Covid 19 Stress and Teaching Performance of Social Studies Teachers in Public Higher Educational Institutions in Zambales

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ABSTRACT

This study sought to establish a baseline for a faculty stress management program by assessing the COVID 19 stress levels of social studies teachers at public higher education institutions in Zambales in relation to their teach performance throughout the pandemic. The results showed that there were 34-year-old female Social Studies teachers who were single, earns a Salary Grade 11 to 13, and have 0 to 3 years of experience in the field. According to the respondent's self-evaluation, they have high levels of COVID 19 Stress and rank the subscale COVID Danger and Contamination Fear as their top stressor. However, they are less likely to experience COVID Traumatic Stress Symptoms, which only cause moderate stress. The responders' performance throughout the academic year 2020–2021 was Very Satisfactory. However, no correlation was found between respondents' COVID 19 stress levels and their teaching performance. Moreover, no significant difference was found between the COVID 19 stress level of the respondents when grouped according to demographic profile as: age, gender, civil status and number of years in service. Interestingly, a significant difference between the COVID 19 stress levels of the respondents and the respondents' economic status instituted. Given the earlier findings, future studies involving the younger and larger population should be further explored. Additionally, integration of mental health promotion as a follow-up service for the essential workers from the different fields should be made urgency after the outbreak of the COVID 19 epidemic.

Keywords: *Covid 19 Stress, Social Studies Teachers, New Normal, Teaching Performance, Zambales*

INTRODUCTION

Taylor (2019) suggested that presence and lack of anxiety during epidemics and pandemics is an important factor of behavior. Due to COVID 19, more than 25% of China's multitude have experienced moderate to severe level of anxiety (Qiu, Shen, Zhao, Wang, Xie, & Xu, 2020). Anxiety related responses are observed in these times of crisis. Symptoms of stress such as fear of danger and contamination of the virus, the economic costs of possible lockdowns and loss of employment, xenophobia, compulsive checking for reassurance of health status and trauma were exhibited by the people (Taylor, Landry, Paluszek, Fergus, McKay, & Asmundson, 2020).

A study has shown effects of pandemic to general population such as fear, sadness & depression, other negative psychological effects, and lifestyle factors while weighing the part of unpredictability, gravity of the disease and uncertainty as factors affecting fear and anxiety (Sanderson, Arunagiri, Funk, Ginsburg, Krychiw, Limowski, & Stout, 2020).

Moreover, Arslan and Yildirim (2020) suggests the adverse implications for the mental well being and functioning of an individual due to these stressful life conditions. Psychological issues such as depression, stress, anxiety, social deprivation and mental confusion are few examples of this it was also supported by Brooks, Webster, Smith, Woodland, Wessely & Greenberg, (2020) as well. Similarly, the changes in our daily routines are associated with uncertainties due to COVID-19 can increase stress, depression and anxiety (Arslan et al., 2020).

Consequently, Tria, (2020) found that almost all sectors of human life suffered profound effects and impact while it is the educational sector that is generally affected by the pandemic. The COVID-19 virus wreaked havoc around the world, pushing conventional higher education institutions to go online. Thus, it was compulsory for the transition from in-person to online course delivery of instruction while dealing with the educators own uncertain situations (David, McCarty & Brown, 2020).

Investigations are limited as to how severe the stress brought by the COVID-19 pandemic to the teaching performance of our teachers. This led the researcher to conduct this study and help increase awareness on how the COVID 19 stress affects the teaching performance of the teachers in the Philippine province, thus, the teachers continue providing quality education to students.

OBJECTIVES OF THE STUDY

The study aimed to determine the COVID 19 stress level of Social Studies Teachers of Public Higher Educational Institutions in Zambales in relation to their teaching performance during the COVID 19 pandemic.

Specifically, this study seeks to answer the following research questions;

1. What is the profile of the respondents in terms of:

   1.1 Age;

   1.2 Gender;

   1.3 Civil Status;

   1.4 Economic Status and;

   1.5 Number of Years in Service?

2. How is the COVID 19 stress level of the respondents in terms of:

   2.1 COVID Danger and Contamination Fear

   2.2 COVID Socio Economic Consequences;

   2.3 COVID Xenophobia;

   2.4 COVID Traumatic Stress Symptoms and;

   2.5 COVID Compulsive Checking?

3. How is the teaching performance of the respondents during the academic year 2020-2021?

4. Is there a significant relationship on the COVID 19 stress level of the respondents and their teaching performance?

5. Is there a significant difference on the COVID 19 stress level of the respondents when grouped according to profile variables?

6. What model/plan/program/intervention can be proposed for an evidenced based stress management program?

MATERIALS AND METHODS

The study used the Quantitative descriptive correlation design method of research. The respondents of the study were social studies teachers from public higher educational institutions around Zambales namely, President Ramon Magsaysay State University which have (7) campuses located on other municipalities: Sta. Cruz, Candelaria, Masinloc, Iba, Botolan, San Marcelino,

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Castillejos, in addition were Polytechnic College of Botolan, and Kolehiyo ng Subic. To determine the number of respondents for the study with a retrieval rate of 94% only. Out of the total of (63) respondents, (59) or 94% of the population participated in the conduct of the study. (36) or 57% were from PRMSU, (10) or 16% were from PCB and (13) or 21% are from KNS.

The main instrument used in the study is a survey self-report checklist lifted from the study of Taylor, Landry, Paluszek, Fergus, McKayd & Asmundson (2020) entitled "Development and initial validation of the COVID Stress Scales". The teaching performance of the respondents were collected from their Individual Performance Commitment Review Form (IPCR) given by their respective schools. The devised questionnaire had undergone the process of reliability checking and validation of experts. The 36-items questionnaire has a computed Cronbach's alpha of 0.957 which indicates an excellent internal consistency. The researcher conducted a dry-run of the instrument to (30) social studies teachers from DepEd. Approval of panel of experts was then sought to procced with the data collection upon revision of the questionnaire as suggested.

The survey questionnaire was distributed through Google form due to the face-to-face restrictions of the pandemic and a hard copy of the instrument was also provided to the respondents with the help of their respective supervisors. The responses from the Google forms were neatly sorted, analyzed and tabulated in the Google spread sheet. The data from the hardcopy were also tallied and analyzed together with the online data collected and was submitted to a statistician to be interpreted and analyzed.

To analyze and interpret the data, the Statistical Package for Social Sciences (SPSS) computer software free version and MS Excel were used. To interpret and describe the data, frequency, percentage, weighted mean was used while Analysis of Variance and Pearson r was used to test the hypothesis of the study.

RESULTS AND DISCUSSIONS

Profile of the Respondents

The following table shows the frequency and percentage distribution of the respondents in terms of age, gender, civil status, economic status and number of years in service.

Table 1: *Frequency and Percentage Distribution of the Respondents' Age*

Age	Frequency	Percentage
53 and above	4	6.78 %
45 to 52 years old	5	8.47 %
37 to 44 years old	13	22.03 %
29 to 36 years old	12	20.34 %
20 to 28 years old	25	42.37 %
Total	**59**	**100 %**
Mean = 33.64 or 34 years old		

Age. Of the (59) total Social Studies teacher respondents, there are (25) or 42.37%, who belong to 20 to 28 years old age groups respectively. It was followed by (13) 22.03% teachers who are at 37 to 44 years old age group; (12) or 20.34%, 29 to 36 years old age group; (5) 8.47% 45 to 52 years old; and (4) (6.78%) 53 and above. The mean age was (33.64) or 34 years old.

The mean age 34 years old is categorized as adult. Full maturity of the physical and intellectual aspects of human life is attained at adulthood or at the age of 20 or 21 years old (Britannica, 2021) consistent with the result of the study Eblacas (2018) and Lasco (2019) on age profile variables as cited in the study of Garcia, (2021).

Table 2: *Frequency and Percentage Distribution of the Respondents' Gender*

Gender	Frequency	Percentage
Male	24	40.68 %
Female	35	59.32 %
Total	**59**	**100**

Gender. Out of (59) Social Studies teacher respondents (35) or 59.32% of the respondents are female and (24) or 40.68% of the respondents are male. This means that females represents the majority of the respondents. As cited in the study of Garcia (2020) the data of the National Policy on Education (2015) suggests that majority of the people in the teaching force are female. Moreover, the female social studies teacher in the study of Catacutan and de Guzman (2017), 68.20%; while de Guzman and Ecle (2019), 57.00% indicating a majority of females also.

Table 3: *Frequency and Percentage Distribution of the Respondents' Civil Status*

Civil Status	Frequency	Percentage
Single	33	55.93 %
Married	25	42.37 %
Divorced Separated	1	1.69 %
Widowed	0	0.00
Total	**59**	**100 %**

Civil Status. Out of (59) Social Studies teacher respondents (33) or 55.93% are single while (25) or 42.37% are married. Only (1) or 1.69% of the respondents is divorced/separated and no respondents are under the widowed category. It could be gleaned from the table that majority of the teachers are single. However, in a study conducted by Odanga, Sylvester & Aloka, Peter & Raburu, Pamela. (2015), suggests no significant influence between the teachers' marital status and self-efficacy however qualitative findings revealed otherwise.

Table 4: *Frequency and Percentage Distribution of the Respondents' Economic Status*

Economic Status	Frequency	Percentage
below Salary Grade 11	27	45.76 %
Salary Grade 11 to Salary Grade 13	31	52.54 %
Salary Grade 18 to Salary Grade 19	1	1.69 %
Salary Grade 20 to Salary Grade 21	0	0.00
Salary Grade 22 and above	0	0.00
Total	**59**	**100**

Economic Status. Of the (59) Social Studies Teachers respondents, there are (31) or 52.54% with Salary Grade 11 to Salary Grade 13 while 27 or 45.76% belonged to below Salary Grade 11. There is only (1) who belonged to Salary Grade 18 to Salary Grade 19 that is 1.69% of the respondents. On the other hand, there are no respondents who belonged to Salary Grade 20 to Salary Grade 21 and Salary Grade 22 and above category.

It can be gleaned from the result that the respondents have a Salary Grade 11 to Salary Grade 13 income. This can be attributed also from the result of the present study that most of the respondents have rendered 0-3 years of service in teaching. Accordingly, the Philippines salary for entry level teachers starts at Salary Grade 11. As stated in the Republic Act No. 4670 section 15 salaries shall be able to ensure teachers a reasonable standard of life for themselves and their families provided that they shall favorably compare with those paid in other occupations requiring equivalent or similar qualifications, training and abilities. The salaries shall be categorized properly to distinguish the circumstance that certain positions require higher qualifications and greater responsibility than others.

Table 5: *Frequency and Percentage Distribution of the Respondents' Number of Years in Service*

Number of Years in Service	Frequency	Percentage
0-3 years	27	45.76 %
4-6 years	22	37.29 %
7-9 years	2	3.39 %
10 years and above	8	13.56 %

Total	59	100

Number of Years in Service. Of the (59) Social Studies Teachers respondents, (27) or 45.76% are 0-3 years in service while 37.29% or (22) of them are in 4-6 years in service. There are (8) or 13.56% of the respondents have rendered 10 years and above of service while (2) or 3.39% have rendered 7-9 years of service.

It clearly implies that most of the teacher-respondents were neophytes and fresh in the teaching profession. Moreover, the result is consistent with the study of Farin, Brade, & Garcia, (2021); 38% have served for 1 to 3 years.

COVID 19 Stress Level of the Respondents.

COVID 19 Stress Levels of the Respondents in terms of COVID Danger and Contamination Fear.

Table 6 presents the COVID 19 Stress Levels of the Social Studies Teachers in Public Higher Educational Institutions in Zambales according to COVID Danger and Contamination Fear Variable.

Table 6: *COVID 19 Stress Levels of the Respondents in terms of COVID Danger and Contamination Fear*

DANGER AND CONTAMINATION FEAR INDICATOR	Mean	Likert Qualitative Description	Kmeans Descriptive Rating	Rank
I am worried about catching the virus whenever I have to report for work at school.	3.64	Often	High	2
I am worried that I can't keep my family safe from the virus whenever I have to report for work at school	3.71	Often	High	1
I am worried that our healthcare system won't be able to protect my loved ones.	3.61	Often	High	3
I am worried that our healthcare system is unable to keep me safe from the virus.	3.43	Often	High	4.5
I am worried that basic hygiene (e.g., handwashing) is not enough to keep me safe from the virus	3.29	Often	High	7.5
I am worried that social distancing, wearing of facemask and face shield are not enough to keep me safe from the virus	3.18	Often	High	10
I am worried that if I touched something in a public space (e.g., handrail, door handle) whenever I have to report for school, I would catch the virus	3.25	Often	High	9
I am worried that if someone coughed or sneezed near me, I would catch the virus	3.32	Often	High	6
I am worried that people around me will infect me with the virus	3.43	Often	High	4.5

I am worried about taking change in cash transactions	3.07	Often	High	11
I am worried that I might catch the virus from handling money or using a debit machine	3.29	Often	High	7.5
I am worried that the documents at school has been contaminated	3.04	Often	High	12
Over-all Weighted Mean	**3.35**	**OFTEN**	**HIGH**	

The result reveal that COVID Danger and Contamination fear statement indicator, "I am worried that I can't keep my family safe from the virus whenever I have to report for work at school", with the highest mean of (3.71) was ranked number 1 with a Likert qualitative description of Often and is interpreted as high level of stress. While the statement indicator "I am worried that the documents at school has been contaminated" ranked number 12 with the lowest mean of (3.04) with a Likert qualitative description of Often and is interpreted as high level of stress. The overall weighted mean of the COVID Danger and Contamination Fear was (3.35) interpreted as "Often" and is described as High level of Stress.

This reveals that the respondents were mostly concerned with the safety of their families from the virus whenever they have to report for work at school and were less likely to be concerned about the contamination of documents at school.

Almost 90% of countries supported the teachers by sharing guidelines stressing the importance of: providing feedback to students, maintaining constant communication with caregivers, and reporting to local education units to keep track of learning according to the survey of Ministries of Education on National Responses to COVID-19 conducted by UNESCO, UNICEF, and the World Bank (2020). However, the teachers found themselves the need to balance educating and providing feedback to students remotely, filling administrative reports, and taking care of their families as they started to implement these guidelines and recommendations and this ended up generating burnout instead of a teacher support system. In addition to this, there were disproportionately found essential workers, who remains going to their workplaces, endangering their health and that of their families because they are incapable to sustain adequate social distance from their co-workers and customers (Gould and Wilson 2020).

COVID 19 Stress Levels of the Respondents in terms of COVID Socioeconomic Consequence.

Table 7 presents the COVID 19 Stress Levels of the Social Studies Teachers in Public Higher Educational Institutions in Zambales according to COVID Socioeconomic Consequence Variable.

Table 7: *COVID 19 Stress Levels of the Respondents in terms of COVID Socioeconomic Consequence*

COVID SOCIO-ECONOMIC CONSEQUENCE INDICATORS	Mean	Likert Qualitative Description	Kmeans Descriptive Rating	Rank
I am worried about grocery stores running out of food	3.04	Often	High	5
I am worried that grocery stores will close down	3.11	Often	High	4
I am worried about grocery stores running out of cleaning or disinfectant supplies	3.25	Often	High	1
I am worried about grocery stores running out of cold or flu remedies	3.14	Often	High	3
I am worried about grocery stores running out of water	2.75	Sometimes	Average	6
I am worried about pharmacies running out of prescription medicines	3.21	Often	High	2
Over-all Weighted Mean	3.08	**OFTEN**	**HIGH**	

This means that the respondents were most likely be stressed about the running out of cleaning or disinfectant supplies than water supply. In an article from Healthline by Schimelpfening & Cassell, (2020) revealed that there is a fluctuating need for disinfectants during the outbreak of COVID 19 because of the people's fears about the virus sparked panic buying and hoarding. It was stated that prior to this, small increases on the demand happens only during flu season and production facilities were equipped to handle the normally expected demand.

COVID 19 Stress Levels of the Respondents in terms of COVID Xenophobia.

Table 8 presents the COVID 19 Stress Levels of the Social Studies Teachers in Public Higher Educational Institutions in Zambales according to COVID Xenophobia.

Table 8: *COVID 19 Stress Levels of the Respondents in terms of COVID Xenophobia*

COVID XENOPHOBIA INDICATORS	Mean	Likert Qualitative Description	Kmeans Descriptive Rating	Rank
I am worried that foreigners and strangers outside my home are spreading the virus in my country and our locality.	3.32	Often	High	1
If I went to a restaurant that specialized in foreign and local exotic foods, I'd be worried about catching the virus	3.18	Often	High	3.5
I am worried about coming into contact with foreigners and strangers outside my house because they might have the virus	3.07	Often	High	5
If I met a person from a foreign country and other regions of my country, I'd be worried that they might have the virus	3.18	Often	High	3.5

If I was in a confined place with a group of foreigners and strangers, I'd be worried that they're infected with the virus	3.29	Often	High	2
I am worried that foreigners and strangers are spreading the virus because they are not as clean as we are.	2.75	Sometimes	Average	6
Over-all Weighted Mean	**3.13**	**OFTEN**	**HIGH**	

It can be gleaned from the table that the statement indicator "I am worried that foreigners and strangers outside my home are spreading the virus in my country and our locality" ranked 1st with highest mean of (3.32) interpreted as Often and can be described as High level of stress. On the other hand, the statement indicator "I am worried that foreigners and strangers are spreading the virus because they are not as clean as we are." has the lowest mean of (2.75) interpreted as Sometimes indicates average stress only has ranked the last. The overall weighted mean for the variable COVID Xenophobia was (3.13) with the qualitative interpretation of Often and is described as High level of stress.

This means that the respondents have high level of stress towards the anxiety of foreigners and strangers outside their home are spreading the virus in the country and locality than the thought of foreigners and strangers spreading the virus because they are not as clean as they are.

In an article entitled Covid-19 Fueling Anti-Asian Racism and Xenophobia Worldwide cited the statement of United Nations Secretary-General Antonio Guterres on May 8, 2020, that *"the pandemic continues to unleash a tsunami of hate and xenophobia, scapegoating and scare-mongering"* and urged governments to "*act now to strengthen the immunity of our societies against the virus of hate."*

COVID 19 Stress Levels of the Respondents in terms of COVID Traumatic Stress Symptoms.

Table 9 presents the COVID 19 Stress Levels of the Social Studies Teachers in Public Higher Educational Institutions in Zambales according to COVID Traumatic Stress Symptoms.

Table 9: *COVID 19 Stress Levels of the Respondents in terms of COVID Traumatic Stress Symptoms*

COVID TRAUMATIC STRESS SYMPTOMS INDICATORS	Mean	Likert Qualitative Description	Kmeans Descriptive Rating	Rank
I had trouble concentrating because I kept thinking about the virus at work.	2.93	Sometimes	High	1

Disturbing mental images about the virus popped into my mind against my will	2.57	Sometimes	Average	3
I had trouble sleeping because I'm worried about the virus	2.50	Sometimes	Average	4
I thought about the virus when I didn't mean to	2.64	Sometimes	Average	2
Reminders of the virus caused me to have physical reactions, such as sweating or a pounding heart.	2.32	Sometimes	Average	5
I had bad dreams about the virus.	2.00	Sometimes	Average	6
Over-all Weighted Mean	**2.49**	**SOMETIMES**	**AVERAGE**	

It can be gleaned from the table that the statement indicator which ranked 1st was "I had trouble concentrating because I kept thinking about the virus at work" has the highest mean of (2.93) interpreted as Sometimes but can be described as high level of stress. On the other hand, the statement indicator "I had bad dreams about the virus" ranked last with the lowest mean of (2.00) interpreted as often and indicating average stress. The overall weighted mean for the COVID Traumatic Stress Symptoms is (2.49) with qualitative interpretation of Sometimes and is deemed to be average stress.

This means that the respondents were more likely to be stressed about the trouble of concentrating because they have been thinking about the virus at work than having bad dreams about the virus. In an article by Pudelko (2020) it was stated that neuroscience demonstrates that when your emotions are overexcited or negatively charged, it can be challenging to concentrate on mentally demanding work. Your ability to concentrate and maintain focus can be impaired by anxiety and mental fatigue.

COVID 19 Stress Levels of the Respondents in terms of COVID Compulsive Checking.

Table 10 presents the COVID 19 Stress Levels of the Social Studies Teachers in Public Higher Educational Institutions in Zambales according to COVID Compulsive Checking.

The results revealed that the statement indicators which ranked 1st in the COVID compulsive checking variable were "Searched the Internet for treatments for COVID-19", "Searched the Internet for YouTube videos about COVID-19" and "Checking your own body for signs of infection (e.g., taking your temperature)" with the highest mean of (3.36) interpreted as Often and is described as high level of stress. While the statement indicator "Searched the Internet for Social media posts concerning COVID-19" ranked last with the lowest mean of (3.18) interpreted as Often and described as High Level of stress. The overall weighted mean for the variable COVID

Compulsive Checking was (3.33) with the descriptive interpretation of Often and is described as High level of stress.

Table 10: *COVID 19 Stress Levels of the Respondents in terms of COVID Compulsive Checking*

COVID COMPULSIVE CHECKING INDICATORS	Mean	Likert Qualitative Description	Kmeans Descriptive Rating	Rank
Searched the Internet for treatments for COVID-19	3.36	Often	High	2
Asking health professionals (e.g., doctors or pharmacists) for advice about COVID-19	3.21	Often	High	5
Searched the Internet for YouTube videos about COVID-19	3.36	Often	High	2
Checking your own body for signs of infection (e.g., taking your temperature)	3.36	Often	High	2
Seeking reassurance from friends or family about COVID-19	3.50	Often	High	4
Searched the Internet for Social media posts concerning COVID-19	3.18	Often	High	6
Over-all Weighted Mean	**3.33**	**OFTEN**	**HIGH**	

This means that the respondents were mostly concerned about checking the internet for treatments of COVID 19 virus, watching COVID 19 Youtube Videos and checking of their own signs and symptoms of infection than browsing the social media posts about the pandemic. The World Health Organization reported that the new coronavirus pandemic was made worse by an "infodemic" of inaccurate data in the middle of February 2020 (WHO 2020). According to research, the majority of false information on social media is propagated by ordinary citizens. On Twitter, 59% of posts flagged as false by fact-checkers remain up, and 24% of false-rated content on Facebook is still available without any disclaimers (Brennen et al., 2020).

Overall COVID 19 Stress Levels of the Respondents.

Table 11 presents the Overall COVID 19 Stress Levels of the Social Studies Teachers in Public Higher Educational Institutions in Zambales.

Table 11: *Overall COVID 19 Stress Levels of the Respondents*

COVID 19 Stress	Overall Weighted Mean	Qualitative Rating	K-Means Level	Rank
COVID Danger and Contamination Fear	3.35	Often	**High**	**1**
COVID Socio Economic Consequences	3.08	Often	**High**	**4**
COVID Xenophobia	3.13	Often	**High**	**3**
COVID Traumatic Stress Symptoms	2.49	Sometimes	**Average**	**5**
COVID Compulsive Checking	3.33	Often	**High**	**2**
Grand Mean	**3.12**	**Often**	**High**	

The results reveal that COVID Danger and Contamination fear (OWM=3.35) was Ranked 1 with qualitative rating of Often and is interpreted as high level of stress. It was followed by COVID Compulsive Checking (OWM= 3.33) ranked 2 with qualitative rating of Often and is interpreted as High level of stress. COVID Xenophobia (OWM=3.13) ranked 3 with qualitative rating of Often followed by COVID Socio Economic Consequences (OWM=3.08) ranked 4 with qualitative rating of Often and are both interpreted as high level of stress. Lastly, ranked 5 with (OWM=2.49) with qualitative rating of Sometimes and interpreted as average level of stress is COVID Traumatic Stress and Symptoms. The table presents the total grand mean of (3.12) indicating a qualitative rating of Often and interpreted as High Level of Stress in the Kmeans result.

This means that the respondents experience High Level of COVID 19 Stress. The psychological effects of the COVID-19 have a significant impact on the general population. Over half of the population studied rated the psychological impact as moderate-to-severe, and over a third of the group reported moderate-to-severe anxiety, according to a recent study by Wang, Pan, Wan, Tan, Xu, Ho, & Ho (2020), which looked at the psychological impact in the early stages of the COVID-19 pandemic. Additionally, a Chinese study that examined the impact of the COVID-19 pandemic on general population's mental health found that anxiety disorders and depressive symptoms were common in 35.1% and 20.1% of the population, respectively (Huang & Zhao, 2020). Comparably, Qiu et al.'s (2020) study in China found that 35% of respondents experienced psychological distress. The prevalence of depression and anxiety was also shown in other studies conducted during the COVID-19 period to be 906 (33%) and 517 (18%), respectively, in Italy (Mazza et al., 2020), 81 (23.6%), and 155 (45.1%) in Turkey (Ozdin & Bayrak Ozdin, 2020). Additionally, 674 (38.06%) people in France (Chaix et al., 2020), 76.9% of people in Australia (Collie et al., 2020), and 35% of people in China (Qiu et al., 2020) reported experiencing psychological distress.

Teaching Performance of the Respondents in Academic Year 2021-2022.

Table 12 shows the Teaching Performance of the Social Studies Teachers in Public Higher Educational Institutions in Zambales in Academic Year 2021-2022.

Table 12: *Teaching Performance of the Respondents in Academic Year 2021-2022*

Indicator	Overall Weighted Mean	Qualitative Interpretation
Teaching Performance of Social Studies Teachers in Public Higher Educational Institutions in Zambales	4.14	Very Satisfactory

The overall weighted mean of the teaching performance of the respondents in the academic year 2021-2022 was 4.14 with qualitative interpretation of Very Satisfactory. This means that the respondents have been able to work efficiently and productively and was also able to provide quality education with the students. Additionally, in a study by Fatani (2020), teaching quality depended more on teaching, cognitive, and social presence than on technology, and online instruction generally had a positive impact on students' satisfaction. Technology is still a crucial tool for teachers' instructional activities, though.

Test of Significant Relationship between the COVID 19 Stress Level of the Respondents and their Teaching Performance.

Table 13 presents the test of significant relationship between the COVID 19 Stress Levels of the Respondents and their Teaching Performance.

Based from Table 14, the computer-generated Pearson-r value (0.030) denotes no relationship. The computer-generated significant value of 0.820 is higher than 0.05 alpha level of significance; therefore, the Null Hypothesis is accepted. Hence, there is no significant difference between the COVID 19 Stress Levels of the respondents and their Teaching Performance.

Table 13: *Relationship between the COVID 19 Stress Levels of the Respondents and their Teaching Performance*

Pearson Correlation	.030
Sig. (2-tailed)	.820
N	59
Interpretation	**No Relationship**
	Ho is accepted
	Not Significant

This means that the COVID 19 Stress Levels have no relationship with teaching performance. As stated in the theoretical framework of the present study in social exchange theory, there is a chance that teachers who feel safe at work because of the administrators' support will stick with it and exhibit better performance results in terms of their tasks as well as in terms of upholding positive workplace relationships and implementing different measures to protect both themselves and others by being consistent in their work.

Analysis of Variance on the Difference in the COVID 19 Stress Level of the Respondents when grouped according to Profile Variables.

Test of Significant Difference on the COVID 19 Stress Level of the Respondents when grouped according to Age.

Table 14 presents the test of difference on the COVID 19 stress level of the respondents when grouped according to age profile variable.

Table 14: *Test of Significant Difference on the COVID 19 Stress Level of the Respondents when grouped according to Age.*

INDICATORS		Sum of Squares	df	Mean Square	F	Sig.	Interpretation
COVID Danger and Contamination	**Between Groups**	**.268**	**4**	**.067**	**.161**	**.957**	**Ho is accepted Not Significant**
	Within Groups	22.548	54	.418			
	Total	22.816	58				
COVID Socio Economic Consequences	**Between Groups**	**1.170**	**4**	**.292**	**.321**	**.862**	**Ho is accepted Not Significant**
	Within Groups	49.121	54	.910			
	Total	50.291	58				
COVID Xenophobia	**Between Groups**	**1.750**	**4**	**.437**	**.638**	**.637**	**Ho is accepted Not Significant**
	Within Groups	37.006	54	.685			
	Total	38.755	58				
COVID Traumatic Stress Symptoms	**Between Groups**	**4.316**	**4**	**1.079**	**1.102**	**.365**	**Ho is accepted Not Significant**
	Within Groups	52.853	54	.979			
	Total	57.169	58				
COVID Compulsive Checking	**Between Groups**	**1.425**	**4**	**.356**	**.759**	**.557**	**Ho is accepted Not Significant**
	Within Groups	25.355	54	.470			
	Total	26.781	58				

It can be gleaned from the table that the significant values for COVID Danger and Contamination Fear (.957), COVID Socioeconomic Consequences (.862), COVID Xenophobia (.637), COVID Traumatic Stress Symptoms (.365) and COVID Compulsive Checking (.557) were higher than the (0.05) alpha level of significance. Therefore, the null hypothesis is accepted, there is no significant difference between the COVID 19 Stress of the respondents when grouped according to age profile variable.

Test of Significant Difference on the COVID 19 Stress Level of the Respondents when grouped according to Gender.

Table 15 presents the test of difference on the COVID 19 stress level of the respondents when grouped according to gender profile variable.

Table 15: *Test of Significant Difference on the COVID 19 Stress Level of the Respondents when grouped according to Gender.*

INDICATORS		Sum of Squares	df	Mean Square	F	Sig.	Interpretation
COVID Danger and Contamination	**Between Groups**	.135	1	.135	.340	.562	**Ho is accepted Not Significant**
	Within Groups	22.681	57	.398			
	Total	22.816	58				
COVID Socio Economic Consequences	**Between Groups**	.000	1	.000	.000	.998	**Ho is accepted Not Significant**
	Within Groups	50.291	57	.882			
	Total	50.291	58				
COVID Xenophobia	**Between Groups**	.000	1	.000	.000	.996	**Ho is accepted Not Significant**
	Within Groups	38.755	57	.680			
	Total	38.755	58				
COVID Traumatic Stress Symptoms	**Between Groups**	.093	1	.093	.093	.761	**Ho is accepted Not Significant**
	Within Groups	57.076	57	1.001			
	Total	57.169	58				
COVID Compulsive Checking	**Between Groups**	.008	1	.008	.018	.894	**Ho is accepted Not Significant**
	Within Groups	26.772	57	.470			
	Total	26.781	58				

It can be gleaned from the table that the significant values for COVID Danger and Contamination Fear (.562), COVID Socioeconomic Consequences (.998), COVID Xenophobia (.996), COVID Traumatic Stress Symptoms (.761) and COVID Compulsive Checking (.894) were higher than the (0.05) alpha level of significance. Therefore, the null hypothesis is accepted, there is no significant difference between the COVID 19 Stress of the respondents when grouped according to gender profile variable.

This means that the male and female gender of the respondents is statistically insignificant to COVID19 Stress such as COVID Danger and Contamination fear, COVID Socioeconomic consequences, COVID Xenophobia, COVID Traumatic Stress Symptoms and COVID Compulsive Checking.

Test of Significant Difference on the COVID 19 Stress Level of the Respondents when grouped according to Civil Status.

Table 16 presents the test of difference on the COVID 19 stress level of the respondents when grouped according to civil status profile variable.

Table 16: *Test of Significant Difference on the COVID 19 Stress Level of the Respondents when grouped according to Civil Status*

INDICATORS		Sum of Squares	df	Mean Square	F	Sig.	Interpretation
COVID Danger and Contamination	Between Groups	5.061	2	2.531	7.982	.001	Ho is rejected Significant
	Within Groups	17.755	56	.317			
	Total	22.816	58				
COVID Socio Economic Consequences	Between Groups	4.914	2	2.457	3.032	.056	Ho is accepted Not Significant
	Within Groups	45.377	56	.810			
	Total	50.291	58				
COVID Xenophobia	Between Groups	3.766	2	1.883	3.014	.057	Ho is accepted Not Significant
	Within Groups	34.989	56	.625			
	Total	38.755	58				
COVID Traumatic Stress Symptoms	Between Groups	4.925	2	2.462	2.640	.080	Ho is accepted Not Significant
	Within Groups	52.245	56	.933			
	Total	57.169	58				
COVID Compulsive Checking	Between Groups	3.583	2	1.792	4.325	.018	Ho is rejected Significant
	Within Groups	23.197	56	.414			
	Total	26.781	58				

It can be gleaned from the table that the significant values for COVID Socioeconomic Consequences (.056), COVID Xenophobia (.057), COVID Traumatic Stress Symptoms (.080) were higher than the (0.05) alpha level of significance. Therefore, the null hypothesis is accepted; there is no significant difference between the COVID 19 Stress of the respondents in terms of COVID Socioeconomic Consequences, COVID Xenophobia and COVID Traumatic Stress Symptoms when grouped according to gender profile variable.

However, the COVID Danger and Contamination Fear (.001) and COVID Compulsive Checking (.018) have significant values lower than the (0.05) alpha level of significance. Therefore, the null hypothesis is rejected; there is significant difference between the COVID 19 Stress in terms of

COVID Danger and Contamination Fear COVID Compulsive Checking of the respondents when grouped according to civil status profile variable.

Couples who were married managed better during the COVID-19 lockdown, were less stressed, and expressed high self-esteem, according to a Nigerian study. Particularly, the respondents' overall mental health was influenced both directly and indirectly by their marital status. While self-employed singles experienced the highest levels of stress, married women, single men, and single men fared better (Lawal et al., 2020).

Test of Significant Difference on the COVID 19 Stress Level of the Respondents when grouped according to Economic Status.

Table 17 presents the test of difference on the COVID 19 stress level of the respondents when grouped according to economic status profile variable.

Table 17: *Test of Significant Difference on the COVID 19 Stress Level of the Respondents when grouped according to Economic Status*

INDICATORS		Sum of Squares	df	Mean Square	F	Sig.	Interpretation
COVID Danger and Contamination	Between Groups	1.243	2	.621	1.613	.208	Ho is accepted Not Significant
	Within Groups	21.573	56	.385			
	Total	22.816	58				
COVID Socio Economic Consequences	Between Groups	4.631	2	2.315	2.840	.067	Ho is accepted Not Significant
	Within Groups	45.660	56	.815			
	Total	50.291	58				
COVID Xenophobia	Between Groups	7.415	2	3.708	6.625	.003	Ho is rejected Significant
	Within Groups	31.340	56	.560			
	Total	38.755	58				
COVID Traumatic Stress Symptoms	Between Groups	2.683	2	1.342	1.379	.260	Ho is accepted Not Significant
	Within Groups	54.486	56	.973			
	Total	57.169	58				
COVID Compulsive Checking	Between Groups	1.683	2	.841	1.877	.163	Ho is accepted Not Significant
	Within Groups	25.098	56	.448			
	Total	26.781	58				

It can be gleaned from the table that the significant values for COVID Danger and Contamination Fear (.208), COVID Socioeconomic Consequences (.067), COVID Traumatic Stress Symptoms (.260) and COVID Compulsive Checking (.163) were higher than the (0.05) alpha level of significance. Therefore, the null hypothesis is accepted; there is no significant difference between the COVID 19 Stress of the respondents in terms of COVID Danger and Contamination Fear COVID Socioeconomic Consequences, COVID Traumatic Stress Symptoms and COVID Compulsive Checking when grouped according to economic status profile variable.

On the other hand, the significant value for COVID Xenophobia (.003), is lower than the (0.05) alpha level of significance. Therefore, the null hypothesis is rejected; there is significant difference between the COVID 19 Stress of the respondents in terms of COVID Xenophobia when grouped according to economic status profile variable.

According to Divya, Singh, Verma, and Sharad's study from the year 2021, epidemics reveal who and what a society actually values. The power structures become apparent. It emphasized the stigma attached to having the disease or being in close contact with someone who has it, as well as the stigma attached to being a member of a particular race, religion, or social class. The study came to the important conclusion that, in addition to the emphasis on COVID-19 treatment and prevention, it is important to note that stigma reduces health-, help-, and treatment-seeking behavior and needs to be mitigated. The construction of diseases, how they are perceived by society, and the psychological problems they cause are all significantly influenced by global health communication. Therefore, stigma should be reduced by every relevant stakeholder, including the government, media, local administrative bodies, and hospitals, using a multifaceted strategy.

Test of Significant Difference on the COVID 19 Stress Level of the Respondents when grouped according to Number of Years in Service.

Table 18 presents the test of difference on the COVID 19 stress level of the respondents when grouped according to number of years in service profile variable.

Table 18: *Test of Significant Difference on the COVID 19 Stress Level of the Respondents when grouped according to Number of Years in Service*

INDICATORS		Sum of Squares	df	Mean Square	F	Sig.	Interpretation
	Between Groups	.860	3	.287	.719	.545	**Ho is accepted Not Significant**

COVID Danger and Contamination	**Within Groups**	21.955	55	.399			
	Total	22.816	58				
COVID Socio Economic Consequences	**Between Groups**	**.780**	**3**	**.260**	**.289**	**.833**	**Ho is accepted Not Significant**
	Within Groups	49.511	55	.900			
	Total	50.291	58				
COVID Xenophobia	**Between Groups**	**2.030**	**3**	**.677**	**1.013**	**.394**	**Ho is accepted Not Significant**
	Within Groups	36.725	55	.668			
	Total	38.755	58				
COVID Traumatic Stress Symptoms	**Between Groups**	**4.357**	**3**	**1.452**	**1.512**	**.221**	**Ho is accepted Not Significant**
	Within Groups	52.813	55	.960			
	Total	57.169	58				
COVID Compulsive Checking	**Between Groups**	**.673**	**3**	**.224**	**.473**	**.702**	**Ho is accepted Not Significant**
	Within Groups	26.107	55	.475			
	Total	26.781	58				

It can be gleaned from the table that the significant values for COVID Danger and Contamination Fear (.545), COVID Socioeconomic Consequences (.833), COVID Xenophobia (.394), COVID Traumatic Stress Symptoms (.221) and COVID Compulsive Checking (.702) were higher than the (0.05) alpha level of significance. Therefore, the null hypothesis is accepted; there is no significant difference between the COVID 19 Stress of the respondents when grouped according to number of years in service profile variable.

A Plan/Program was developed/formulated to Help Improve Stress Management Skills of the Social Studies Teachers in the Public Higher Educational Institutions of Zambales.

Presented in Table 19 is the proposed stress management program aimed to help enhance the stress management skills of the respondents.

Table 19: *Proposed Plan/Program to Help Improve Stress Management Skills of the Social Studies Teachers in the Public Higher Educational Institutions of Zambales*

KEY AREA	OBJECTIVE/S	SPECIFIC ACTIVITIES & OUTPUTS	Person(s) Involved	Time Frame	Proposed Budget
TEACHERS WELLNESS .	Take a break from all the workloads and have time for solitude and family	Wellness Week	Faculty	November 29, 2021 – December 2, 2021	None
	Identify the needs for health and wellness services and ensure that the responses display sensitivity	Needs Assessment Online	Administrators Human Resource Office Faculty	February 10, 2022 - February 15, 2022	None

	and responsiveness to staff members' needs.	Survey Questionnaire			
	Understand how stress affects a person to correctly identify if you are experiencing stress	Seminars and Self Evaluation Report of Stress Related Symptoms	Administrators Human Resource Office Guidance Office All Faculty	Every Fridays	Php 10,000.
	Aid in enhancing cognitive function, emotional health, and physical well-being. It also provides chances for interaction with peers.	Limited recreational Faculty Team Building	Administrators Human Resource Office All Faculty	July 16, 2022	Php 50,000
	Choose strategies to reduce your personal time wasters after identifying them. Recognize the various procrastination causes and use the appropriate techniques to combat them. Clarify and order your goals by setting aside more time for planning.	Seminar, Workshop and Training Self-Evaluation Report for Time Management Plan	Administrators Human Resource Office All Faculty	January 7, 2022	Php 10,000

Prepared by: Venzeil F. Decena RPm, LPT - Researcher

The plan was based from the findings of the present study specifically from the theme/variable with highest to the least results on the COVID 19 Stress Level. The Plan/Proposed Program is composed of seven (7) aspects such as the Key Area, Objective, Specific Activities, Outputs, Person(s) Involved, Time Frame and Proposed Budget.

The results of the study revealed high levels of COVID 19 stress were experienced by the respondents. Although there is no significant relationship on the variables COVID 19 Stress and Teaching performance, the high stress level result is also quite alarming. With this the researcher proposed a plan that is aimed to manage the stresses that were experienced by the teachers. This stress management plan is focused on the overall wellness of the teachers which is more necessary now in these times of crisis. Its objectives were aimed to understand the needs of the teachers, identifying their own stress levels and skills of coping. To provide support from the administrators through implementation of the stress management plan for the teachers. This will also help the administrators have healthy, secured and more productive employees.

The activities such as the Wellness Week, Needs Assessment through Online Survey Questionnaire, Seminars and Self Evaluation Report of Stress Related Symptoms, Limited

recreational Faculty Team Building, Seminar, Workshop and Training and Self-Evaluation Report for Time Management Planning were aimed to achieve the objective to further develop and enrich the wellbeing of the teachers.

Wellness Week is aimed to address the problems such as over workload and not having enough time to breathe and spend time with their families. This will let the respondents relax without thinking of having to report to school and get exposed with the virus. Seminar, Workshop and Training and Self-Evaluation Report for Time Management Planning is aimed to as much as possible, assist the respondents in maintaining daily activities and a routine. A healthy routine can influence thoughts and feelings for the better. Revert to the fundamentals: eating wholesome foods, getting physical activity (such as walking, stretching, running, or cycling), getting enough sleep, and engaging in activities they enjoy.

CONCLUSION

Based on the findings, the researcher concluded that the respondents are single female Social Studies Teachers, aged 30 years old. The teachers have Salary Grade 11 to Salary Grade 13 who have rendered 0-3 years of service in teaching. The respondents have high levels of COVID 19 Stress and deemed the subscale COVID Danger and Contamination as the highest stressor but are less likely to develop COVID Traumatic Stress Symptoms which produce average stress only. The teaching performance of the respondents for Academic Year 2020-2021 was Very Satisfactory. However, there is no significant difference between the COVID 19 Stress Levels of the respondents and their Teaching Performance. Also, there is no significant difference between the COVID 19 stress level of the respondents when grouped according to their age, gender, civil status and number of years in service. On the other hand, there is significant difference between the COVID 19 stress levels of the respondents when grouped according to their economic status.

RECOMMENDATION

The following suggestions were put forth in light of the study's prior results. The results need to be verified and looked into within larger population studies. Younger people must be included in this study because they are more likely to be exposed to social media, where they may be exposed to more and more negative headlines, which could escalate their feelings of anxiety and depression during a crisis. Additionally, it is urged that as a follow-up service during and even after the

COVID 19 pandemic, the health professionals from the various disciplines include mental health promotion. The study's reliance on an online survey method of evaluation and self-report measurement was another drawback, and future research with a wider scope of topics may bring modest enhancements in the reliability of the study's COVID Stress Scale. Additional assessment techniques, such as interviews to investigate the extent of avoidance, adoption of new safety practices, and vaccine accessibility, may reveal additional indicators of emotional responses to the pandemic. It should also be encouraged for the communities outside of the school to create or modify the suggested stress management program for the community. The impact of the COVID 19 Pandemic on our daily lives should be a future research focus.

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