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Research Article

Perceived Stress and Anxiety Levels of Teachers Toward an Intervention Program

Yves Ivan Manabat Atienza^{1*}, Noel L. Dominado²

¹Higher Ground Academy, Marshall Avenue, Saint Paul, Minnesota

²Division of Pampanga, Philippines, Senior High School in Magalang Stand Alone 2, San Pedro 2, Magalang, Pampanga 2011

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*Corresponding author:

E-mail:

yimatienza@gmail.com

ABSTRACT

This study evaluated teachers' perceived stress and anxiety levels. This study put into open and addressed the gap among the perceived stress and anxiety levels of the participants of the study as an input to an intervention program for the 39 teaching personnel of one of the leading university extension campuses in the province of Pampanga for the academic year 2021-2022. The study has 2 phases: the quantitative and the qualitative phase. This study was assessed through a 5-point type-Likert questionnaire, which is the Perceived Stress Scale (PSS) (1983) PROMIS Health Organization (PHO), and PROMIS Cooperative (2012). The Sequential Explanatory Approach was used in this study. In the quantitative data analysis of the results, the mean, frequency, standard deviation, and Pearson correlation were used. Outliers were then identified and used as variables in the qualitative process. For the qualitative part, interview transcriptions were included, and transcribed data were extracted and labeled to units of meaning through key point coding. Codings with similarities were grouped into concepts that were analyzed to form themes. There were 10 teachers as participants to collect qualitative data, an open-ended interview was used. Findings revealed that the participants' perceived stress contributed to low self-esteem and life irritations. Also, it revealed that participants encountered worry, nervousness, and tension; all of these symptoms brought about by anxiety. This study also revealed that there is no relationship between the demographic profiles of the respondents and their perception of stress and anxiety. Due to the positive result of the research, and the lack of stress and anxiety management programs in the institution, this study recommended a program that was formulated and then validated by the expert to provide reasonable practices and approaches to the stress and anxiety of the participants.

Keywords: Anxiety, Intervention program, Perceived stress

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Introduction

Coronavirus (COVID-19) interrupted socioeconomic activities throughout the globe since its spread. University education has been one of the most impacted industries in the recent economic downturn. Given its highly involved nature, this industry saw a fairly early and full closure around the world. The COVID-19 outbreak has taught us that nothing stays the same forever. For educational institutions, it has been a stimulus for growth and the adoption of new platforms with new technology. Mental health may have been adversely affected by the anticipated novel coronavirus outbreak (COVID-19), which is predicted to cause significant economic loss in 2020. Teachers are identified as having increased levels of stress due to the COVID-19 situation along with the highest levels of vigor and dedication. Health plays a significant consequence during a pandemic, for anxiety, depression, feelings of hopelessness, and pressure, are felt by teachers. Global education is undergoing radical transformation; academics and teachers are embracing distance learning, which supports virtual teaching, commonly referred to as hybrid learning. (Philipps, 2018) emphasizes the issue of stress and anxiety identification not just in classroom settings, but also in the comprehension of both students and teachers who adopt a multi-faceted approach to learning. During a pandemic, the difficulty of becoming acquainted with a new educational environment increases the amount of stress and anxiety. The pervasive effects of the pandemic affect health trajectories, educational institutions, and the economy, all of which could deteriorate psychological well-being. Since the outbreak of the pandemic, online learning has become more popular. Many schools and institutions have transitioned from face-to-face instruction to online learning, but not all students are satisfied with the results. A large number of students considered virtual schooling to be more difficult. The generations of today are more technologically oriented. Since its outbreak in late December 2019, COVID-19 has inflicted disorder across the world, and like any critical sector, education has been hit hard. Students, schools, colleges, and universities have been deeply im-

pacted. According to the United Nations Educational, Scientific and Cultural Organization (UNESCO), over 800 million learners from around the world have been affected, one (1) in five 5 learners cannot attend school, one (1) in four (4) cannot attend higher education classes, and over 102 countries have ordered nationwide school closures while 11 have implemented localized school closure. Meanwhile, the Commission on Higher Education (CHED) issued updates and addendum to the Guidelines for the Prevention, Control, and Mitigation of the Spread of the Corona Virus disease in Higher Education Institutions (HEIs) on Feb 11, 2020 (CHED COVID-19 Advisory No. 1) Several activities have been developed and implemented by different colleges and universities to help students deal with stress-related conditions. However, throughout the pandemic, there was a spike in tension among college professors and teachers, and the majority of them, both faculty and administration, employed various techniques to ensure a healthy learning environment. (AviBesser, et al., 2020) Mentioned that speech problems are strongly linked to psychological stress most of the faculty experience during the transition to online synchronous instruction, although this connection was mitigated by general stress throughout the transition period. The study by Fauzi (2020) on online teaching during the pandemic contributed to the significant stress of teachers during the implementation of online teaching during the pandemic. Included in the findings are guidelines and policies, network and internet usage, facilities, and learning materials. The sustained stress over time will not only hurt education, but it will also hurt their mental and physical health since stress is one of the leading causes of a variety of physical and mental problems. Based on the study conducted by Von der Embse et al. (2019), due to the increased pressure from test-based accountability practices, teachers have reported high levels of stress and burnout, which calls for stress interventions as an important first step toward reducing negative outcomes. Results of the study indicated that the most effective interventions were in the mindfulness, behavioral, and cognitive-behavioral domains. However, there are still is-

sues such as a lack of online teaching infrastructure, instructors' lack of familiarity with technological advances, informational gaps, and complicated home situations to contend with. During their COVID-19-induced online education, students face a variety of difficulties, including pedagogical technologies and related difficulties, social and family dynamics, residential treatment, emotional and mental difficulties, and other difficulties.

Additionally, some learners do not have an appropriate learning environment in their homes, nor do they have access to adequate hardware or internet, which makes it difficult for them to complete their home learning assignments. The COVID-19 challenges for online students and faculty have the potential to generate mental health issues for both learners and teachers.

The COVID-19 pandemic and the resulting unexpected lockdown of society in March 2020 had a significant influence on people's everyday lives which raised worries about the general public's psychological health. (Bonsaksen, Heir, Schou-Bredal, Ekeberg, & Skogstad, 2020). Anxiety and depression are far more prevalent among those who are trying to manage them. (NilamadhavKa, BrajaballavKar, & Karc, 2021). Despite this, as the study's findings imply, offering knowledge on how to deal with, as well as providing efficient protective factors, might be beneficial. As secondary pressures such as economic troubles, job losses, and grief begin to take hold, the weight of worries may begin to get heavier. The public must be informed about available resources including realistic strategies for dealing with and coping with these emerging challenges, which must be done in conjunction with the ongoing stress of COVID-19. Stress is a wide phrase that encompasses two distinct concepts: the psychological sensation of pressure and the body's response to that pressure, which includes a variety of systems ranging from metabolism to muscles to memory. Stress is a necessary component of all living systems; it is the process through which they interact with and respond to stimuli. Stress has been shown to have a significant influence on the physical functioning of the body. Stress causes the body's levels of adrenaline and corticosterone to rise, which in turn

causes the heart rate, respiration, and blood pressure to rise, putting additional physical strain on the body's organs and causing them to malfunction. A long-term stressor may be a contributing factor in the development of heart disease, hypertension, stroke, and other disorders. Stress, according to Malach, Pines, and Keinan (2007), is defined as the awareness of incongruity between environmental load (stressors) and a person's capacity to meet these demands. Stress may be triggered by any scenario that might cause any form of harm or risk to one's well-being. Teaching was shown to be one of the most stressful occupations, according to Barnabe and Burn's (2015) research. In their survey, 42% of the teachers in the sample report significant occupational stress, with 36% of them stating that they are stressed most of the time. Job characteristics such as time constraints, a lack of control or support from colleagues and supervisors, a lack of opportunities for career development, lack of recognition from parents, constant performance evaluations, and frequent conflicts with students were discovered to be some of the factors that contribute to anxiety, burnout, and job dissatisfaction among educators. In Greece, several studies have been carried out in an attempt to measure Greek teachers' stress and its causes; however, to date, no large-scale research has been carried out to investigate variations in the stress levels of various types of educational professionals. Academics' anxiety over grades and failing classes is a major contributor to academic stress, making it one of the most common mental health difficulties students experience. (Ozamiz-Etxebarria, Santxo, Mondragon, & Santamaría, 2021). Anxiety levels can be determined by a person's character, coping mechanisms, life experiences, and sexuality. Depression and anxiety can range in severity from minor to extreme. Anxiety studies concerning classroom teachers are mainly centered on general concerns and problems of teachers rather than subject matter-specific concerns and problems. In the study of Melita, Willis, and Bailón (2021), status anxiety, the constant concern about individuals' position on the social ladder, negatively affects social cohesion, health, and well-being. Classroom anxiety on the other hand is mostly focused on

instructors' general concerns and problems, rather than on subject-specific concerns and problems. Stress is a pervasive aspect of teaching employment. Anxiety indicates that we are in serious peril. This pandemic has left exhaustion and anticipation of the unpredictable future. Many lives were snuffed out. Even professionals, particularly those in the teaching area, were impacted. These professionals must maintain an optimistic attitude because they are on the front lines and are frequently under pressure to do their work on time. Numerous institutions were forced to close across the world as a result of the COVID-19 outbreak. School suspension is an essential preventive measure to break the cycle of COVID-19 transmission and to limit the rapid outbreak of infection among students during the present health crisis. Students' mobility is regarded as an effective factor in transmitting the coronavirus. As a result, they are experiencing and perceive anxiety and tension (Radwan, Afnan Radwan, & Pandey, 2021). The rapid spread of COVID-19 has had a huge impact on educational systems around the world. Education spending would continue to grow but at significantly lower rates than before the pandemic (Al-Samarrai, Gangwar, and Gala, 2020). As a result, growth is critical to individuals' health conditions, and people engage in conditional activities that prevent mental health issues. Teachers and students in Romania have been forced to adjust quickly to new social settings and online learning due to the exceptional situation of the COVID-19 pandemic. As a consequence of social isolation, as well as the digital continuation of the educational system, instructors may experience increased levels of stress and anxiety, according to the findings of the research (Ionescu, Paschia, Nicolau, & Stanescu, 2020). The implementation of school closures, home quarantine, and social separation measures around the world might produce unexpected anxiety, even among professors. Filipino educators have taken the opposite approach to dealing with crises by digitizing matters to reduce the fear of a pandemic, which has helped them survive. All teachers and non-teaching workers at every institution are given random consultations to help them manage their employment status and life transitions in the face of hardship in the

public sector. consequences in education. The majority of private institutions, both secondary and tertiary, have been impacted, and the non-renewal of contracts has increased anxiety and stress for all teachers. During the adjustment period in the Philippines, more than half of the workforce was laid off. Before the outbreak of the COVID-19 virus, the Philippines was having its longest period of economic and employment boom in history. There has been an exceptional increase in pay and salary employment (a measure of contemporary employment), with wage and salary employment increasing at an average rate of 4.6% per year between 2015 and 2019 (Kelly Bird, et al., 2021). People who have lost their employment, school dropouts, and new entrants into the labor force will make up a larger proportion of the applicant population in the future. The longer laid-off employees and new labor market entries are out of work, the more probable it is that they will become less marketable in the future as a result of lost skills and abilities. Along this line, the present study is anchored to the Theory of Humanistic Learning. In Maslow's Hierarchy of Needs, there are five (5) tiers of human needs in a specific order namely: Physiological Needs, Safety Needs, Belongingness, Esteem Needs, and self-actualization. In this manner, the Humanistic Learning Theory by Abraham Maslow speaks for the completion and totality of the human side. With regards to the perceived stress and anxiety levels of respondents of one of the leading university extension campuses in the Province of Pampanga for the school year 20221-2022.

In addition, the humanistic learning theory asserts that education allows us to realize our full potential. This theory emphasizes the individual as a whole, not just cognitive needs or specific learning objectives. Furthermore, it pertains to comprehending the institution's top priority, which is to provide a safe and healthy environment for its educators. By capitalizing on training and development, the teaching personnel of the participating institution would be boosted if there were harmonious interpersonal relationships among them. The above-mentioned studies and literature have shown that teaching is one of the most stressful professions, with teachers being exposed to

conditions resulting in highly intense stress and anxiety which has been a basic theme in the academic context as one of the most dominant and investigated emotions. Indeed, stress and anxiety can affect one's body, thoughts feelings, and behavior. Furthermore, these shreds of evidence add to the complexity of the challenges surrounding social isolation as well as the digital continuation of the educational system, resulting in increased levels of perceived stress, anxiety, and possibly depression. Looking at psychological and mental responses led to a more complete understanding of why we have to address these gaps.

Statement of the Problem

The researcher sought to investigate the perceived stress and anxiety levels of teaching personnel of one of the leading university extension campuses in the Province of Pampanga for the school year 2021-2022.

Respectively, the research pursued the response to the following queries:

1. How may the demographic profile of the respondents be described in terms of:
 - 1.1 age;
 - 1.2 sex;
 - 1.3 educational attainment;
 - 1.4 marital status;
 - 1.5 residence;
 - 1.6 years of service; and
 - 1.7 economic status;
2. How may the perceived stress of respondents be described?
3. How may the perceived anxiety level of the respondents be described?
4. Is there a significant difference in the perceived stress and anxiety when grouped according to their demographic profile?
5. Based on the quantitative data, what are the reasons behind the stress and anxiety of the respondents?
6. Based on the findings of the study, what stress and anxiety intervention program may be proposed?

Hypothesis

1. There is a significant difference between the demographic profile and the perceived stress of the respondents.

2. There is a significant difference between the demographic profile and anxiety levels of the respondents.

Methods

Research Design

This study employed a sequential explanatory mixed-method design. The sequential explanatory approach is a method where the qualitative phase is done after the quantitative phase (Creswell, 2013). The use of this mixed-methods design the study in the exploration of the perceived stress and anxiety levels, as it provided clear insights into the respondents' requirements, and the support plan that is anticipated to be implemented. The combination of quantitative and qualitative approaches and processes in a single framework is known as mixed methods research. Integrating mixed methods approaches and techniques entails combining quantitative and qualitative approaches and methodologies. In the social sciences, two of the most popular forms of research are qualitative and quantitative. Researchers frequently select one approach over another based on the particular study issue they are attempting to answer. Each method has advantages and disadvantages of its own. Nonetheless, there's a growing interest in combining the benefits of both approaches to generate more thorough and reliable research results (Creswell, 2018). To provide a more thorough knowledge of a study problem, explanatory mixed methods research combines quantitative and qualitative data gathering and analysis. When researchers wish to investigate the mechanisms underlying quantitative correlations or provide an explanation for quantitative findings, they frequently choose this design (Creswell, J. W., & Clark, V. L. (2018).

The study has 2 phases: the quantitative and the qualitative phases. The first phase of the study started by collecting and analyzing quantitative data from respondents in one of the leading university extension campuses in Pampanga. In the assessment, a 5-point type-Likert questionnaire entitled The Perceived Stress Scale (PSS) (1983) and PROMIS Health Organization (PHO) and PROMIS Cooperative (2012) were used. The second phase was to

collect and analyze quantitative data as a follow-up to qualitative results. Results from quantitative data shaped the qualitative research questions, sampling, and data collection. The resulting outliers were interviewed using an open-ended questionnaire. Furthermore, this study applied descriptive research. Descriptive research discovers associations or relationships between variables (Aggarwal & Ranganathan, 2019). In addition to that, as said by Atmowardoyo (2018), descriptive research mainly describes systematically and accurately the existing phenomena under the study. The researcher conducts the study to determine the significant relationship between perceived stress and anxiety levels of teachers when grouped according to profile.

Respondents/Participants

The respondents of this study are the 39 teaching personnel of one of the leading university extension campuses in Pampanga for the School Year 20221-2022. The Shapiro-Wilk Test of this study has a result of 0.176 which is revenues that it has a normal distribution. A Shapiro-Wilk test is a test to check the normality of the data. To determine the respondents of the study, total enumeration was used. Total enumeration sampling is a type of purposive sampling technique where the researcher chooses to examine the entire population that has a particular set of characteristics for types of data. It has a high level of accuracy and provides complete e statistical coverage over space and time. Purposive sampling is a non-probability sampling technique that is commonly used in qualitative and quantitative research. Research uses this technique to examine the entire population for specific characteristics, such as stress and anxiety associated with transition policy. Often, the entire population is chosen in this case because the population with the desired set of characteristics is small. (Campbell, 2020).

For the qualitative criteria, the respondents who have the higher responses or the outliers from the quantitative results. The researcher cross-validated the answers to respondents to have a deeper understanding of the perceived stress and anxiety levels at the time of the pandemic.

Instrument

The instrument of the study was composed of three parts. Part I covered the demographic profile of the respondents, while Parts II and III adopted the standardized questionnaires of Sheldon Cohen (1983) and PROMIS Cooperative (2012), respectively. Part II focused on the Perceived Stress Scale by Sheldon Cohen which is a classic stress assessment instrument that was designed to help measure individual stress levels. The tool, while originally developed in 1983, remains a popular choice in understanding how different situations affect feelings and perceived stress. The instrument is a 10-item question created by Cohen (1983) to understand perceived stress and to know feelings and thoughts during the last month by using a 5-point rating scale (0 = never, 1 = almost never, 2 = sometimes, 3 = fairly often, and 4 = very often). Through the use of the instrument merits (Cronbach α) at 0.81, earn that there is an internal consistency of a set of test items in a 5-scale Likert scale. Part III of the survey questionnaire contained the measurement of anxiety levels using the PROMIS Health Organization (PHO) and PROMIS Cooperative (2012). The items use a 7-day time frame and a 5-point rating scale (1 = never, 2 = rarely, 3 = sometimes, 4 = often, and 5 = always). The total score on the scale ranges from 8 to 40, with higher scores indicating greater anxiety. Raw scores are transformed on a T metric (mean = 50, SD = 10). The (Cronbach α) of the scale was at 0.95 which earns an internal consistency of a set of test items in a 5-scale Likert scale. In the qualitative phase, an open-ended semi-structured interview was created according to the gathered data from the quantitative phase. Data were gathered at the place decided upon by both informants and researchers. The interview ran for approximately 10- 15 minutes. Interviewing is a particularly effective technique for collecting data about the experience of participants (Van den Berg, 2005). The interview started by creating rapport, signing the consent form, and learning about the individual's background. The interview spoke of the details of the participant's experience by asking focused questions that were constructed based on the conclusion of the quantitative phase. In the qualitative part, the

instrument was based on the questionnaire in the quantitative phase, which has an interpretation of the extreme or outlier responses of the respondents from the quantitative result. The researcher offered the respondents the chance to take over elaborating and describing their thoughts and direct their answers to regions that they see as huge. This prompted new and significant bits of knowledge for the researcher in the betterment of the study undertaken.

Data Collection Procedure

At the initial stage of data collection, authorization letters to conduct the study were

requested from the university President and the dean of the graduate school of the participating campus. Then, the researcher asked for permission from the OIC Director of the concerned campus to conduct the study under their administration and assistance. After the necessary permission was provided, the researcher surveyed the respondents (via Google form). The respondents were given ample time to answer the questionnaires. After the survey, the questionnaires were retrieved and the researcher collected, tabulated, and interpreted the data gathered.

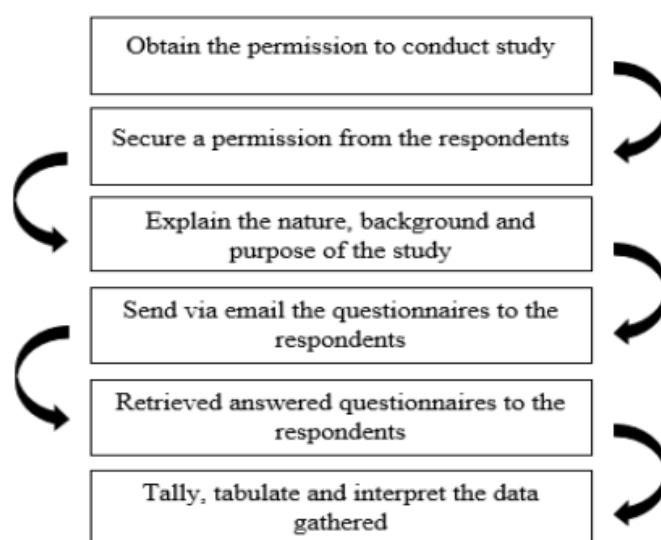


Figure 2. Quantitative data gathering process used in the study

In the qualitative part, the researcher secured the letter request for the validation of the interview questionnaires. Then the researcher interviewed the participants based on the quantitative findings. The participants were allowed to add relevant insights and perceptions about the topic. The researcher cross-validated the respondents' answers to have a deeper understanding of the perceived stress and anxiety levels. The integration of quantitative and qualitative results and findings offered a better understanding. This guided the researcher on feedback for the stress and anxiety intervention program. An open-ended interview was conducted with the respondents who lay at an extreme distance from the majority of the respondents. These were considered outliers and

served as the respondents in the qualitative phase. According to Salkind (2010), an outlier is defined as an observation in a set of data that differs from the majority of the data. It can signify an acceptable score of a subject who happens to constitute an extreme case of the variable under study. In the interview phase, a written observation was also included. Recording of nonverbal communication such as vocal intonation and facial expressions in addition to details of the situation. The respondents were allowed to discourse spontaneously and to explain their insights to give depth to their answers. For documentation purposes, an audio recording was used upon the approval of the consent of the respondents. This process also included interview transcription. Transcribed

data were extracted and labeled to units of meaning through key point coding. Key Point coding was very helpful in easily grouping the concepts and ideas. Coding with similarities was grouped into concepts that were analyzed to form themes. The researcher cross-validated the answers of the respondents to have a deeper understanding. The mixture of quantitative and qualitative results and findings provides a better perspective on teachers' perspectives on perceived stress and anxiety. The respondents in the qualitative study are those

considered outliers in the quantitative results. Participants who were able to participate and met the qualifications were scheduled to meet face-to-face or via Google meet. Interviews were recorded and saved as audio files to be transcribed verbatim. The interview took between 10- 15 minutes for each participant they have given their insights and experiences according to the questions that were given to them, and a letter of participation and appreciation was sent to all participants after.

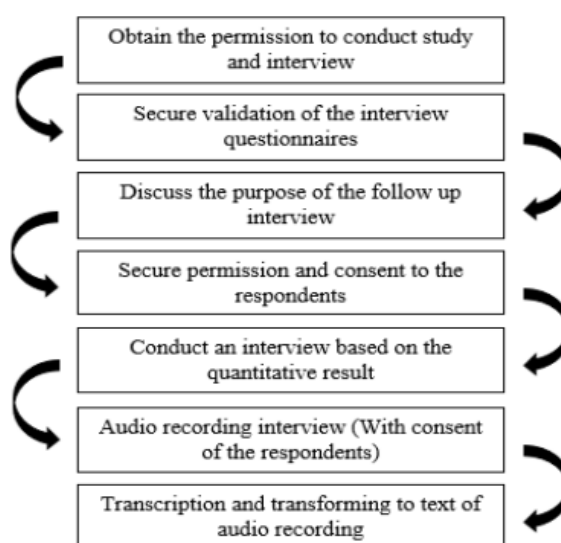


Figure 3. Qualitative data gathering process used in the study

Statistical Treatment of Data/Data Analysis

This study used a mixed-method approach where the data and evidence gathered were examined distinctly. To analyze the results, the procedures mentioned below were utilized: Quantitative Phase. After the collection of the quantitative surveys, the results were tallied, tabulated, and interpreted by the researcher. Frequency and percentage distribution were used on the profile of the respondents. In the quantitative phase, there were two data-collecting tools used. First is the Perceived Stress Scale developed by Sheldon Cohen (1983). For this tool, 5 – a point scale (Likert Scale) for the response ranging from zero (Never) to four (Very Often) was used. The gathered data was tabulated and processed using Mean and Standard Deviation which is extensively employed as an assessment tool for variability and diversity in statistics and

probability theory. This measure showed how much variation or dispersion exists from the average (mean, or expected value). A low standard deviation indicated that the data points tended to be very close to the mean, whereas a high standard deviation indicated that the data points were dispersed across a wide range of values.

Qualitative Phase. The qualitative data analysis phase was used in the thematic analysis in evaluating and analyzing the data to clarify, explain, and interpret the data collected from the responses of the participants in the study. The procedure in this phase was the qualitative interpretation of quantitative results from the data gathered from the respondents. The process of this phase is the interview transcription. Transcribes data was extracted and described into units of meaning through key point coding. Coding with similarities was

grouped into concepts that were analyzed to form themes. The goal of reflexive thematic analysis (RTA), a qualitative data analysis technique, is to find themes or patterns in the data. RTA is a versatile and adaptive technique that may be applied to a wide range of data formats to detect themes or patterns in qualitative data (Braun, V., & Clarke, V., 2021).

Result and Discussion

The profile of the respondents.

Results showed that 28 or 71.79 % out of 39 respondents were aged 23-32 years old. Five (5) or 12.82% were 33-43 years old. Both 2.56% were between 54-63 and 64-73 years of age. This simply shows that the majority of the respondents are generally young. In the study of Viviani C. A (2021) stated that there was no difference in productivity between older and younger workers. Older workers performed better than younger workers. As aging has come to workplaces, holistic approaches addressing total health are suggested to overcome the worldwide workforce aging phenomenon. It is revealed that 22 or 56.41% out of 39 respondents are male 17 or 43.59 % are female. The outcome revealed that the majority of respondents are male. It shows that the institution is male-dominated. In support of the study of the European Union (2019), Higher Technological and Educational organizations in Western society remain male-dominated.

Educational Attainment 30 or 76.92 are bachelor's degree holders; eight (8) or 20.51 are master's degree graduates, and one (1) or 2.56 is a doctoral graduate. This implies that bachelor's degree instructors have the most number in this study. Education is a vital weapon to have a better prospect and can increase work opportunities in life. In support of the study of Education Corner (2022), earning a bachelor's degree is still the most reliable way to improve your career opportunities and earning potential. In addition, a graduate degree is an advanced degree that focuses on a specific academic field of study or professional discipline. The general prerequisite for most graduate degree programs is a bachelor's degree often in a related field of study.

Marital Status indicated that 29 or 74.36 % out of 39 respondents are single. Ten 10 or

25.64 % are married. This signifies that single has the most number in this study. Civil status or marital status are the distinct options that describe a person's relationship with a significant other. In this study, single instructors are waving to a high result. According to Moritz (2018), whether you're happily or freely single, spending time uncoupled can be incredibly good for the soul you can learn things about yourself that will help you for the rest of your life, and in future relationships. On the other hand, Smith (2021) cited one of the eight reasons why marital status is an important factor. It teaches you compassion and the oneness of being. Marital status was a significant predictor of perceived stress: singlehood was positively correlated with perceived stress, specifically the stresses associated with social commitments, loneliness, and economy/money. Be it in a single or married mode, as an instructor, you can have someone to share everything with.

The residence of the respondents state that 21 or 53.85 % out of 39 respondents live in rural areas. 18 or 46.15 % are staying in urban places. This simply shows that the majority of the respondents live in the rural area. This is also a manifestation that the extension campus in Candaba was located in a rural area. Thus, schools in rural communities play many roles it offers a quiet, great opportunity to incorporate relaxation and recreational activities into your life. According to (Lubienski, 2020 rural schools are essential to the communities in which they are located because they not only educate children but also act as hubs for social, cultural, and recreational activities suggests many legislative adjustments to help rural schools, such as more financing, easier access to early childhood education, and better efforts to attract and retain teachers.

The respondents reported that 20 or 51.28 % out of 39 instructors rendered 1-to-11 months years in service. 19 or 48.72 % were 1 to 2 years in service. An implication is that the respondents were new to the service since the campus was founded last September 02, 2022. In addition, the institution has gradually underlying plans to increase faculty capacity based on the average number of newly enrolled students. This data provided a comprehensive

assessment of the number of faculty members who were active during the academic school year.

The economic status of the respondents shows that 33 or 84.62 % out of 39 instructors have an average income of 24 to 26 thousand pesos per month and six (6) or 15.38 % have an average income of 20 to 23 thousand pesos per

month. This shows that the majority of the respondents are in an average income rate. According to LetPasser (2021), State Colleges and Universities have their own rules when assigning salary grades. An institution may list the Instructor 1 position at a higher or lower salary grade (Instructor 1 – Salary Grade 12 – ₱26,052).

Descriptive rating on the perceived stress of the respondents

Indicator	Mean	Std. Dev	Verbal Description
1. In the last month, how often have you been upset because of something that happened unexpectedly?	2.26	0.85	Almost Never
2. In the last month, how often have you felt that you were unable to control the important things in your life?	2.08	1.06	Almost Never
3. In the last month, how often have you felt nervous and stressed?	2.28	0.94	Almost Never
4. In the last month, how often have you felt confident about your ability to handle your personal problems?	2.97	0.90	Sometimes
5. In the last month, how often have you felt that things were going your way?	2.51	0.79	Almost Never
6. In the last month, how often have you found that you could not cope with all the things that you had to do?	2.03	1.11	Almost Never
7. In the last month, how often have you been able to control irritations in your life?	2.64	0.96	Sometimes
8. In the last month, how often have you felt that you were on top of things?	2.23	0.93	Almost Never
9. In the last month, how often have you been angered because of things that happened that were outside of your control?	1.97	0.90	Almost Never
10. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?	1.87	1.10	Almost Never
General Weighted Mean	2.28	0.96	Almost Never

The respondents perceived stress. The individual indicator was computed in mean. The highest mean was at 2.97 with a verbal description of sometimes, revealing that the respondents often have felt confident about their ability to handle personal problems; a mean of 2.64 with a verbal description of sometimes shows that the respondents often have been able to control irritations. On the other hand, a mean of 2.28 indicates that respondents sometimes felt nervous and stressed; and this is closely followed by respondents who often have been

upset because of something that happened unexpectedly in the last month with a mean of 2.26 describing rarely, respectively. This implies that respondents have felt confident and controlled irritations in their daily lives, while they felt nervous, stressed, and upset when something happened unexpectedly.

Supported by A study by Harshana (2018) stated that work-related stress is an ordinary reaction that occurs when the work weight progresses toward becoming excessive. Occupational well-being impacts the

soundness of representatives and the strength of the association. Work-related stress is a genuine and developing issue in the present world. This issue must be tended to and that move is made to address the issues this may make both for people and the associations in which people work.

On the other hand, Demjaha et al, (2015) state that Kyriacou who carried out various studies on teacher stress, defined teachers' stress as an uncomfortable feeling, negative emotions such as anxiety, and pressure from their work aspects as a teacher.

Descriptive rating on the perceived anxiety level of the respondents

Indicator	Mean	Verbal Description
1. I felt fearful.	2.46	Rarely
2. I felt anxious.	2.79	Sometimes
3. I felt worried.	3.00	Sometimes
4. I found it hard to focus on anything other than my anxiety.	2.36	Rarely
5. I felt nervous.	2.69	Sometimes
6. I felt uneasy.	2.49	Rarely
7. I felt tense.	2.72	Sometimes
General Weighted Mean	2.64	Sometimes

The anxiety level of the respondents. The highest computed mean was 3.00 where respondents exhibited a verbal description of sometimes on the "felt worried" category item.

furthermore, respondents posted they "felt anxious" with a mean of 2.79; they felt tense with a mean of 2.72; and "nervous: with a mean of 2.69 with a verbal description of sometimes respectively. This implies that the majority of the respondents' work-related anxiety, nervousness, and feeling anxiety are dominant but in an irregular pattern. Feeling anxious as a teacher can be exacerbated if you feel unsupported and isolated. The nature of the job can be isolating because a teacher spends most of the day talking to children in the classroom. Their response to anxiety, nervousness, and emotions is also relative and irregular since they only show these indicators on a time-to-time basis. Nervousness is a common sensation

caused by your body's stress response. This is a series of hormonal and physiological responses that help you prepare to deal with a perceived or imagined threat. Supported by the study of Cuncic (2022) if one lives with work anxiety, it has probably taken a toll on multiple aspects of one's life. Some of the most common effects of work anxiety, which can occur both within and outside the workplace: are reduced job performance and quality of work. Indeed, anxiety symptoms can affect your body, your thoughts and feelings, and your behavior. Being able to recognize common anxiety symptoms can help you identify and manage them. Stress and anxiety that are left unchecked can contribute to many health problems. In addition, anxiety has been a key theme in the academic context as one of the most prevalent and investigated emotions, especially in today's pandemic time. (Moshe, 2014).

Analysis of Differences in the Respondents' Assessment of their Level Perceived Stress and Anxiety when grouped according to their Age

Variables	Group	Mean	SD	F-Value	p-value	Significance
Perceived Stress	21-30	2.15	0.49	4.154	0.008	Significant
	31-40	2.26	0.27			
	41-50	2.93	0.42			
	51-60	3.20	0.28			
	61-above	2.50	-			

Variables	Group	Mean	SD	F-Value	p-value	Significance
Perceived Anxiety	21-30	2.58	0.53	3.539	0.016	Significant
	31-40	1.94	0.81			
	41-50	3.24	0.31			
	51-60	4.00	0.87			
	61-above	2.64	-			

The Shapiro-Wilk test is a statistical test used to check if a continuous variable follows a normal distribution. The computed p-values for age group and perceived stress were 0.008 and 0.016 respectively are less than the statistically significant level of 0.05, therefore the null hypothesis can be rejected because the variable is not normally distributed, and the researcher concludes that there is a significant difference between perceived stress, anxiety, and age group. A suggestion is that stress and anxiety are more prevalent as people age and are most prevalent in middle-aged persons.

This may be caused by a variety of elements, such as aging-related changes in the brain and nervous system and a higher propensity to encounter stressful life situations that might result in worry and stress. According to the study by Extzebarria et al. (2021), instructors displayed greater percentages of stress and anxiety during the Pandemic. Additionally, it is discovered that factors like age and sex have a significant correlation.

In support of the study of Parvar, et al. (2022) state that there was a significant association between higher age and perceived stress.

Analysis of Differences in the Respondents' Assessment of their Level Perceived Stress and Anxiety when grouped according to their Sex

Variables	Group	Mean	SD	t-Value	p-value	Significance
Perceived Stress	Male	2.10	0.52	-2.580	0.014	Significant
	Female	2.52	0.46			
Perceived Anxiety	Male	2.45	0.81	-1.611	0.116	Not Significant
	Female	2.89	0.88			

The differences in level of perceived stress and anxiety according to their sex. The Shapiro-Wilk test results show that the computed p-value of sex and perceived stress is 0.014 was less than the statistically significant level of 0.05, for that reason the null hypothesis can be rejected because the variable is not normally distributed. The research concludes that there is a significant difference between sex and perceived stress. On the other hand, the p-value of sex and anxiety was 0.611 is greater than the statistically significant level of 0.05, on that account the null hypothesis cannot be rejected

because the data were normally distributed. The researcher concludes that sex and perceived anxiety are not significantly associated with each other. This implies that stress is experienced by both males and females. However, females may handle stress in some aspects better than men, they may internalize it to a higher extent. As a result, females are more likely than men to feel anxiety or depression as a result of stress. Females react more emotionally and have greater emotional exhaustion because they have completely different hormonal systems than males.

Analysis of Differences in the Respondents' Assessment of their Level Perceived Stress and Anxiety when grouped according to their Residence

Variables	Group	Mean	SD	t-Value	p-value	Significance
Perceived Stress	Urban	2.34	0.51	0.585	0.562	Not Significant
	Rural	2.24	0.55			
Perceived Anxiety	Urban	2.70	0.84	0.359	0.722	Not Significant
	Rural	2.60	0.87			

The p-values for perceived stress, anxiety, and residence (urban and rural) was 0.562 and 0.722 individually are greater than the statistically significant level of 0.05, on that account the null hypothesis cannot be rejected because the data were normally distributed. The

research concluded that the perceived stress and anxiety were not significant to residents. An implication is how a person's place of residence affects their sense of well-being and how health issues may hurt a community's ability to sustain itself.

Analysis of Differences in the Respondents' Assessment of their Level Perceived Stress and Anxiety when grouped according to their Marital Status

Variables	Group	Mean	SD	t-Value	p-value	Significance
Perceived Stress	Single	2.22	0.55	-1.363	0.181	Not Significant
	Married	2.48	0.46			
Perceived Anxiety	Single	2.63	0.85	-0.174	0.863	Not Significant
	Married	2.69	0.91			

Shapiro-Wilk test on the differences in perceived stress, anxiety, and marital status. The computed p-values were 0.181 and 0.863 correspondingly greater than the statistically assigned level of 0.05, so the null hypothesis cannot be rejected because the data were normally distributed. Therefore, the research concludes that the perceived stress and anxiety are not

significant to marital status. This merely demonstrates how the respondents' marital status can have a significant impact on their social behavior, health, and general well-being. In contrast to the study of Nkire et al. (2021) Pandemic influence of marital status revealed that highest were single and the lowest were widowed showing a significant relationship.

Analysis of Differences in the Respondents' Assessment of their Level Perceived Stress and Anxiety when grouped according to their Educational Attainment

Variables	Group	Mean	SD	F-Value	p-value	Significance
Perceived Stress	Bachelors	2.18	0.49	4.338	0.021	Significant
	Masters	2.53	0.49			
	Doctorate	3.40	-			
Perceived Anxiety	Bachelors	2.54	0.84	1.159	0.325	Not Significant
	Masters	2.95	0.89			
	Doctorate	3.43	-			

The analysis for differences in perceived stress and educational attainment is presented in Table 8. The computed p-value was 0.021 less than the statistically significant level of 0.05, therefore the null hypothesis can be rejected because the variable is not normally distributed, and the research concludes there is a significant difference between perceived stress and educational attainment. Further, the p-value of anxiety and educational attainment was 0.325 is greater than the statistically significant level of 0.05, on that account the null hypothesis cannot be rejected because the data

were normally distributed. The research concludes that anxiety and educational attainment are not significant. This suggests that regardless of the level of education, teaching personnel at the extension site in Candaba, Pampanga, were under stress. According to 35% of the respondents, having a moderate to extremely high degree of anxiety was strongly correlated with education, supporting the findings of the study by Khishaim, et al. (2020). While there is no evidence linking perceived stress and Educational attainment.

Analysis of Differences in the Respondents' Assessment of their Level Perceived Stress and Anxiety when grouped according to their Employment Status

Variables	Group	Mean	SD	F-Value	p-value	Significance
Perceived Stress	COS	2.25	0.52	0.375	0.690	Not Significant
	Permanent	2.40	0.85			
	Part Timer	2.46	0.62			
Perceived Anxiety	COS	2.57	0.85	0.725	0.491	Not Significant
	Permanent	3.00	1.41			
	Part Timer	3.00	0.80			

The differences in perceived stress, anxiety, and employment status. The computed p-values were 0.690 and 0.491 respectively are greater than the statistically assigned level of 0.05, so the null hypothesis cannot be rejected because the data were normally distributed. Thus, the research concludes that perceived stress and anxiety are not significant to

educational status. There is a suggestion that there is no meaningful relationship between felt stress, anxiety, and employment status; as a result, employees like their jobs, have the motivation to work and don't waste much time. Just like individuals, teams go through stages of development.

Analysis of Differences in the Respondents' Assessment of their Level Perceived Stress and Anxiety when grouped according to their Years of Service

Variables	Group	Mean	SD	t-Value	p-value	Significance
Perceived Stress	1-11 months	2.42	0.58	1.670	0.103	Not Significant
	1 year- 2 years	2.14	0.44			
Perceived Anxiety	1-11 months	2.75	0.90	0.784	0.438	Not Significant
	1 year- 2 years	2.53	0.81			

The differences between perceived stress, anxiety, and years of service. The computed p-values were 0.103 and 0.438 separately are greater than the statistically assigned level of 0.05, the null hypothesis cannot be rejected because the data were normally distributed. As a result, the researcher conclude that the perceived stress and anxiety are not significant to years in service. This is a manifestation that the employee of a two-year extension campus is

passionate about their jobs naturally produce high-quality results and always strive for improvement. In addition, the campus is enthusiastic about their jobs and naturally generates successful performance while striving for improving quality. According to Education Corner (2022), years of service are not the most reliable way to improve your career opportunities and earning potential.

Analysis of Differences in the Respondents' Assessment of their Level Perceived Stress and Anxiety when grouped according to their Monthly Income

Variables	Group	Mean	SD	t-Value	p-value	Significance
Perceived Stress	Php 20,000 – Php 23,000	2.38	0.58	0.490	0.627	Not Significant
	Php 23,001 Php 26, 000	2.27	0.53			
Perceived Anxiety	Php 20,000 – Php 23,000	2.93	0.74	0.881	0.384	Not Significant
	Php 23,001 Php 26, 000	2.59	0.87			

The Shapiro-Wilk test on the difference between perceived stress, anxiety, and monthly income. The computed p-value was 0.627 and

0.384 respectively greater than the statistically assigned level of 0.05, then the null hypothesis cannot be rejected because the data were

normally distributed. Hence the research concludes that perceived stress and anxiety are not significant to monthly income. This is a sign that an employee is motivated and satisfied with their monthly salary. The motivated worker is ecstatic, focused, and proud of their work. They work swiftly, take initiative, and want to do a good job for both themselves and the institution. In terms of income, people who made more money experienced much less stress and anxiety than those who made less money. This is consistent with what was anticipated, as having a larger salary increases one's sense of security in life. The COVID-19 pandemic had a significant influence on some professions, which caused the financial market to shut down and raised new worldwide concerns (Parvar, et al. 2020).

Explanatory Data on the Perceived Stress of the Respondents

The researcher interviewed five (5) respondents who were identified as outliers from the Perceived Stress Scale Questionnaires Survey results to cross-validate the respondents' responses and increase a better understanding of their responses. Based on thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within data.

Thematic analysis was utilized, there are two main themes with their own set of sub-groups. The first theme is the Professional Ethics. This theme describes the respondents' ethics that were further encountered towards perceived stress. There are two sub-themes as follows: (a) time management and (b) work-life balance. The second theme describes the respondents' negative characteristics that are further encountered towards perceived stress. There are two sub-themes: (a) irritable; and (b) insecurity. These were the respondents' reactions as recorded in their transcript.

Professional Ethics - Time Management. Based on the responses of the participants, it communicates that respondents were easily pressured, stressed, and burned out. Here are some of the respondents' responses.

*A lot of submittals and time pressure. (P1)
Which results in poor management and procrastination. (P2)*

Time pressure and work burnout. (P5)

Professional Ethics - Work-Life Balance. The interview showed that most of the participants are confident enough that they know it cannot affect their professional life since they know how to balance their time, segregate personal problems from work-related problems, and pause for a moment to think and relax their minds. Here are some of the participants' responses.

Confident enough. (P5)

I can still manage to deal with and handle carefully my personal problems. I know how to balance things and weigh things. (P1)

I can get by just fine. I take a moment to compose myself, relax my mind, and regroup my thoughts. (P2)

Hundred percent, since I know how to manage my time. (P3)

Confident enough that I know it cannot affect my professional life. (P4)

Negative Characteristics - Irritable. The interview transcript shows that some of the participants were easily irritated especially when they were having a hard time accomplishing tasks and when questions were asked over and over again. Here are the responses of the participants.

I find myself irritated when I need to do something, but I am having a hard time doing it. (P3)

I am an easily-irritated person, but I can manage things out. (P1)

That is why I tend to be easily irritated and stressed. (P1)

I find myself irritated when I need to do something, but I am having a hard time doing it. (P3)

When I am doing something, and if they ask me the same question twice or thrice, I got irritated. (P4)

I find myself irritated when I'm losing hope in solving system errors while teaching. (P5)

Doing a lot of things irritates me, but after a while, I manage to calm down. (P2)

Negative Characteristics - Insecurity. A negative attitude is a feeling or a way that is not constructive, cooperative, or optimistic. Everyone feels a little insecure at times. Furthermore, job stress and insecurity create an impact on the respondent. Here is the participants' response.

Job stress, including job insecurity because a lot of my colleagues are competent. (P4)
Job insecurity because of my colleague's achievements. (P1)

Explanatory Data on Anxiety Levels of the Respondents

The researcher interviewed another five (5) participants who were identified as outliers from the PROMIS Emotional Distress Anxiety Short Form survey results. To get a better understanding of the respondents' responses, cross-validation was done. The first theme is the professional incompetence. This theme describes the respondents' acts or omissions in their professional duties, which demonstrate a lack of knowledge, skill, or judgment or a disregard for the best interests without conditions, restrictions, or limitations. There are three sub-themes: (a) incapacity; (b) fearfulness, (c) lack of familiarity, and (d) inefficiency. The second theme describes the participants' personal and social dilemmas that are further encountered towards anxiety. There are two sub-themes: (a) fear of public speaking and (b) low self-esteem. The third theme shows the emotional control of the respondents. There are three sub-themes: (a) anxiety problem; (b) detachment anxiety, and (c) overthinking. The fourth theme describes work stress and expectations. There are three sub-themes as follows: (a) colleague's expectations, (c) work overload, and (c) responsibilities. These were the respondents' reactions as recorded in their transcript. These were the participants' reactions as recorded in their transcript. Professional Incompetence - Incapacity. Incompetence means different things to different people, but in general, it denotes the inability to do a job satisfactorily. The interview transcript shows that one of the respondent's anxiety has a risk to his career. Here is the respondent's response.

Situations that could jeopardize my career and professional development. (P2)

Professional Incompetence - Fearful. The interview transcript illustrates that some of the participants were anxious, nervous and worried whenever they are not sure about a certain thing. Here were the responses of the respondents.

I feel worried anxious whenever I am unsure of things. (P1)

When I am unsure in everything, I feel worried. (P3)

I feel nervous when I am in a not-so-good situation. (P1)

Professional Incompetence - Lack of Familiarity. Results showed that most of the participants struggled and felt tense whenever they are unfamiliar with things, especially when it is their first time to be in that situation. Here are some of the participants' responses.

Anxiety has a great impact on me. As a new in the teaching profession, a lot of struggles affect my teaching profession. I felt isolated especially since it's a hybrid learning for all. (P4)

I am in a new environment, something that I am not used to. (P1)

I feel tense whenever I am excited or unsure about something. (P3)

Lack of familiarity with technological advances. (P5)

I am in new learning modalities hybrid learning, something that I am not used to. (P2)

Professional Incompetence - Inefficient. The interview transcript illustrates that some of the respondents were worried whenever they failed to meet the desired standards and deadlines. Here are the responses of the participants.

I feel worried whenever I am in a situation where I feel that I might not be able to handle things correctly. (P1)

Circumstances in which you feel unable to meet the deadlines. Situations where minor disputes arise. (P2)

Personal and Social Dilemma - Fear of Public Speaking and Low Self-Esteem. The interview transcript shows that there is a fear of speaking in public. This shared fear is not about the words but about the experience. Also, some of the participants were not too confident enough. Here is the respondent's response.

My fear of public speaking. (P2)

When I am in front of many professionals, and I need to talk to them, or I need to present something. (P4)

Well, it's because I have a low self-esteem. (P5)

Emotional Control - Anxiety Problem. The interview showed that most of the respondents who have anxiety may affect their teaching performances, the way they handle things, and the way they present themselves in front of their class or others in general. Here are some of the respondents' responses.

Definitely yes, having anxiety in such a way may really impact the way you teach, the way you handle things, and the way you present yourself to your class. (P1)

Yes, especially once I realized I might perhaps be suffering from an anxiety problem. (P2)

Yes, as an instructor it is very important as I realized that it will really affect my

Control - Detachment Anxiety. More so, the influence of the relationship has an impact on the respondent's emotions. Here is the respondent's response.

Situations that could have a long-term impact on my relationships with the people who are most important to me. (P2)

Emotional Control - Overthinking. The majority of the respondents' thoughts were focused on their careers and the future ahead, but they also tended to overthink whenever they did something wrong in the task/s given to them. Here are some of the respondents' responses.

When I did something wrong, I cannot stop thinking about it. (P3)

Worried about my career and the future ahead of me. Like, what will happen 5 years from now? Every night, I am thinking the life ahead of me. (P4)

When I do something wrong, I cannot stop thinking about it. (P3)

I was anxious because there are a lot of submittals like accomplishments reports and the like that's why I cannot stop thinking about it. (P4)

Work Stress and Expectation - Colleague's Expectation. The interview transcript illustrates that some of the respondents felt tense and concerned especially if there was someone who was looking or watching over them. Here are some of the respondents' responses.

I feel tensed whenever I am with people that are of much expectations of me. (P1)

Situations in which I am concerned about whether or not I am doing well like in the case of playing against a player in chess.

Stress and Expectation - Work Overload. More so, some of the respondents felt exhausted and drained due to extra workloads and when dealing with a lot of deadlines. Here are some of the respondents' responses.

Yes, there are times that I feel like I'm exhausted, and can't even think properly. (P5)

When I'm about to do something for the first time, for example as a moderator last webinar series. (P4)

Dealing with a lot of responsibilities and deadlines. (P5)

I work Stress and Expectation - Responsibilities. Furthermore, the interview transcript shows that there is a chance amidst the work stress. Here is the respondent's response.

I have been allowed to step up. (P5)

Proposed Intervention Program

The proposed intervention program was derived based on the results of the survey

conducted in the qualitative phase. It was supported by the responses of the participants in the qualitative phase which further explained and described their thoughts that helped the researcher to come up with a proposed stress and anxiety intervention program. These are proposed intervention approaches and initiatives to assist teachers in better managing stress and anxiety. (See Pp. 17-18).

Conclusion

1. All things can be considered based on the demographic profiles of the participants specifically in terms of age, the majority of them are pursuing graduate studies.
2. Clearly, in terms of perceived stress, taking everything into account the participants almost never experience stress in the workplace.
3. By way of conclusion, in terms of anxiety compared to stress, the participants' work-related anxiety, nervousness, tension, and feeling anxiety are dominant.
4. There were no distinctive criteria relevant to the relationship in the demographic profiles of the respondents regarding perceived stress and anxiety levels.
5. In the qualitative analysis, the majority of participants provided additional explanations and descriptions of their thoughts, which helped the researcher develop a proposed stress and anxiety intervention program.
6. The intervention derived based on the result of the study was the proposed stress and anxiety intervention program consisting of problems that were identified based on the quantitative and qualitative results.

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Proposed Intervention Program

Problem Identified	Objectives	Strategy/ Activity	Person Involved	Budget Allocation	Target Date	Outcome
Life Irritations	This program will assist teachers in effectively providing stress management practices. This intervention program was designed by the researcher and validated by the two Registered Psychometrician with the License Number: 0013481 and License Number: 0005392.	“Work-life Balance: Mental Stress Management Techniques and Strategies” (Webinar Workshop)	Teaching personnel of one of the leading university extension campuses in the Province of Pampanga	Program Proposals Speakers’ Honorarium (₱2,000 to ₱5,000 per speaker) Attendance and Evaluation Form Documentations	First Semester August 2022	At least 95-100% of the teachers will be able to attend and participate in the webinar workshop. The ultimate outcome is to live a balanced life, with time for work, relationships, relaxation, and fun as well as the resilience to cope under pressure and face obstacles head on.
Low Self-esteem	This program will increase self-ease through the big two namely: a. personality b. coping strategy This intervention program was designed by the researcher and validated by the two Registered Psychometrician with the License Number: 0013481 and License Number: 0005392	“PROJECT EASE: Enhance Awareness on Self Esteem” (Webinar Workshop)	Teaching personnel of one of the leading university extension campuses in the Province of Pampanga	Program Proposals Speakers’ Honorarium (₱2,000 to ₱5,000 per speaker) Attendance and Evaluation Form Documentations		At least 95-100% of the teachers will be able to attend and participate in the webinar workshop. A satisfactory to excellent rating in the activity. Teachers will develop self-awareness, self-acceptance and self-esteem. Teachers will improve their working conditions and learning delivery modalities by thinking aloud about self-esteem and stress management.

Problem Identified	Objectives	Strategy/ Activity	Person Involved	Budget Allocation	Target Date	Outcome
Anxious and Worried	This program will assist teachers in effectively providing and to build a positive self-concept. This intervention program was designed by the researcher and validated by the two Registered Psychometrician with the License Number: 0013481 and License Number: 0005392.	“Professional Competence: Importance of Positive Self Talk” (Webinar Workshop)	Teaching personnel of one of the leading university extension campuses in the Province of Pangasinana	Program Proposals Speakers’ Honorarium (₱2,000 to ₱5,000 per speaker) Attendance and Evaluation Form Documentations	First Semester October 2022	At least 95-100% of the teachers will be able to attend and participate in the webinar workshop. A satisfactory to excellent rating in the activity. Teachers will lessen their anxiety, improve their mental skills that allow them to solve problems, think differently and be more efficient at coping hardship or challenges.

