interrelationship of the two variables, thus, when there is a change in on variable, a significant change will also be exhibited by the other (Ali and Younas, 2021).

Table 9 Regression Analysis on The Influence of Perceived Level of Stress and Mental Health on Teaching Productivity

	Standard Error	Computed P-value	Interpretation
Constant	0.451	7.79×10^{-7}	
Stress level	0.072	0.011	Significant

Sleep	0.073	0.578	Not Significant
Well-Being	0.054	0.163	Not Significant
Positive Mental Health	0.069	0.378	Not Significant

$p=0.05$

On the other hand, sleep, well-being and positive mental health under mental health had computed p-values of 0.578, 0.163 and 0.3778, respectively, which are greater than the 0.05 probability value. Despite exhibiting weak positive significant relationship with teaching productivity, sleep had no statistical influence on the same variable. This showed that the extent of the correlation between the two variable is not strong enough to cause changes to the dependent variable. The same is true to the remaining variables such that of well-being and positive mental health which exhibited non significance.

Possible Enrichment program to be Suggested Based on the Findings

Based on the problem that arise from the responses of respondents, there possible enrichment activity program suggested such as (1) Relief programs for teachers, (2) Revisiting of policies and guidelines, (3) Strategic Planning, and (4) Facility enhancement.

Relief programs for teachers: Based on the result of the study and aligned to the challenges encountered of teaching personnel in the workplace, a relief program is suggested to be considered. This program will highlight how to determine the root cause of stress and how to mitigate and address such stressors. This can be a good annual program intended for teaching personnels to revisit, reassess and restart themselves.

Revisiting of policies: This can be done to reassess and realign the policies and guidelines to make adjustments as needed that will benefit the teaching employee. Policies and guidelines of institution need recalibration and updating based on current situations.

Capacity Building: This can be initiated by the learning and development office of the college spearheaded by the Human Resource. Capacity building should be a regular and extensively done throughout the year. This will capacitate teachers on providing effective and efficient teaching and learning process. This will also equip teachers with knowledge and skills pertinent to their functions and relevant specializations.

Outdoor Education Program: This is a good aspect to be considered specially in Higher Education Institutions. Linkages outside the school is an important function emanated from the core values of CNSC. This can be strengthened through collaborating with other external institutions and organization by establishing Memorandum of Understanding (MOU) and Memorandum of Agreement (MOA).

Teambuilding Activity: Personnel getaway and strengthening connections with colleagues can help in alleviating personal struggles.

This kind of activity can enrich morale of teachers, fosters mutual trusts among faculty and fortifies interpersonal connections (Fapohunda, 2013).

CONCLUSIONS

Based from the findings of the study, the following conclusions were drawn: (1) CNSC teaching personnels experienced moderate stress level which are still of tolerable level; (2) The Mental Health of CNSC teaching personnel were of high level. Teaching employees still look at their life and personality positively showing a positive outlook and optimism in life; (3) The teaching productivity of CNSC teaching personnel exhibited a very high level; (4) Pearson r correlation analysis showed that stress level exhibited weak positive relationship with sleep and teaching productivity; (5) However, despite its weak correlation, only stress level significantly influences the teaching productivity; and (6) Enrichment programs are suggested such as relief programs, capacity building, outdoor education program and team building.

RECOMMENDATIONS

Based on the findings and conclusions, the following recommendations were given:

1. In addition, the administration may focus on reinforcement of psychological and physical well-being of CNSC teaching personnels through suggested enrichment programs or activities.
2. Human Resource Management office may look upon the stressor that triggers the stress state of teaching personnels to address possible intervention activities and programs.
3. Guidance and Counselling office may strengthen their faculty workload stress coping intervention programs to mitigate the stress experienced by the teaching personnel.
4. College director and program heads may consider the workload designations over efficiency of teaching by the personnel to ensure productive teaching.
5. Learning and development programs may gather programs to mitigate stress of teaching personnel and activities that may help to increase their confidence and feel valuable at workplace.

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