

**WORK-RELATED STRESS-LEVEL AND TEACHING PERFORMANCE
AMONG CLINICAL INSTRUCTORS AT A PRIVATE UNIVERSITY
COLLEGE OF NURSING**

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Abstract

Teaching is very stressful, and nursing instructors work in a highly demanding environment (Demjaha et al., 2015). This study aimed to determine the relationship between work-related stress level and teaching performance among clinical instructors in a private university college of nursing in Iloilo City, Philippines, during the second semester of academic year 2022 - 2023.

This descriptive-correlational study utilized a researcher-developed questionnaire for the work-related stress level and an adapted questionnaire for teacher's rating scale questions to determine the clinical instructor's perceived teaching performance of the private university. A pilot study was done and data were subjected to Cronbach's alpha for its reliability and validity which scored 0.735 and 0.865 respectively. The study covered 69 clinical instructors out of 110 following the inclusion and exclusion criteria. The data collected were analyzed with the use of descriptive analysis and Spearman rho test.

The results revealed a strong negative correlation (-0.587) between work-related stress and teaching performance, indicating that higher stress levels corresponded with lower performance. Finally, the low p-value (0.000) confirmed a significant relationship between stress levels and teaching performance which rejected the hypothesis of the study.

CHAPTER 1

INTRODUCTION

Background and Rationale of the Study

Stress is common to everyone. However, the teachers describe stressful experiences in the condition of insufficient support and lack of gratitude of the professional performance. According to Demjaha et al. (2015), teaching is very stressful, and nursing instructors work in a highly demanding environment.

Nursing instructors demonstrate varying levels of occupational stress (Kalikotay, 2019). These include general conditions such as heavy workload, student issues and misconduct, and collaboration with the academic team and school administration. These factors influence teachers' performance and effectiveness. In addition, the shift from face-to-face classes to online platforms created a new boundary in education.

One study found a lack of two-way interaction during the pandemic and that teachers look at an empty screen without seeing any response (Ang et al., 2022). Additionally, it was found that there was inadequate instructor training for new normal education. Furthermore, time for module preparation, exams, and other instruction-related issues was limited due to the unprepared shifting of platforms, from face-to-face classes to online classrooms.

When stress exists in the workplace, the energy to work depletes, and exhaustion occurs. In a study by Alfuqaha & Alsharah (2018) comparing teachers' and nurses' burnout, it was found that both nurses and teachers experienced burnout. However, nurses had significantly higher levels of burnout

than teachers. This shows how much more when a nurse is at the same time the teacher. Furthermore, to maintain a high level of motivation and lessen stress while ensuring quality education, Luderer & Rahner (2022) recommended that teachers should have assistance in the form of reliable employees, funding for materials and spaces, and more prominent acknowledgment of their effort

Nursing instructors also experience stress and work in an agitated environment (Rahner & Luderer, 2022). While most studies focus on the stress experienced by students, only a few investigate the effect of stress on clinical instructors teaching in nursing schools. Everyday clinical instructors try to cope with the increased demands of the new normal, leaving them physically and emotionally exhausted (Omermann, 1998). They are dealing with a heavy teaching load, and the pressure to maintain clinical proficiency leaves them with a sense of helplessness (Rahner & Luderer, 2022). Additionally, the demands of various work-related constituencies, students who are not adequately prepared, university administration, and coworkers can increase work-related stress levels (Asaloei & et al., 2020).

With the new normal, classes have shifted from face-to-face to online classes, and clinical instructors have to grapple with technical literacy. They were able to learn about the updated windows operating system, software that is required for online teaching, creating and executing suitable modules for online learners, acquiring new technological skill sets, and an enhanced ability to communicate with student nurses utilizing videos and digital audio files is a challenge (Gurung, 2021). These conditions can make the clinical instructors

worried, stressed, and pressured. Clinical instructors must adapt to the educational demands to provide student nurses with the efficient skills needed to reach their goals, that is, to pass the board examination and become competent nurses for their patients. With the changing mode of education delivery, it is also essential to know the effects of stress on teaching performance as it also affects the students' knowledge acquisition.

Clinical instructors are crucial in helping student nurses develop the skills necessary to be effective practitioners (Soroush et al. (2021), which is why assessing their mental health is important.

In a private university college of nursing, some of the observed factors that contributed to the work-related stresses experienced by clinical instructors included the following: lack of teachers as it increases the number of units to their usual load during the academic year; in addition to the teaching load, instructors have also additional responsibilities like class adviser, year level coordinator, and committee work. Foreign-based instructors have online classes across different time zones, which could mean they are teaching during their usual sleeping time. Additionally, the lack of classrooms was observed as a work-related stressor because of congestion created by other departments holding classes within the same building. These factors can affect the teaching performance among clinical instructors; therefore, it is important to determine the relationship between work-related stress level and their teaching performance.

The study was conducted since it significantly impacted the lives of several individuals, particularly clinical instructors. One of the major reasons why

people could not carry out the primary responsibilities of their everyday lives effectively is because of stress.

Objectives of the Study

General Objectives

This study aimed to determine the relationship between work-related stress level and teaching performance among clinical instructors in a private university college of nursing in Iloilo City, Philippines, during the second semester of academic year 2022 - 2023.

Specifically, this study sought to:

1. Determine the characteristics of clinical instructors in terms of age, employment status, highest educational attainment, marital status, number of years teaching, place of residence, and sex in a private university in Iloilo City.
2. Determine the work-related stress level among clinical instructors in a private university in Iloilo City.
3. Determine the teaching performance of clinical instructors in a private university in Iloilo City; and, finally,
4. Determine whether there is a significant relationship between the work-related stress level and level of teaching performance among clinical instructors in a private university in Iloilo City.

Hypothesis of the Study

H01: There is no significant relationship between work-related stress level and the level of teaching performance among the respondents.

Theoretical and Conceptual Framework of the Study

Theoretical Framework

Roy's Adaptation Model

This study was anchored on Roy's Adaptation Model of Sister Calista Roy (1976), which states that an individual is a comprehensive, adaptive system that interacts constantly with both their internal and external environments. According to Roy (1976), there are three classes of stimuli:

1. Focal stimuli- individuals who quickly face the person in a certain circumstance (Primary problem).
2. Contextual stimuli- all additional stimuli that have an impact on the person and have an impact on the circumstance are environmental elements.
3. Residual stimuli- include any attitudes or ideas held by the person that might have an impact on the circumstance.

When stress occurs, individuals find ways to cope with the existing problem; in this Model, there are four adaptive modes:

- a) Physiologic- the physiologic functions of the body's cells, tissues, organs, and systems are manifested in physical mode.
- b) Self-concept- interpersonal interactions, group self-image, social context, culture, and group shared responsibility makeup group identity mode.

c) Role function mode- focuses on the responsibilities that individuals play in society and within groups.

d) Interdependence mode- emphasizes interactions that involve showing and receiving love, respect, and value (Roy, 1983). Behavior is thought of as the result of the human system and might take the shape of efficient or ineffective reactions. These responses serve as system feedback, and the human approach uses this information to decide whether to increase or decrease its attempts to deal with the stimuli. (Roy, 1983)

The flow of the Model: Stimuli – control processes- Adaptive modes - Behavior Response.

According to the Roy adaptation model, a person is a biophysical being that is always interacting with their environment. This framework addresses the adaptive needs of individuals, families, or groups. Furthermore, Roy's adaptation model is based on a framework that analyzes how an individual, which in this research is a clinical instructor in a nursing college, responds to stimuli in the environment which in this research is work-related stress. This can be used as a guide in adapting to clinical instructors' work-related stress, such as general conditions, heavy workload, student issues, and misconduct, and collaboration with the academic team and school administration (Ang et al., 2022) to cope with their problems.

Transactional Model of stress and coping

The Transactional Model of stress and coping (Lazarus & Folkman, 1984). The theory states that stress is the immediate product of a transaction between

an individual and their environment in which personal perception or appraisal is different from each other. In most cases, stress is brought on by external stressors, and the level to which a person feels stressed in response to a particular circumstance is directly related to how that circumstance is perceived. Moreover, a conceptual framework known as The Transactional Theory of Stress and Coping (TTSC) stresses assessments to measure challenges, risks, and other stressful situations (Janse, 2021).

This theory consists of two perceptions; primary appraisal and secondary appraisal. Primary appraisals refer to the judgment of a situation as being harmless or stressful; meanwhile, a secondary appraisal assesses whether a particular problem can be handled given the available resources. The human brain starts having a stress reaction when there are insufficient resources to handle the problem. They learn to selectively implement various techniques when using post-situation feedback to assess their success or failure. One study correlating the transactional Model of stress and coping to performance found a positive relationship to problem-focused coping, which predicts high creative performance (Chen et al. 2017.)

Thus, this theory may be used in this study since it shows how the level of stress depends on how each person perceives it and affects how well they perform. Workplace stress has been linked to dissatisfaction at work and demotivation. It can impact clinical instructors' performance. Numerous elements that affect an individual, including their workload, students, paperwork, sudden system changes, coworkers, and personal issues, can contribute to stress.

Clinical instructors are an essential aspect in the education of student nurses; thus, it is critical to understand that stress is a system of evaluation, reaction, and adaptation that helps us cope with our problems.

Conceptual Framework



Paradigm of Variables

Operational Definition of Variables and Other Key Terms

The following terms were conceptually and operationally defined to ensure clarity in this study.

Independent Variables

Work-related stress level. This refers to the level of response that people may have when faced with occupational demands and pressures that exceed their knowledge and capabilities and challenge their ability to cope (WHO, 2020).

In this study it refers to the level of stress experienced by the clinical instructors from their work in the college of nursing, which was obtained through a survey, measured through a Likert scale (Vogt, 1999).

Dependent Variables

Teaching Performance. This refers to the set of activities, attitudes, and behaviors in the teaching-learning environment that lead to the achievement of

educational goals for students. It is also the observable outcome in the classroom of training and development (Merlo, 2022).

In this study it refers to the quality of performance perceived by the clinical instructors using the self-evaluation Teacher's Rating Scale, or Teacher's Evaluation Form, in a private university college of nursing.

Significance of the study

The result of this study is intended to benefit the following:

Clinical Instructors. This study will enhance the clinical instructor's recognition of the daily stress they experience at the workplace and find better ways to deal with it.

Student Nurses. This study will enlighten the student nurse's perspective in choosing a career as a clinical instructor.

Dean and Faculty of College of Nursing. This study will provide additional information on the clinical instructor's stress level and address the problem.

School Administrators. This study will enable school administrators to understand how work-related stress level affects teaching performance among clinical instructors to develop appropriate interventions to mitigate stress levels and improve teaching performance.

Future Researchers. This study can also serve as a springboard for future researchers. To evaluate other variables that could determine the relationship between work-related stress levels and teaching performance among clinical instructors.

Scope and Limitation of the Study

This study determined the work-related stress level and teaching performance among clinical instructors in a private university college of nursing. The study was conducted in September to October 2022-2023 and December to April 2023-2024.

The study utilized a descriptive correlational research design. The target population was the clinical instructors at a private university college of nursing in Iloilo City. The target population consisted of 55 full-time clinical instructors and 55 part-timers, a total of 110 respondents. The target population were all clinical instructors at the private university college of nursing since the population was small-scale; therefore, no formula for the computation of sample size was utilized.

Pilot study participants and validators were automatically excluded in the study resulting in a total of 98 population out of 110. Only 69 out of 98 responded to the study. The return rate was at 70% following the inclusion and exclusion criteria.

CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter provides relevant research and literature from both domestic and foreign sources, which have significant relevance to the variables included in this study.

Related Concepts

Teaching Performance (Nessipbayeva, 2021)

Professional teachers' competence contributes to the teaching approach's success and effectiveness, which benefits the learner by enhancing their skills, knowledge, and capacity for learning. It is required to evaluate instructors' performance to assess their ability, and this assessment cannot only be done by looking at students' academic success. The methods used for evaluating teachers' performance assist them in honing their craft and prioritizing their work to increase their chances of professional progression. Evaluating a teacher's performance should be open to more than just one strategy that looks at just one component of the teacher.

Mental Health (Jimenez, 2021)

Teachers' stress levels and mental health are also significant problems that enable students to become all-encompassing managers and leaders in the classroom. Teachers take part in different training and receive technical support from instructors and professionals to prepare for school-related activities, develop their teaching skills, and become more holistic learners' educational

developers. However, the study found that teachers have trouble sleeping less than once a week. Regression analysis was used to confirm the connection between one's mental health that has highly impacted the teacher's resource development.

Training program for Clinical instructors (Mallek & El-Hosany, 2020)

Students and professors interact in a dynamic way during clinical teaching. The effectiveness of student-teacher interaction in the clinical setting can help or impede students' ability to apply theory to practice. Nursing education's core component and lifeblood is clinical instruction. It is a more crucial part of education than traditional classroom instruction. Being able to do the tasks of the profession in real-world settings, as opposed to only being able to convey a comprehension of concepts, is a competency that is required for graduation, making the educational process distinctive in the practice professions.

In order to evaluate clinical nursing instructors according to the qualities of rules and their skills, it is necessary to continuously examine clinical instructors' learning requirements, monitor their performance, and build a clinical teaching efficacy scale.

Stressors of the Clinical Instructors (Mamauag & Mirafuentes, 2017)

Achieving quality nurse graduates requires experienced nurse educators. Clinical teachers must provide healthy work environments to ensure the safety, enrollment, and caliber of nursing students. The clinical instructors' mentoring techniques and the mentoring issues they encountered are correlated using the

Pearson product-moment correlation coefficient. Mentoring issues related to the job of clinical instructors are frequently encountered; roles, career development, organizational structure, and climate are occasionally experienced as causal factors; however, clinical instructors frequently rate relationships at work as a top concern, and issues with the interface between home and work are infrequently experienced.

Coping Mechanism in stress of Clinical Instructors (Hussain et al., 2019)

Work-related stress is a growing concern for employers and employees across all industries due to the growing demands of the job market. People experiment with various coping mechanisms and methods to keep this stress under control. Female teachers expressed more stress compared to male teachers. The most common coping mechanisms include "turning to religion," "positive reinterpretation," and "planning" to actively remedy the issue. The vast majority of responders employed emotion- and problem-focused techniques. Additionally, it was discovered that instead of using avoidance and social support strategies, teachers tended to use problem- and emotion-oriented strategies when the level of stress increased.

Related Studies

A teacher has numerous responsibilities in a classroom, which means that the teaching profession is considered to be a stressful profession, and teachers have an increased level of work-related stress as compared to other professions (Demjaha et al., 2015). In the study entitled "Level of Work-Related Stress

among Teachers in Elementary Schools, " it was found that the majority of teachers who were surveyed said they had high or extremely high levels of stress at work. Moreover, to have clearer valid findings, it is recommended further research and analysis are needed.

Furthermore, Kalikotay (2019) stated that stress is a normal part of life. In the context of occupational stress, one of the most stressful jobs is teaching. The teacher's stress, directly and indirectly, affects educating and learning as it deals with improving the quality of students. It was concluded that the stress of the teachers could impact patient care, teaching, and learning; therefore, guidance is needed.

According to the study of Rahner & Luderer (2022), nursing instructors function in a very tense environment because of the teaching duties and the nature of nursing itself. The instructors in nursing reveal varying degrees of stress brought on by their professional responsibilities. The most important aspects include general conditions, a heavy workload, student misconduct and issues, and collaboration with the collegial team and school administration. The teachers discuss their stress in the absence of encouragement and appreciation for their work in the field. Teachers need support in the form of personnel, material, and space resources, as well as increased recognition for their profession, to keep a high level of enthusiasm and affiliation with nursing and the professionalization of nursing, and to guarantee high-quality teaching.

The study entitled "Work-Related Stressors and Teachers' Performance: Evidence from College Teachers Working in Punjab" (Danish et al., 2019) shows

that work-related stressors negatively impact teachers' mental health and affect their teaching performance. Stress is an emotional reaction to any circumstance that impacts someone's health. Job stress is specifically linked to mental pressure and stress, which affects workers' capacity to respond to and intelligently handle any issue at work. The main causes of teachers' stress include workload, organizational challenges, classroom issues, and interpersonal disputes. Conflict between roles, roles uncertainty, and disagreement at work are examples of stress.

Asolei et al. (2020) study "Work-related stress and performance among primary school teachers" described that teaching is the profession that causes the most stress compared to other professions and jobs. However, various emotional and cognitive symptoms of work-related stress may disrupt instructors psychologically and badly impact their ability to instruct the children. Stress can be helpful if it spurs someone to act in a particular scenario, but it can also be harmful if it becomes too much and leads someone to perform less well or not at all.

Moreover, Gul et al. (2012) highlighted that the educational institution is not the only source of stress-related variables, affecting teachers' performance negatively, impairing their routine abilities, and leading to exhaustion and strain. Resources, both personal and professional, buffer the negative effects of stress on performance; these factors are known as moderators (Akhlaq et al., 2011). Understanding the moderating effect analysis was able to help teachers manage their stress and performance. Not only were the teachers protected from the

damaging effects of stress, but their performance was also managed in such a way that it led to increased individual and institutional productivity and growth (Benz et al., 2008).

Findings of Kaupa (2020) "The Sources and Impact of Stress of Teachers on the Performance of Learners: the ViewPoint of the High School Teachers in Khomas Region in Namibia" stress is experienced as a reaction to excessive pressure (Heerden, 2005). The study's findings revealed that among high school teachers work stress exists due to the stressful nature of their jobs. Insufficient staff in schools, a shortage of resources, a light workload, poor pay, and poor working conditions were identified as the main causes of work stress in high school teachers. These factors led to teacher absenteeism and turnover, temper tantrums, and suicidal thoughts, all of which had a negative effect on teacher performance.

A study conducted by Sarabia and Collantes (2020), "Work-related stress and teaching performance of teachers in selected schools in the Philippines," According to the study's findings, the demand for the subcomponent played a major impact in the moderate levels of work-related stress experienced by the selected elementary and secondary school teachers. Female teachers in higher positions typically performed better in the classroom, and gender and position were positive markers of teaching effectiveness. The finding also demonstrated that increased demand levels, a sub-component of stress, might cause lower teaching performance and teachers who participated in stress management workshops performed better in the classroom than those who did not.

According to a study by Hosseini et al. (2022), "Prevalence of burnout and related factors in nursing faculty members: a systematic review," the study found that there are many significant predictors of burnout in nursing faculty members, including the number of classrooms, students taught, full-time employment, job pressure, and others affecting burnout. Overall, nursing faculty members' mean burnout levels were moderate. Therefore, by employing psychosocial interventions and support, nursing faculty members' burnout can be decreased by health policymakers and managers.

According to the study by Gillespie et al. (2010), academic employees expressed more stress than general staff. Insufficient budget and resources, work overload, poor management practices, job insecurity, and a lack of suitable recognition and reward were the five main causes of stress. Employees were said to benefit from workplace factors like coworker and management support, achievement recognition, high morale, and flexible working conditions, as well as personal coping strategies like stress management techniques, work-life balance, strict role boundaries, and lowering standards. The results offer a contemporary perspective on how stress is felt in colleges.

Another study by Chen et al., 2021 entitled "Job stress and occupational burnout among clinical nursing teachers: A cross-sectional study" this study examined the prevalence of occupational burnout, its connection to work stress, and key risk indicators for work stressors among clinical nursing instructors. The findings of this study may aid administrators in identifying the susceptibility of

clinical nursing teachers to various stressors and in formulating plans to reduce occupational burnout (Chen et al., 2021)

According to Isagan (2006), most clinical instructors experienced mild levels of behavioral stress. At the same time, emotional stress and physical strain were experienced at a moderate level. Overall, it was discovered that Saint Gabriel College's clinical instructors were under a "moderate level" of stress. Age, sex, civil status, the greatest level of schooling attained, years of experience, work status, and monthly salary were all not substantially correlated with the clinical instructors' degree of stress.

Summary of Review of Related Concepts and Studies

Teaching performance is the key factor where it benefits the learner in ways where the learner can develop the ability, knowledge, and skills, the extent to which the learner can grasp the amount of information; these elements can largely attribute to the competency of the professional teachers. Another important aspect is the teachers' mental health, as they are the means to where the students become the best versions of themselves. For the students to progress, the teachers must undergo training and get enlightened with the technical support to become educational pioneers.

The importance of training programs, especially the clinical training of nursing students, has been of the utmost essential part of nursing education since the advent of Florence Nightingale's time, as stated by Brown et al. (2009).

Clinical instructors give instructions based on their experience and the course content, so the students understand the topics deeply.

Teaching is seen as a very challenging profession, as pointed out by Demjaha et al. (2015) and Kalikotay (2019) stated that having stress in life is normal. Although in the field of professions or occupations, teachers are considered to be in highly stressed environments which is the work-related stress which was mentioned by Rahner & Luderer (2022) that teaching duties are highly tense, many factors lead up to this heavy workload, lack of support from the management. On the other hand, Omermann (1998) included the feeling of being physically and emotionally stressed at the end of a clinical teaching day job as it includes abundant responsibilities.

Stress is an emotional reaction to any situation that affects a person's overall well-being (Danish et al., 2019). Moreover, Asolei et al. (2020) give a different point of view regarding stress that it can be of good use to a person as it can help motivate them to finish the task, whereas too much of it can cause harm. Stress is not just among clinical instructors but also high school teachers; as explained by Kaupa, 2020, it can be caused by a lack of staff and poor working conditions. Sarabia ad Collantes (2020) mentioned the stress among elementary and secondary school teachers, which shows that female teachers performed better in classroom settings.

According to Hosseini et al. (2022), health policymakers and administrators can lessen the possibility of burnout among nursing faculty members by employing psychological treatments and support. Furthermore,

according to Gillespie et al. (2010), employees gain from workplace elements like coworker and management support, achievement recognition, high morale, and flexible working conditions, as well as from individual coping mechanisms like stress management techniques, work-life balance, strict role boundaries, and lowering standards.

CHAPTER 3

METHODOLOGY

Research Design

This study used a descriptive correlational design. The design presents a static view of events and examines the connection between distinct variables (McBurney & White, 2009). According to Tan (2011), descriptive correlational design determines how changes in one variable correspond to changes in another to determine the extent of the relationship between two or more variables. The selection of the research design was based on the objectives identified. The two variables that were examined were work-related stress levels and their relationship to teaching performance among clinical instructors at private university college of nursing in Iloilo City.

Research Participants

Inclusion Criteria

The target population of this study was the Clinical Instructors at private university college of nursing. Included in this study were a total of 110 respondents, consisting of 55 part-timers and 55 full-timers during the second semester of academic year 2022-2023, who were willing to participate by signing the informed consent form.

Exclusion Criteria

Clinical Instructors who work in other colleges and universities were excluded from this study. Additionally, Clinical Instructors who refused to participate and sign the informed consent form were not included.

Research Instrument

A researcher- developed questionnaire was used to measure the work-related stress level, and an adapted questionnaire based on the teacher's rating scale questions to determine the clinical instructor's perceived teaching performance.

The questionnaire is composed of three parts. Part I includes the respondent's characteristics, such as age, employment status, highest educational attainment, marital status, number of years teaching, place of residence, and sex.

Part II has 15 researcher- developed questions to elicit the work-related stress levels of the respondents. A four- point Likert scale was used with categories "never (1)", "sometimes (2)", "often (3)" and "always (4)". The work-related stress level score was added, sorted according to the following: 44 or below score "below average"; 45-50 score for "average"; and 57 or above for "above average" which are indirectly proportional, indicating the higher the score the lower the stress level and vice versa.

Part III has 15 questions adapted from the private university college of nursing teacher's rating scale. The five- point Likert scale was used with categories "very low extent (1)", "low extent (2)", "moderate extent (3)", "high extent (4)" and "very high extent (5)". The teaching performance score was added, sorted according to the following: 64 or below score "below average"; 65-70 score "average"; and 71 or above "above average".

Validity of Instruments

The researcher- developed questionnaire was reviewed for face validity by three experts: one psychometrician, one guidance counselor from a private university college of nursing, and one clinical instructor with a master's degree in nursing majoring in Mental Health. All three validators were provided with a standard validation form to judge the questionnaire for clarity and relevance to the objectives of the study. Remarks and suggestions from the experts were taken into consideration, and adjustments were made.

Reliability of Instruments

Pilot testing was conducted to test the instrument's reliability. According to Connelly (2008), using 10% of the study's sample size is recommended for pre-testing. The study included ten clinical instructors who were excluded from the selection of the final respondents. The work-related stress level and teaching performance questionnaire was reviewed and subjected to Cronbach's alpha. It is acceptable to have a reliability coefficient of 0.70 or higher. The results were 0.735 and 0.865 respectively.

Ethical Considerations

Approval from the RERB office and other related offices/institutions.

Prior to the conduct of the study, the study was submitted to the Research Ethics Review Board of a private university for review and approval. In addition, the researchers sent a letter to the Dean of the College of Nursing requesting approval to carry out the research among the clinical instructors.

Risk assessment. During the conduct of the study, the respondents answered a survey questionnaire in Google form to gather information on work-related stress level and teaching performance. There was negligible risk towards participation that was involved in this study. Choosing to participate or not has no influence on the evaluation. In case a question makes the respondents feel uncomfortable, he or she may stop or withdraw from the study. Thus, the respondents may contact the researcher of their decision to withdraw and it was handled with utmost respect.

Benefits assessment. The results of the study aided clinical instructors in identifying and resolving occupational stress daily and how it relates to their teaching performance. Additionally, student nurses can expand their knowledge of being clinical instructors as a career. Through understanding how work-related stress levels relate to clinical instructors' teaching performance, school administrators were better equipped to create effective treatments to lower stress levels and enhance teaching quality. Future scholars may use this study to launch their work and as a basis for their study.

Withdrawal criteria of respondents. Respondents had the right to choose to participate or not. If they chose not to participate or to withdraw from the study at any time, the respondents should inform the researchers and there was no penalty or other consequences, and without the need to give any reason. If at any time respondents withdrew from the study, their data were discarded properly.

Anonymity and confidentiality of respondents. The information that the respondents had provided was solely for the purpose of this study. Their identity was kept private and confidential to the extent provided by law. The data were stored with utmost respect to their privacy.

Voluntary, non-coercive recruitment of respondents. The respondent's participation in this study was entirely voluntary. It was their choice whether to participate or not.

Disposal of research data. The electronic copy of the data was kept in a computer that only the researcher(s) had access to. Hard copies were stored securely in a filing cabinet with lock that only the researchers had access to for 2 years and was disposed of after a 5 year retention period through paper shredding.

Contribution to local capacity building and benefits local communities. The study provided additional information about the clinical instructor's stress level and its teaching performance. It also enabled the student nurses to understand clinical instructors as a profession and also for the school

to develop appropriate interventions to mitigate stress levels and improve their teaching performance. Additionally, it improved and supported the growth and development of the educational system in nursing.

Incentives or compensation for respondents. The researchers did not offer incentives or reimbursements to the respondents of this research study.

Disclosure or declaration of potential conflict. The researchers declared that under any circumstances there is no conflict of interest that influences the research work.

Dissemination Plan

The information of this study was disseminated and distributed after the analysis, interpretation, and revisions of the study which ended in May 2024. Research findings were shared more broadly through publications, conferences, and online Platforms such as Zoom and Google Meet. The hard copy of the results was disseminated to respective private university college of nursing

Data Collection and Processing

Prior to data collection, the researchers sent a letter to the OIC Dean asking permission to conduct the study. Upon approval by the OIC Dean, the researchers emailed an informed consent form (ICF) to all 110 clinical instructors to give them a chance to read and ask questions prior to signing the form. After the respondents had signed the ICF, the researchers emailed the validated

questionnaires through Google Forms. The respondents were requested to return the completed questionnaires within seven days.

Data Processing and Statistical Analysis of the Data

The collected data are organized, tabulated, and encoded for processing utilizing the Statistical Package for Social Sciences (SPSS) software version 23. Descriptive data was analyzed using frequency distribution, percentages, and mean to determine the characteristics of age, employment status, highest educational attainment, marital status, number of years teaching, place of residence and sex. Inferential data was analyzed using Spearman rho's test to decide whether there is a significant relationship between the work-related stress level and teaching performance. The following are the guides in interpreting r value: $\pm \geq 0.70$ very strong relationship, $\pm 0.40-0.69$ strong relationship, $\pm 0.30-0.39$ moderate relationship, $\pm 0.20-0.29$ weak relationship, and $\pm 0.01-0.19$ no or negligible relationship. The level of significance is at $p < 0.05$.

CHAPTER 4

RESULTS AND DISCUSSION

This chapter presents the statistical tools and findings in regards to the main objective of the study, that is to determine the relationship between work-related stress level and teaching performance among clinical instructors in a private university college of nursing in Iloilo City, Philippines, during the second semester of the academic year 2022- 2023. The findings were presented in two parts: (1) Descriptive Data Analysis and (2) Inferential Data Analysis.

Demographic Characteristics of Respondents

Table 1 below shows almost 6 out of 10 (55.10%) of the respondents included in the study are in middle adulthood, ages ranging 34 to 55 years old, and less than one third of the respondents (26.10%) are in late adulthood, ages ranging 56 to 65 years old. Meanwhile, 13 percent belong to older adulthood, ages ranging 66 years old and above, and 5.8 percent of the respondents are in young adulthood, ages ranging 23 to 33 years old. According to Klaassen (2016), middle-aged teachers recruit greater neural resources than younger teachers in relation to similar levels of cognitive performance. Older teachers might be more knowledgeable, as they have a 'knowledge base' that is developed over years of teaching experience compared to the younger teachers (Abas et al., 2018).

Additionally, the table shows that the majority of the respondents are full-time employees, accounting for 52.20% of the respondents. On the other hand, 47.80% of the respondents are part-time employees. Teachers are at increased

risk of stress- related illnesses and burnout symptoms. Part- time and full- time faculty have different numbers of hours to accomplish, the study has found no difference for the development of burnout, regardless of the extent of employment, age and gender (Seibt & Kreuzfeld, 2021).

Furthermore, the table shows that the majority of the respondents have completed their Master's degree, either as graduates (47.80%) and with some units completed (26.10%). Additionally, 14.50% of the respondents have a Bachelor of Science in Nursing degree. And the smallest percentage of respondents have graduated with a Doctorate degree, with 4.30% and 7.20% having completed some units of a Doctorate program. According to Vural (2021), teachers with master's degrees often pursue further education for reasons such as personal development, enhancing their expertise in the field, and advancing their careers either in academia or professionally. They seek to deepen their knowledge and skills to improve their teaching practice and contribute more effectively to their profession.

Moreover, when it comes to marital status, almost two thirds (63.80%) of the respondents are married and about 3 out of 10 (29%) of the respondents are single. Meanwhile 7.20% of the respondents are widow/widower. An assessment of the effects of family dynamics on university teachers' health is necessary. In the study of Arias Gallegos et al. (2019), it was found out that married teachers have a higher score in one of the dimensions of burnout compared to single, widowed and divorced teachers.

In terms of number of years of teaching, the majority of respondents (58%) have more than 10 years of teaching experience. Additionally, more than one fourth (26.10%) of respondents have 1-5 years of teaching experience. Only a small percentage of respondents have been teaching for 6- 10 years (10.10%) and less than 1 year (5.80%), indicating a smaller proportion of clinical instructors in these experience categories. Teaching is a serious profession that calls for a lot of resources including years of performance. However, the data on years of experience showed no significant correlation on the quality of performance (Pranoto et al., 2021).

The table 1 also shows that in terms of place of residence or time traveled of the clinical instructor to a private university reveals that one third (33.30%) of the respondents have long (30 minutes and more) time period of traveling to a private university and almost 4 out of 10 (39%) of the respondents are traveling in average time (15- 30 minutes). While more than one fourth (27.50%) are traveling in a short (1- 15 minutes) period of time.

According to Mrope (2023) teachers who have shorter commutes from their homes to workplaces tend to report higher levels of job satisfaction compared to those with longer commutes.

Lastly, the table presents that the respondents were dominantly female (78.30%) than male (21.70%). According to Ahmad et al. (2015), female teachers have higher self-efficacy than males on efficacy to influence classroom management, instructional strategies and students' engagement subscales.

Table 1

Characteristics of clinical instructors in terms of age, employment status, highest educational attainment, marital status, number of years teaching, place of residence, and sex.

A. Demographic of Clinical Instructors in CPU College of Nursing (n=69)

Socio Demographic Characteristics		f	%
Age	Older Adulthood	9	13.00
	Late Adulthood	18	26.10
	Middle Adulthood	38	55.10
	Young Adulthood	4	5.8
Employment Status	Full-time Employee	36	52.20
	Part time Employee	33	47.80
Highest Educational Attainment	Doctorate Degree Graduate	3	4.30
	Doctorate Degree Some Units Only	5	7.20
	Master's Degree Graduate	33	47.80
	Master's Degree Some Units Only	18	26.10
	BS in Nursing	10	14.50
Marital Status	Married	44	63.80
	Single	20	29.00
	Widow/Widower	5	7.20
Number of Years Teaching	More than 10 years	40	58.00
	6-10 years	7	10.10
	1-5 years	18	26.10
	Less than 1 year	4	5.80
Place of Residence	Long	23	33.30
	Average	27	39.00
	Short	19	27.50
Sex	Female	54	78.30
	Male	15	21.70

Distribution of response on items under work-related stress level

Table 2a presents the distribution of responses regarding work-related stress level. The statement “I am clear about what is expected of me at work” gained the highest positive outcome among the 15 statements where over 9 out of 10 (92.8%) respond positively. More than 8 out of 10 (82.6%) respond favorably in the statement “I feel qualified as a teacher when assigned to their specialty (e.g., ICU nurse- ICU rotation)”. A study supports the findings as according to Attia (2017), being expert with a subject helps teachers transfer the breadth and depth of understanding of that subject to the students. Additionally, more than 4 out of 5 (81.2%) respondents feel like effective teachers when their students are responsive to discussions. Nearly 70 percent (69.6%) of respondents find it easy to relate to their colleagues. This finding was supported by a study of Nichols (2021), where it suggests that supportive interactions among colleagues can buffer the negative effects of job demands on teacher stress level. Lastly, two-thirds (66.7%) of respondents find it easy to make classes interactive. The results reveal that these mentioned statements indicate that clinical instructors experience lower levels of stress with these items.

On the other hand, less than one-fourth (23.2%) of the respondents find it easy to create course syllabi and outlines. This finding highlights that this statement serves as the primary indicator of work-related stress among clinical instructors. A new study by UCL Institute of Education (IOE) researchers (2022) supports the findings as it presents that marking and lesson planning are the two aspects of teachers’ jobs that lead to the greatest increase in workload stress and levels of poor well- being.

Additionally, the statement "I have a class from 7:30 AM to 5:00 PM daily" (24.6%) and "I have only a few roles (1- 2) in the College (e.g., Lecturer, RLE Clinical Instructor, Coordinator, Class Adviser)" (37.7%) also emerge as significant stress indicators among clinical instructors. According to Kanwal et al., (2023), findings reveal that heavy workloads can lead to stress, burnout, and decreased engagement, which negatively impact student learning outcomes. Another result of the study agrees and reveals that teachers who work more than 45 hours per week suffer more often from inability to recover and emotional exhaustion than teachers who work less than 40 hours per week (Kreuzfeld, S. et al., 2022).

Furthermore, among the work-related stressors are statements such as "I am given sufficient breaks at work" and "I have adequate time to study my lessons before discussion," to which less than half (49.3%) of the respondents responded affirmatively. The study was confirmed according to Pozas et al. (2022), stress arises from the fact that teachers have insufficient planning time to prepare appropriate instruction to address the needs of all students, and also feel unprepared.

Table 2a

Distribution of response on items under work-related stress level

Items	Always 4 (%)	Often 3 (%)	Sometimes 2 (%)	Never 1 (%)
I am clear about what is	92.8	2.9	4.3	0

expected of me at work.				
I feel qualified as a teacher when I am assigned to my specialty. (e.g. ICU nurse - ICU rotation).	82.6	4.3	11.6	1.4
I feel like an effective teacher when my students are responsive to the discussion.	81.2	5.8	13.0	0
I find it easy relating with my colleagues.	69.6	1.4	29.0	0
I find it easy making the class interactive.	66.7	11.6	21.7	0
I handle subjects that are aligned with my specialty. (e.g. ICU nurse - ICU rotation).	63.8	5.8	29.0	1.4
I can easily find accessible resources to use on my lessons.	59.4	7.2	33.3	0
I feel competent managing discussions on multiple topics within a short time.	56.5	8.7	34.8	0
I feel appreciated in my work.	52.2	10.1	37.7	0
I work only on regular hours.	50.7	13.0	33.3	2.9
I am given sufficient break at work.	49.3	14.5	36.2	0
I have sufficient time to study my lessons to be discussed.	49.3	13.0	37.7	0
I only have a few roles (1-2) in the College (Lecturer, RLE Clinical Instructor, Coordinator, Class Adviser,	37.7	17.4	39.1	5.8

etc.).				
I have a class from 7:30 AM to 5:00 PM daily.	24.6	8.7	62.3	4.3
I find it easy to make the course syllabi and outlines.	23.2	8.7	46.4	21.7

Table 2b shows that among the respondents, a subgroup comprising 27.5% reported stress levels below the mean, indicating relatively lower stress levels.

For another subgroup, approximately 33.3% of respondents reported stress levels within the vicinity of the mean, suggesting a moderate level of stress experienced.

Furthermore, approximately 39.1% of respondents reported stress levels exceeding the mean, indicating a significant portion of the population facing high levels of stress.

In a group of 69 participants, stress levels varied from a low of 32 to a high of 60. The calculated mean was 48.1449 belonging to average stress level, with a standard deviation of 6.71757, suggesting considerable diversity in stress levels across the sample. The study was confirmed according to Collie et al. (2022), it has been identified that teachers often face stress levels that are above average.

Table 2b

Distribution of respondents according to their stress level

	Stress	f	%
Above Average	44 or below	19	27.5
Average	45-50	23	33.3
Below Average	51 or Above	27	39.1
N = 69 Min =32 Max = 60 Mean = 48.1449 SD = 6.71757			

Distribution of response on items under teaching performance

Table 3a shows the distribution of the clinical instructors' response to statements under teaching performance level. It reveals that among the 15 statements, one statement obtained almost 8 out of 10 (79.7%) affirmative responses of being able to be fair in scoring and grading students' outputs. This finding serves as the primary strength of the high level of teaching performance. Additionally, the statement "I am honest, fair, and professional in dealing with students and others" (73.9%) also emerges as a strength of high level teaching performance as agreed by Rasooli et al. (2022), Teachers articulated equality as ensuring equal treatment in offering opportunities and assessing student performance through grading.

The statement "I align my class activities and assessments with the learning outcomes" and "I practice systematic management of online/face-to-face class routines such as starting/ending the class with a prayer, checking of attendance, joining of students, submission of requirements, etc" both resulted

(62.3%). According to Wilkinson, et al. (2020), Effective classroom management by teachers is essential for ensuring favorable educational results for students.

Moreover, 6 out of 10 (60.9%) respondents have the ability to create a positive online/ face-to-face learning environment and are also very punctual in online/face-to-face classes. According to (Devamma, 2019), It is well known that effective teaching results in positive outcomes. Hence, it is essential for a teacher to possess all the qualities to demonstrate effective teaching.

More than 5 out of 10 (56.5%) respondents answered to a very high extent in the teaching performance level statement, "I am able to manage the class time for productive learning experiences". According to Marry Grace (2022), Teachers commonly employ conventional teaching approaches such as lecturing, leading discussions, and conducting experiments to foster collaborative problem- solving, critical thinking, and creative thinking among students. Almost 60% of the respondents have applied a high standard of teaching practice and have the ability to enhance critical and creative thinking among students. According to Olsen & Hunnes (2023), The teaching of generic skills and the ability to deliver timely feedback is essential for student learning and success, recognizing that feedback can significantly impact learning outcomes. More than fifty percent (53.6%) of the respondents, practice giving timely and appropriate feedback on students' work and have effective speaking communication skills using appropriate language in delivering lessons.

Based on their responses, a portion of respondents have used appropriate tools in monitoring and assessing students' learning progress (52.2%). Nearly

fifty percent (49.3%) have mastery of the subject matter/lesson being taught. Almost 5 out of 10 (47.8%) of the respondents are on time in checking and returning of test papers (within two weeks after the exam). According to Maynes (2019), One of a teacher's primary intentions is to assign a grade to their student's papers that reflects the feedback given.

Only over 4 out of 10 (43.5%) respondents believe they have a high ability to elicit maximum participation and sustain a high level of interaction in their classes. Therefore, this statement serves as the weakest teaching performance level. When providing structure, the teacher communicates clear expectations, provides step-by-step guidance for how students can make progress and attain desired outcomes (Cheon, Reeve, & Song, 2019)

Table 3a

Distribution of response on items under Teaching Performance Level

Items	Very High Extent 5 (%)	High Extent 4 (%)	Moderate Extent 3 (%)	Low Extent 2 (%)	Very Low Extent 1 (%)
I am fair in scoring and grading my students' outputs.	79.7	17.4	2.9	0	0
I am honest, fair, and professional in dealing with students and others.	73.9	23.2	2.9	0	0
I align my class activities and assessments with the learning outcomes.	62.3	31.9	5.8	0	0
I practice systematic management of	62.3	27.5	10.1	0	0

online/face-to-face class routines such as starting/ending the class with a prayer, checking of attendance, joining of students, submission of requirements, etc.					
I have the ability to create a positive online/ face-to-face learning environment.	60.9	33.3	5.8	0	0
I am punctual in online/face-to-face classes.	60.9	27.5	11.6	0	0
I am able to manage the class time for productive learning experiences.	56.5	36.2	7.2	0	0
I have applied high standard of teaching practice.	55.1	42.0	2.9	0	0
I have the ability to enhance critical and creative thinking among students.	55.1	40.6	4.3	0	0
I practice giving timely and appropriate feedback of students' work.	53.6	36.2	10.1	0	0
I have effective speaking communication skills using appropriate language in delivering lessons.	53.6	34.8	11.6	0	0
I have used appropriate tools in monitoring and assessing students' learning progress.	52.2	42.0	5.8	0	0
I have mastery of the subject matter/lesson being taught.	49.3	43.5	7.2	0	0
I am on time in checking and returning of test papers (within two weeks after the exam).	47.8	34.8	15.9	1.4	0
I have the ability to elicit students' maximum participation and sustain a high level of interaction in class.	43.5	47.8	8.7	0	0

Based on data from Table 3b, the majority of the respondents (47.8%) perceived their teaching performance to be above average level (71 or above). According to Waeyenberg, Peccei & Decramer (2020), performance management is a continual procedure designed to enhance employee performance. Teachers perceive performance management as a process that adheres to the principles of human resources management that is by feeling appreciated and valued leading to effective organizational commitment and high performance level.

Subsequently, 20.3% of the respondents viewed their performance in the average level and 22 out of 69 (31.9%) of clinical instructors perceived their teaching performance in the below average level.

In the total of 69 respondents, the score varied from low of 44 to a high of 75. The calculated mean was 67.5072 belonging to average teaching performance, with a standard deviation of 7.52959 indicating significant variation in teaching performance within the sample. According to Pratiwi & Warlizasusi (2023), the teacher has a duty as a teacher, and more than that, the teacher is an educator and value- adding mentor who guides and guides student learning. For this reason, teachers take an active role and establish themselves as high-performing professionals.

Table 3b

Distribution of respondent according to level of teaching performance

Teaching Scale	f	%
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Below	64 or below	22	31.9
Average			
Average	65 to 70	14	20.3
Above	71 or above	33	47.8
Average			
N = 69 Min =44.00 Max = 75.00 Mean = 67.5072 SD = 7.52959			

Relationship between stress level and teaching performance

Table 4 shows the relationship between stress level and teaching performance among clinical instructors in a Private University. The stress level is indirectly proportional to the score which means the lower the score, the higher the stress level and vice versa. As to teaching performance, it has a direct correlation which means that the higher the score, the higher the level of teaching performance.

The results show that 53% of respondents with below average score in stress level (high level of stress) belong to the respondent with below average teaching indicating that teaching performance is negatively affected by high level of stress. Whereas, almost 32% belongs to those who perform averagely and with a difference of almost 50% from those who score above average in teaching performance.

On the other hand, it's interesting to know that 82% of the respondents with low levels of stress (above average score) belong to those who have high teaching performance (71 or above) indicating that low stress levels have a positive impact on the teaching performance. Meanwhile only 22% belong to

those with average teaching performance score and only 5 respondents have low level of teaching performance with low level of stress.

Statistical analysis using Spearman rho revealed a value of -0.587 indicating that there is a strong negative correlation value between work-related stress level and teaching performance. The negative association explains that the higher the stress level a clinical instructor has, the lower its teaching performance. Additionally, when measuring the relationship between stress level and teaching performance using p- value, the result showed a score of 0.000 indicating significant relationship. The hypothesis states that there is no significant relationship between work-related stress level and the level of teaching performance among the respondents is rejected.

The results are consistent with the previous study entitled "*Work-related stress and performance among primary school teachers*" indicating that the lesser the stress of teachers, the better the quality of teaching they produce (Asolei, et al., 2020).

The findings of this study are consistent with the theory of Sister Callista Roy "Roy Adaptation Theory" which states that "a person is a biophysical being that is always interacting with their environment; when stress occurs; individuals find ways to cope with the existing problem". In this study, the stressors are work-related, where the clinical instructors have different coping mechanisms in order to adapt to the environment. When one has a good coping method, specifically in the role function mode stimuli in this study, one can perform better when they are able to control their stress resulting in positive behavior response.

On the other hand, the findings of the study also fully support the theory “*Transactional Model of Stress and Coping*” which states that “stress is the immediate product of a transaction between an individual and their environment in which personal perception or appraisal is different from each other”. In this study, most respondents who have a low stress level that have high teaching performance can be associated with two appraisals, the primary and secondary appraisal. Primary appraisal is when an individual perceived a transaction to be harmless or stressful, which in this case the respondents have perceived their work as stressful proceeding to a secondary appraisal. This is where a person assesses if the situation can be handled with available resources which the respondents showed a positive response to their stress management resulting in high teaching performance. Meanwhile, those who had high levels of stress and low levels of teaching performance have not perceived their transaction as stressful or have not perceived how to handle their current situation.

Table 4

Relationship between stress level and teaching performance among clinical instructors in a Private University.

Variables	Performance							
	Below Average 64 or below		Average 65 to 70		Above average 71 or above		Total	
Stress level	f	%	f	%	f	%	f	%
Below average 44 or below	10	52.6	6	31.6	3	15.8	19	100

Average 45 - 50	10	43.5	5	21.7	8	34.5	23	100
Above average 57 or above	2	7.4	3	11.1	22	81.5	27	100
Total	22	31.9	12	20.3	33	47.8	69	100
Spearman's Rho = -0.587 (strong relationship) P= 0.000 (significant)								

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of the study, conclusions derived, and recommendations for the enhancement of work-related stress level and teaching performance of clinical instructors.

This descriptive- correlational study utilized a researcher-developed questionnaire for the work-related stress level and an adapted questionnaire for teacher's rating scale questions to determine the clinical instructor's perceived teaching performance of the private university. A pilot study was done and data were subjected to Cronbach's alpha for its reliability and validity which scored 0.735 and 0.865 respectively.

Specifically, it sought to describe the characteristics of clinical instructors in terms of age, employment status, highest educational attainment, marital status, number of years of teaching, place of residence, and sex; identify the work-related stress level among clinical instructors; determine the teaching performance of clinical instructors; and, determine whether there is a significant relationship between the work-related stress level and level of teaching performance among clinical instructors at private university in Iloilo City.

The study covered 69 clinical instructors out of 110 following the inclusion and exclusion criteria. The data collected were subjected to descriptive analysis and test of relationship. Descriptive analysis was done using simple frequency counts, percentage and mean in describing the characteristics, stress level and

teaching performance level. The Spearman rho was used to measure the strength of the relationship between stress level and teaching performance level among clinical instructors in a private university college of nursing.

The data were processed with the use of the Statistical Package for the Social Sciences (SPSS) version 23.

Summary of Major Findings

1. The largest proportion of clinical instructors falls within the age group of 34 to 55 years old (55.10%), which corresponds to middle adulthood. Additionally, the majority of respondents are full-time employees, accounting for 52.20% of the respondents. Moreover, most respondents have completed their Master's degree, either as graduates (47.80%) or with some units completed (26.10%). When considering marital status, the majority of respondents are married, comprising almost two-thirds (63.80%) of the population. Regarding the years of teaching experience, the majority of respondents (58.00%) have more than 10 years of teaching experience. In terms of the place of residence or travel time to a private university, most clinical instructors travel for long periods (30 minutes or more) to a private university, with one-third (33.30%) of the population. Finally, respondents are predominantly female (78.30%) compared to male (21.70%).
2. The study showed different levels of stress among respondents. About 27.5% had above average stress score, while 33.3% had average stress score. However, 39.1% faced below average stress score. Among the 15

statements, the following indicates that clinical instructors experience low levels of work-related stress with these items: (a) "I am clear about what is expected of me at work" (92.85%); (b) "I feel qualified as a teacher when I am assigned to my specialty" (e.g., ICU nurse- ICU rotation) (82.6%); (c) "I feel like an effective teacher when my students are responsive to the discussion" (81.2%); (d) "I find it easy to relate with my colleagues" (69.6%); and (e) "I find it easy to make the class interactive" (66.7%). On the other hand, the following statements serves as the primary indicators of work-related stress or contributes to high levels of work-related stress of clinical instructors: (a) "I find it easy to make the course syllabi and outlines" (23.2%); (b) "I have a class from 7:30 AM to 5:00 PM daily" (24.6%); (c) "I only have a few roles (1-2) in the College (Lecturer, RLE Clinical Instructor, Coordinator, Class Adviser, etc.)" (37.7%); (d) "I have sufficient time to study my lessons to be discussed" (49.3%); and (e) "I am given sufficient break at work" (49.3%).

3. Nearly half of the respondents, around (47.8%), perceived their teaching performance as highly effective, rating themselves at 71 or above. Whereas 20.3% of respondents viewed their performance as average. And 22 out of 69 clinical instructors perceived their teaching performance at below level. Majority of respondents, approximately (79.7%), exhibit fairness in scoring and grading students' outputs, underscoring a primary strength in teaching performance. About (62.3%) align class activities and assessments with learning outcomes and practice systematic

management of class routines. Additionally, (60.9%) demonstrates the ability to create a positive learning environment and maintain punctuality in classes. In terms of time management, (56.5%) are adept at ensuring productive learning experiences. Furthermore, (55.1%) apply high standards of teaching practice to enhance critical and creative thinking, while (53.6%) provide timely feedback and possess effective communication skills. Approximately (52.2%) use appropriate tools for monitoring and assessing student progress, and (49.3%) have mastery of the subject matter. However, only (47.8%) are timely in checking and returning test papers, and (43.5%) feel confident in eliciting maximum participation and sustained interaction in classes.

4. The overall relationship between stress level and teaching performance revealed that high levels of stress (as indicated by low scores) were linked to below- average teaching performance in over half (53%) of respondents, demonstrating a negative effect of stress on teaching performance. Conversely, a low level of stress (as indicated by high scores) was associated with high teaching performance in 82% of respondents, indicating a negative correlation between low stress levels and high teaching performance. Statistical analysis (Spearman rho) revealed a strong negative correlation (-0.587) between work-related stress and teaching performance, indicating that higher stress levels corresponded with lower performance. The low p-value (0.000) confirmed a significant relationship between stress levels and teaching performance.

Conclusions

Based on the findings of this study, the following conclusions were drawn:

1. Nearly all clinical instructors working in the private university college belong to the middle adulthood age group indicating the shift of workforce to a new generation. Additionally, most of the respondents belong to those who are working as a full- employee. Furthermore, most of the clinical instructors have proceeded to their Master's Degree which is a must in order to teach at the college level. Followed by those who have finished their Master's Degree with some units only. To add, most of the respondents are married, and more than half of the population have been teaching for more than 10 years. Most of the clinical instructors have an average travel time from home to work. And lastly, the private university college of nursing are dominated by female employees as nursing has been a generally female- dominated profession for many years.
2. The study shows a numerous portion of the respondents reported stress levels exceeding the mean, indicating a substantial number of individuals experiencing high levels of stress (below average score). This tells that most clinical instructors experience high stress in the workplace emphasizing the necessity for interventions aimed at mitigating stressors and promoting the welfare of clinical instructors.
3. Almost half of the clinical instructors perceived their teaching performance at above average level. Therefore, they provide a high quality of learning to student nurses showing strong commitment to excellence in teaching.

4. The lower the stress level, the higher the teaching performance. There is an inverse relationship between stress level and teaching performance. This negative correlation implies that a low stress level is imperative for high teaching performance. Non- probability sampling was used, and therefore, the results are non- generalizable to other populations or groups.

Recommendations

Clinical Instructors. The clinical instructors are recommended to find ways on how to effectively cope up with work-related stress to improve their teaching performance. Through cultivation of a supportive positive work environment, effective and efficient time management, and focus more on seeking opportunities to grow by attending seminars and training to improve management in work.

Student Nurses. Filipino student nurses have to be conscious and informed of the importance of the work-related stress level of the clinical instructors and how it can affect the level of teaching performance. This was the basis of what is expected when they become full-fledged practitioners or professionals and choose the educational field.

Dean and Faculty of College of Nursing. The Dean and Faculty of College of Nursing are recommended to address work-related stress by providing support and resources for instructors, offering professional development opportunities focused on teaching skills and stress management, promoting work-life balance initiatives, establishing feedback mechanisms, recognizing teaching excellence,

and supporting continuing education. These measures aim to enhance teaching effectiveness, alleviate stress, and create a positive and supportive work environment for clinical instructors in the college.

School Administrators. The school administrators may focus on the review of the work design programs focused on the work-related stress level and teaching performance.

Future Researchers. Future researchers are recommended to conduct a qualitative study to explore the work-related stress levels and teaching performance among clinical instructors. This endeavor aims to provide deeper insights into the significance of understanding the impact of work-related stress levels on the teaching performance of each clinical instructor. Moreover, such a study can serve as a foundation for future researchers seeking to validate these findings across a broader and larger sample size ensuring proper gathering of data.

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APPENDICES

APPENDIX A INFORMED CONSENT



RESEARCH ETHICS REVIEW BOARD CENTRAL PHILIPPINE UNIVERSITY

Lopez Jaena St., Jaro, Iloilo City, Philippines
329-1971 to 79 local 3336



INFORMED CONSENT FORM (ICF) TEMPLATE (VERSION No. 02-2023)

1. KEY INFORMATION ABOUT THE RESEARCHERS

Title of the Study: Work-Related Stress-Level and Teaching Performance among Clinical Instructors in a Private University College of Nursing

Name of Researcher/s: Mallorca, Janamae; Mah, Charlyn; Malik, Ayesha; Mallari, Jessther Faye; Mamon, Shayne Nicole; Manabat, Edzhel Anne

Research Adviser: Sarla F. Duller PhD, MN, RN, NP

Department/College: College of Nursing

Institution: Central Philippine University

2. INTRODUCTION/BACKGROUND OF THE STUDY

You are invited to take part in this research study. This form contains information that will help you in deciding whether or not to participate in this research. Before you decide to participate in this study, you will be given enough time to read and understand the informed consent form. If there are words or concepts that you do not understand feel free to ask questions at any time, the researchers are willing to explain it to you and your questions will be answered to your satisfaction. The study will begin once you have signed the informed consent form.

Stress is common to everyone. According to Demjaha et al. (2015), teaching is very stressful, and nursing instructors work in a highly

demanding environment. When stress exists in the workplace, the energy to work depletes, and exhaustion occurs. In a study by Alfuqaha & Alsharah (2018) comparing teachers' and nurses' burnout, it was found that both nurses and teachers experienced burnout. However, nurses had significantly higher levels of burnout than teachers. This shows how much more when a nurse is at the same time the teacher. Clinical instructors are crucial in helping student nurses develop the skills necessary to be effective practitioners (Soroush et al. (2021), which is why assessing their mental health is important.

3. PURPOSE OF THE RESEARCH

The purpose of this research is to determine the relationship between work-related stress level and teaching performance among clinical instructors in a private university college of nursing in Iloilo City, Philippines, during the second semester of academic year 2023 - 2024.

4. TYPE OF RESEARCH INTERVENTION/DATA GATHERING INSTRUMENT

The researchers will use an electronic questionnaire via Google form to all participants. The instrument contains 3 parts, Part 1 contain the respondents characteristic. Part 2 will contain 15 items researcher-developed questionnaire that will be used to measure the work-related stress level, and Part 3 with 15 items adapted questionnaire from the private university teachers rating scale to determine the clinical instructors' perceived teaching performance.

5. PARTICIPANT SELECTION (INCLUSION & EXCLUSION CRITERIA)

You are chosen as a participant based on the following criteria:

- a. Participants must be Clinical Instructors.

- b. Participants must be affiliated with the specified private university college of nursing.
- c. Participants must be actively teaching during the second semester of the academic year 2023-2024.
- d. Both part-time and full-time Clinical Instructors are included.
- e. Participants that are willing to sign the informed consent form.

The following are excluded:

- a. Individuals who are not Clinical Instructors.
- b. Clinical Instructors who are not affiliated with the specified private university college of nursing.
- c. Clinical Instructors who are not actively teaching during the second semester of the academic year 2023-2024.
- d. Clinical Instructors from other academic disciplines or departments who are not directly involved in nursing education.
- e. Clinical Instructors who refused to participate.

6. VOLUNTARY PARTICIPATION

Your participation in this study is entirely voluntary. It is your choice whether or not to participate. If you choose not to participate or to withdraw from the study at any time, there will be no penalty or other consequences and without need to give any reason.

7. PROCEDURE

You will be given an electronic copy of informed consent and will be given enough time to read and understand the contents of it. The researchers will be available for questions and clarifications. After signing the informed consent, you will submit the file to the provided submission Google form link. A confirmation message will redirect you to another link to answer the questionnaire. Upon completion, you will submit your data via Google form which will be monitored by the researchers to begin the documentation of the

data. All information gathered during this study will be private and strictly confidential.

8. DURATION OF THE STUDY

The study will be conducted from September 2022 to February 2024. You will be given 10-15 minutes to answer the 3 parts questionnaire in Google Forms.

The study commence on September 2022 until March 2024. You will be given 10-20 minutes to answer the 3 parts- questionnaire in Google Forms.

9. RISKS AND INCONVENIENCES

There is negligible risk involved in this study. If you are uncomfortable with the questions you do not have to proceed. The researcher will ensure the protection of the participants' well-being through various mitigation procedures, including psychosocial, medical, and physical support as needed. Your safety and comfort are of utmost importance, and any concerns or hesitations will be respected and addressed appropriately.

10. BENEFITS

This study may help the following:

Clinical Instructors. This study will enhance the clinical instructor's recognition of the daily stress they experience at the workplace and find better ways to deal with it.

Student Nurses. This study will enlighten the student nurse's perspective in choosing a career as a clinical instructor.

Dean and Faculty of College of Nursing. This study will provide additional information on the clinical instructor's stress level and address the problem.

School Administrators. This study will enable school administrators to understand how work-related stress level affects teaching performance

among clinical instructors to develop appropriate interventions to mitigate stress levels and improve teaching performance.

Future Researchers. This study can also serve as a springboard for future researchers. To evaluate other variables that could determine the relationship between work-related stress levels and teaching performance among clinical instructors.

11. REIMBURSEMENTS

You will not receive any reimbursements for your participation. However, your valuable contribution to our research is greatly appreciated. Your responses to this questionnaire will be crucial in expanding knowledge and awareness to the nursing field.

12. CONFIDENTIALITY

The information you have provided is solely for the purpose of this study. Your identity will be kept private and confidential to the extent provided by law. You will be assigned an ID number and your data will be stored with utmost respect to your privacy.

13. RIGHT TO REFUSE OR WITHDRAW

Your participation in this study is entirely voluntary. It is your choice whether or not to participate. If you choose not to participate or to withdraw from the study at any time, there will be no penalty or other consequences and without need to give any reason. If at any time you withdraw from the study, your data will be discarded properly.

14. DECLARATION OF CONFLICT INTEREST

The researchers declare that under any circumstances there is no conflict of interest that would influence the research work.

15. STORAGE AND DISPOSAL OF RESEARCH DATA/MATERIALS

The electronic copy of the data will be kept in a computer that only the researchers have access to. Hard copies will be stored securely in a filing cabinet with lock that only the researchers will have access to for 2 years and will be disposed after a 5 year retention period through paper shredding.

16. SHARING OF RESULTS/DISSEMINATION PLAN

The results of this study will be disseminated and distributed after the analysis, interpretation, and revisions of the study which will end in April 2024. You will be provided with all the results pertaining to the study as requested. As a participant, you will be informed that the research findings will be shared more broadly through publications, conferences, and online platforms such as Zoom and Google Meet. The hard copy of the study will be disseminated to the selected private university college of nursing.

17. WHO TO CONTACT

If you have any questions or clarifications regarding your participation in the study, you may contact:

Lead Researcher: [Janamae Mallorca](#)
Address: [Central Philippine University College of Nursing](#)
Contact Number: [09090892059](#)
Email address: janamae.mallorca-20@cpu.edu.ph

If you have questions pertaining to your rights as a participant, you may contact:

Joy G. Raso, PhD.
Chair, CPU Research Ethics Review Board
Email: researchethics@cpu.edu.ph
Phone: 329-1971 (local 3336)

18. CERTIFICATE OF CONSENT

I have read the foregoing information, or it has been read and explained to me in a language/dialect I know and understand. I have had the opportunity to ask questions about it and any questions I have been asked have been answered to my satisfaction. I consent voluntarily to be a participant in this study.

Print name of participant _____

Signature of participant _____

Date _____

MM/DD/YYYY

Statement by the researcher/person taking consent

I have accurately read out the information sheet to the potential participant, and to the best on my ability made sure that the participant understands that the following will be done.

1. The data gathered will be analyzed to determine the relationship between work-related stress level and teaching performance among clinical instructors.
2. Ensure that data privacy will be strictly followed.
3. They have the right to withdraw their data from the study.
4. The result of this study will be disseminated upon request by the participant.

I confirm that the participant was given an opportunity to ask questions about the study, and all the questions asked by the participant have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.

Print Name of Researcher/person taking the consent _____

Signature of Researcher/ person taking the consent _____

Date: _____

MM/DD/YYYY

APPENDIX B QUESTIONNAIRE



Central Philippine University
COLLEGE OF NURSING
The First Nursing School in the Philippines
5000 Iloilo City, Philippines



Instructions: Please check the appropriate box that applies to you.

PART 1. Respondent characteristic

A. Age Group

- Young adulthood (23 to 33)
- Middle adulthood (34 to 55)
- Late adulthood (56 to 65)
- Older adulthood (65 and above)

B. Employment Status

- Full-time employee
- Part-time employee

C. Highest educational attainment

- Bachelor of Science Degree
- Master's Degree some units only
- Master's Degree Graduate
- Doctorate Degree some units only
- Doctorate Degree Graduate
- Others: _____

D. Marital Status

- Single
- Married
- Widowed/widower
- Others: _____

E. Number of years of teaching

- Less than 1 year
- 1-5 years

- 6-10 years
 More than 10 years

F. Place of residence (Time traveled)

- Short (1-15 minutes)
 Average (15 - 30 minutes)
 Long (30 minutes and more)

G. Sex

- Male
 Female

PART 2. Work-related stress level

	Never	Often	Sometimes	Always
1. I am clear about what is expected of me at work.				
2. I have a class from 7:30 AM to 5:00 PM daily.				
3. I handle subjects that are aligned with my specialty. (e.g. ICU nurse - ICU rotation).				
4. I only have a few roles (1-2) in the College (Lecturer, RLE Clinical Instructor, Coordinator, Class Adviser, etc.).				
5. I find it easy to make the course syllabi and outlines.				
6. I am given sufficient breaks at work.				
7. I work only on regular hours.				
8. I find it easy relating with my colleagues.				
9. I feel appreciated in my work.				
10. I feel competent managing discussions on multiple topics within a short period of time.				

11. I find it easy making the class interactive.				
12. I feel like an effective teacher when my students are responsive to the discussion.				
13. I can easily find accessible resources to use in my lessons.				
14. I have sufficient time to study my lessons to be discussed.				
15. I feel qualified as a teacher when I am assigned in my specialty. (e.g. ICU nurse - ICU rotation)				

PART 3. Teaching performance (Adapted)

	1-VERY LOW EXTENT	2-LOW EXTENT	3-MODERATE EXTENT	4-HIGH EXTENT	5-VERY HIGH EXTENT
1. I am punctual in online/face-to-face classes.					
2. I am honest, fair, and professional in dealing with students and others.					
3. I have applied high standard of teaching practice.					
4. I align my class activities and assessments with the learning outcomes.					
5. I have mastery of the subject matter/lesson being taught.					
6. I have the ability to enhance critical and creative thinking among students.					
7. I have the ability to elicit students' maximum participation and sustain a high level of interaction in class.					
8. I have effective speaking communication skills using appropriate language in delivering lessons.					

9. I have used appropriate tools in monitoring and assessing students' learning progress.					
10. I am fair in scoring and grading my students' outputs.					
11. I am on time in checking and returning of test papers (within two weeks after the exam).					
12. I practice giving timely and appropriate feedback of students' work.					
13. I am able to manage the class time for productive learning experiences.					
14. I practice systematic management of online/face-to-face class routines such as starting/ending the class with a prayer, checking of attendance, joining of students, submission of requirements, etc.					
15. I have the ability to create a positive online/face-to-face learning environment.					

APPENDIX D

Table 6 Budget

DETAILS	AMOUNT
I. Personnel services	
Statistician	3,000
II. Other services	
Research Ethics	1,500
Plagiarism scan	1,200
Grammarian check	2,000
Binding	2,000
Miscellaneous	3000
TOTAL	10,000

APPENDIX E



CENTRAL PHILIPPINE UNIVERSITY
College of Nursing
The First Nursing School in the Philippines, 1906
Iloilo City, Philippines 5000
Tel. No. (63-33) 3291971 to 79 Local 1037 / 2133
Website: <http://www.cpu.edu.ph> | Email: nursing@cpu.edu.ph



Melba C. Sale, MAN
OIC Dean
College of Nursing
Central Philippine University

Dear Professor Sale,

The Central Philippine University - College of Nursing Level 3E students will be conducting a research study entitled **“Work-related Stress Level and Teaching Performance among Clinical Instructors in a Private College of Nursing”** in fulfillment of the requirements under the NCM 3113 subject.

The researchers of this study are as follows:

1. Mah, Charlyn H. (BSN 3E)
2. Malik, Ayesha G. (BSN 3E)
3. Mallari, Jessther Faye M. (BSN 3E)
4. Mallorca, Janamae D. (BSN 3E)
5. Mamon, Shayne Nicole B. (BSN 3E)
6. Manabat, Edzhel Anne D. (BSN 3E)

The study aims to determine the relationship between work-related stress level and teaching performance among clinical instructors in the College of Nursing. The study will utilize full-time and part-time clinical instructors.

In this regard, we would like to ask permission from your good office to allow us to conduct a survey through a questionnaire on the said research among the clinical instructors in the college of nursing.

If there are any questions and/or clarifications, please contact our group leader, Miss Janamae Mallorca, at (+63) 909 089 2059.

Thank you very much, and anticipating your kind approval.



CENTRAL PHILIPPINE UNIVERSITY
College of Nursing
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Respectfully Yours,

Charlyn H. Mah
BSN-3E

Ayesha G. Malik
BSN-3E

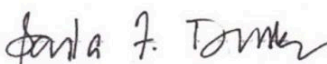
Jessther Faye M. Mallari
BSN-3E


Janamae D. Mallorca
BSN-3E

Shayne Nicole B. Mamon
BSN-3E

Edzhel Anne D. Manabat
BSN-3E

Noted by:



Prof. Sarla F. Duller, PhD, MN, RN, NP
Research Adviser

Approved by:


Prof. Melba C. Sale, MAN
Acting Dean
College of Nursing
This University

APPENDIX F

RESEARCH INSTRUMENT VALIDATION



Central Philippine University
College of Nursing
Jaro, Iloilo city

CERTIFICATION OF RESEARCH INSTRUMENT VALIDATION (QUANTITATIVE RESEARCH)

This is to certify that the study entitled: WORK-RELATED STRESS-LEVEL AND TEACHING PERFORMANCE AMONG CLINICAL INSTRUCTORS IN A PRIVATE UNIVERSITY COLLEGE OF NURSING, has undergone instrument validation. Necessary changes have been checked and approved.

This certification is issued upon the request of the authors: Mallorca, Janamae; Mah, Charlyn; Malik, Ayesha; Mallari, Jessther Faye; Mamon, Shayne Nicole; Manabat, Edzhel Anne.

As an expert of this subject, I have reviewed the instruments and its contents as to its appropriateness and accuracy based on the problem statement, objectives, conceptual framework, and operational definition of terms.

Issued this 5th day of June, 2023 to the above mentioned student researchers in compliance with their requirements in their research subject.

Respectfully,


Prof. Liezl Breña

Validator

(Printed Name and Signature)



Central Philippine University
College of Nursing
Jaro, Iloilo city

CERTIFICATION OF RESEARCH INSTRUMENT VALIDATION
(QUANTITATIVE RESEARCH)

This is to certify that the study entitled: WORK-RELATED STRESS-LEVEL AND TEACHING PERFORMANCE AMONG CLINICAL INSTRUCTORS IN A PRIVATE UNIVERSITY COLLEGE OF NURSING, has undergone instrument validation. Necessary changes have been checked and approved.

This certification is issued upon the request of the authors: Mallorca, Janamae; Mah, Charlyn; Malik, Ayesha; Mallari, Jessther Faye; Mamon, Shayne Nicole; Manabat, Edzhel Anne.

As an expert of this subject, I have reviewed the instruments and its contents as to its appropriateness and accuracy based on the problem statement, objectives, conceptual framework, and operational definition of terms.

Issued this 5th day of June, 2023 to the above mentioned student researchers in compliance with their requirements in their research subject.

Respectfully,

A handwritten signature in black ink, appearing to read 'Marisa C. Dy Buco', written over a horizontal line.

Marisa C. Dy Buco

Validator

(Printed Name and Signature)



Central Philippine University
College of Nursing
Jaro, Iloilo city

CERTIFICATION OF RESEARCH INSTRUMENT VALIDATION
(QUANTITATIVE RESEARCH)

This is to certify that the study entitled: WORK-RELATED STRESS-LEVEL AND TEACHING PERFORMANCE AMONG CLINICAL INSTRUCTORS IN A PRIVATE UNIVERSITY COLLEGE OF NURSING, has undergone instrument validation. Necessary changes have been checked and approved.

This certification is issued upon the request of the authors: Mallorca, Janamae; Mah, Charlyn; Malik, Ayesha; Mallari, Jessther Faye; Mamon, Shayne Nicole; Manabat, Edzhel Anne.

As an expert of this subject, I have reviewed the instruments and its contents as to its appropriateness and accuracy based on the problem statement, objectives, conceptual framework, and operational definition of terms.

Issued this 5th day of June, 2023 to the above mentioned student researchers in compliance with their requirements in their research subject.

Respectfully,


Prof. Jade Ermitano

Validator
(Printed Name and Signature)

APPENDIX G

PRE- ORAL MANUSCRIPT PLAGIARISM SCAN CERTIFICATE



REVIEW, CONTINUING EDUCATION and CONSULTANCY CENTER

Central Philippine University

Jaro, Iloilo City

Tel. No. 329-1971 local 1008 email: rceccsec@cpu.edu.ph

Website: rcecc.cpu.edu.ph

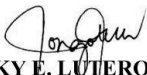


February 08, 2023

CERTIFICATION

This is to certify that the research paper entitled “**WORK-RELATED STRESS-LEVEL AND TEACHING PERFORMANCE AMONG CLINICAL INSTRUCTORS IN A PRIVATE UNIVERSITY COLLEGE OF NURSING**” by **Mallorca, Janamae, Mah, Charlyn, Mallik, Ayesha, Mallari, Jessther Faye, Mamon, Shayne Nicole, and Manabat, Edzhel Anne** has undergone Turnitin Similarity Checking with a passing percentage of 9% and have passed the requirements (Chapter 1-3).

Prepared by:


PINKY E. LUTERO-TONGOL
Staff-in-charge

Approved by:


LENNY ROSE P. MUCHO, EdD.
Director, RCECC

APPENDIX H



Central Philippine University
Jaro, Iloilo city

STATISTICIAN'S CERTIFICATION

This is to certify that this research study entitled, WORK-RELATED STRESS LEVEL AND TEACHING PERFORMANCE AMONG CLINICAL INSTRUCTORS IN A PRIVATE UNIVERSITY COLLEGE OF NURSING and submitted by Mallorca, Janamae; Mah, Charlyn; Malik, Ayesha; Mallari, Jessther Faye; Mamon, Shayne Nicole; and Manabat, Edzhel Anne.

For the degree of Bachelor of Science in Nursing is certified to have undergone statistical analysis and reviewed by the undersigned.

Issued this 25th day of March, 2024, Central Philippine University, Jaro, Iloilo City, Philippines.

A handwritten signature in black ink, appearing to read 'Tony Ray A. Canaman'.

Prof. Tony Ray A. Canaman
Statistician

APPENDIX I

CHAPTER 1-5 PLAGIARISM SCAN CERTIFICATE



REVIEW, CONTINUING EDUCATION and CONSULTANCY CENTER

Central Philippine University

Jaro, Iloilo City

Tel. No. 329-1971 local 1008 email: rceccsec@cpu.edu.ph

Website: rcecc.cpu.edu.ph



March 26, 2024

CERTIFICATION

This is to certify that the research proposal entitled **“WORK-RELATED STRESS-LEVEL AND TEACHING PERFORMANCE AMONG CLINICAL INSTRUCTORS IN A PRIVATE UNIVERSITY COLLEGE OF NURSING”** by **Janamae Mallorca, Charlyn Mah, Ayesha Malik, Jessther Faye Mallari, Shayne Nicole Mamon, and Edzhel Anne Manabat** has undergone Turnitin Similarity Checking with a passing percentage of 14% and has passed the requirements (Chapter 1-5).

Prepared by:


PINKY E. LUTERO-TONGOL
Staff-in-charged

Approved by:


LENNY ROSE P. MUCHO, EdD.
Director, RCECC

APPENDIX J

Grammarian Certificate



COLLEGE OF ARTS AND SCIENCES
CENTRAL PHILIPPINE UNIVERSITY
Department of Languages, Mass Communication, and Humanities

CERTIFICATION

This is to certify that the research entitled **WORK-RELATED STRESS-LEVEL AND TEACHING PERFORMANCE AMONG CLINICAL INSTRUCTORS AT A PRIVATE UNIVERSITY COLLEGE OF NURSING** by *Mallorca, Janamae, Mah, Charlyn, Malik, Ayesha, Mallari, Jessther Faye, Mamon, Shayne Nicole, and Manabat, Edzhel Anne* was checked and verified for grammar and other mechanics of writing.

Issued this 26th of May, 2024.

RHYS DE LA BANDA CAMACHO, MA English (major in TESOL)
DLMCH Faculty
This University

APPENDIX K



CENTRAL PHILIPPINE UNIVERSITY
College of Nursing
The First Nursing School in the Philippines, 1906
Iloilo City, Philippines 5000
Tel. No. (63-33) 3291971 to 79 Local 1037 / 2133
Website: <http://www.cpu.edu.ph> | Email: nursing@cpu.edu.ph



Melba C. Sale, MAN, RN

Acting Dean
College of Nursing
This University

Dear Professor Sale,

The Central Philippine University - College of Nursing Level 4E students are conducting a research study entitled "WORK-RELATED STRESS LEVEL AND TEACHING PERFORMANCE AMONG CLINICAL INSTRUCTORS IN A PRIVATE UNIVERSITY COLLEGE OF NURSING" as a partial fulfillment of the requirements in Nursing Research (NCM 3113.)

In this regard, we would like to request a copy of the names of all the College of Nursing faculty members (both full and part-time) to monitor our data collection.

Thank you very much, and we are anticipating your kind approval.

Respectfully Yours,

A handwritten signature in black ink, appearing to read "Janamae D. Mallorca".

Janamae D. Mallorca
BSN-4E Group 5 Leader

Noted by:

A handwritten signature in black ink, appearing to read "Sarla F. Duller".

Prof. Sarla F. Duller, PhD, MN, RN, NP
Research Adviser

Approved by:

A handwritten signature in black ink, appearing to read "Melba C. Sale".

Prof. Melba C. Sale, MAN
Acting Dean
College of Nursing
This University

APPENDIX L FINAL REVISION APPROVAL

Central Philippine University

College of Nursing





Jaro, Iloilo City 5000

SUMMARY OF ORAL DEFENSE REVISIONS/COMMENTS

**Study Title: WORK-RELATED STRESS LEVEL AND TEACHING PERFORMANCE
AMONG CLINICAL INSTRUCTOR IN A PRIVATE UNIVERSITY COLLEGE OF
NURSING**

Date: March 16, 2024

**Section/Group and Proponents: BSN 4E Mallorca, Janamae; Mah, Charlyn; Malik, Ayesha;
Mallari, Jessther Faye; Mamon, Shayne Nicole; Manabat, Edzhel Anne**

Area	Suggestion for revision (by Panel Member)	Revisions on page no. in the manuscript in red font
Introduction	Prof. Canaman <ul style="list-style-type: none"> • Do not put the independent and dependent variable in a box • Delete the antecedent variable • Changed student rated teaching performance to self evaluation teacher rating performance. 	 9 10 10
Methodology	Prof. Canaman <ul style="list-style-type: none"> • Separate Validity and Reliability in each paragraph • Insert respondents and instrument for pilot testing 	 22 22
Summary, Conclusions and Recommendations	Prof. Alvin <ul style="list-style-type: none"> • Include if the study can be generalized. Prof. Sale <ul style="list-style-type: none"> • Changed the recommendation for 	 40 

	future researcher from qualitative correlational study into explore on the work related stress and the teaching performance	41
--	---	----

The proponents have complied with the suggested revisions and have been incorporated accordingly in the protocol.


Prof. Sarla F. Duller

Research Adviser

The proponents have satisfactorily complied with the suggestions of the undersigned.


Prof. Melba C. Sale

Panel Member

Central Philippine University

College of Nursing





Jaro, Iloilo City 5000

SUMMARY OF ORAL DEFENSE REVISIONS/COMMENTS

Study Title: **WORK-RELATED STRESS LEVEL AND TEACHING PERFORMANCE AMONG CLINICAL INSTRUCTOR IN A PRIVATE UNIVERSITY COLLEGE OF NURSING**

Date: March 16, 2024

Section/Group and Proponents: BSN 4E Mallorca, Janamae; Mah, Charlyn; Malik, Ayesha; Mallari, Jessther Faye; Mamon, Shayne Nicole; Manabat, Edzhel Anne

Area	Suggestion for revision (by Panel Member)	Revisions on page no. in the manuscript in red font
Introduction	Prof. Canaman <ul style="list-style-type: none"> Do not put the independent and dependent variable in a box Delete the antecedent variable Changed student rated teaching performance to self evaluation teacher rating performance. 	 9 10 10
Methodology	Prof. Canaman <ul style="list-style-type: none"> Separate Validity and Reliability in each paragraph Insert respondents and instrument for pilot testing 	 22 22
Summary, Conclusions and Recommendations	Prof. Alvin <ul style="list-style-type: none"> Include if the study can be generalized. Prof. Sale <ul style="list-style-type: none"> Changed the recommendation for 	 40 

	future researcher from qualitative correlational study into explore on the work related stress and the teaching performance	41
--	---	----

The proponents have complied with the suggested revisions and have been incorporated accordingly in the protocol.

Prof. Sarla F. Duller

Research Adviser

The proponents have satisfactorily complied with the suggestions of the undersigned.

Prof. Alvin John Gustilo

Panel Member

Central Philippine University

College of Nursing





Jaro, Iloilo City 5000

SUMMARY OF ORAL DEFENSE REVISIONS/COMMENTS

Study Title: **WORK-RELATED STRESS LEVEL AND TEACHING PERFORMANCE AMONG CLINICAL INSTRUCTOR IN A PRIVATE UNIVERSITY COLLEGE OF NURSING**

Date: March 16, 2024

Section/Group and Proponents: BSN 4E Mallorca, Janamae; Mah, Charlyn; Malik, Ayesha; Mallari, Jessther Faye; Mamon, Shayne Nicole; Manabat, Edzhel Anne

Area	Suggestion for revision (by Panel Member)	Revisions on page no. in the manuscript in red font
Introduction	Prof. Canaman <ul style="list-style-type: none"> Do not put the independent and dependent variable in a box Delete the antecedent variable Changed student rated teaching performance to self evaluation teacher rating performance. 	 9 10 10
Methodology	Prof. Canaman <ul style="list-style-type: none"> Separate Validity and Reliability in each paragraph Insert respondents and instrument for pilot testing 	 22 22
Summary, Conclusions and Recommendations	Prof. Alvin <ul style="list-style-type: none"> Include if the study can be generalized. Prof. Sale <ul style="list-style-type: none"> Changed the recommendation for 	 40 


	future researcher from qualitative correlational study into explore on the work related stress and the teaching performance	41
--	---	----

The proponents have complied with the suggested revisions and have been incorporated accordingly in the protocol.


Prof. Sarla F. Duller



Research Adviser

The proponents have satisfactorily complied with the suggestions of the undersigned.


Prof. Tony Ray Canaman

Panel Member

APPENDIX M RESUBMISSION FORM

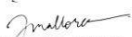
	RESEARCH ETHICS REVIEW BOARD CENTRAL PHILIPPINE UNIVERSITY Lopez Jaena St., Jaro, Iloilo City, Philippines 329-1971 to 79 local 3336	
RESUBMISSION FORM	RERB Form No. 08-1	
	Version No. 03	
	Date of Effectivity: 17 May 2023	

INSTRUCTION TO THE RESEARCHER/s: This form shall be filled-out by the researcher upon receipt of the Decision form. Obtain an electronic copy of this form and provide the information required in the space provided. This form shall be signed by the researcher and adviser before submission to rec-resubmission@cpu.edu.ph

GENERAL INFORMATION			
Title of the Study	Work-Related Stress-Level and Teaching Performance among Clinical Instructors in a Private University College of Nursing		
Version number/Date	August 09, 2023		
RERB Code	2023-217-UG-MALLORCA et al.	Study Site:	Central Philippine University
Name of Researcher	Mallorca, Janamae; Mah, Charlyn; Malik, Ayesha; Mallari, Jessther Faye; Mamon, Shayne Nicole; Manabat, Edzhel Anne	Contact Information	Tel No. N/A
Co-researcher (if any)			Mobile No. 09090892059
			Fax No. N/A
			Email: janamae.mallorca-20@cpu.edu.ph
Institution of researcher/s	Central Philippine University		
Address of Institution	Lopez Jaena St. Jaro Iloilo City		

RERB Recommendations	Response of Researcher	Section and page number of revisions
State inclusion criteria level of research	The inclusion and exclusion criteria level is included	21
Revise Ethical consideration	Ethical consideration is revised and is written after Research Instrument.	22-24
Provide a separate section for the dissemination plan	Dissemination plan is made.	24
Revised Informed consent form following the latest version.	Followed the latest version if informed consent form	Different file

Researcher/s:




JANAMAE D. MALLORCA
 Signature over Printed Name
 Date: August 03, 2023

Adviser:


 SARLA F. DULLER, PhD, MN, RN, NP

Signature over Printed Name

APPENDIX N DECISION FORM

 RESEARCH ETHICS REVIEW BOARD CENTRAL PHILIPPINE UNIVERSITY Lopez Jaena St., Jaro, Iloilo City, Philippines 329-1971 to 79 local 3336		
		DECISION FORM
		RERB Form No. 22-1 Version No. 04 Date of Effectivity: 17 May 2023

Date: July 14, 2023

NAME OF PROPONENT: **MALLORCA, JANAMAE
MAH, CHARLYN
MALIK, AYESHA
MALLARI, JESSTHER FAYE
MAMON, SHAYNE NICOLE
MANABAT, EDZHEL ANNE**

Institution: CENTRAL PHILIPPINE UNIVERSITY

Re: **"WORK-RELATED STRESS-LEVEL AND TEACHING PERFORMANCE AMONG
CLINICAL INSTRUCTORS IN A PRIVATE UNIVERSITY COLLEGE OF NURSING"**

RERB code: 2023-217-UG-MALLORCA et al.

Dear Mr/Ms. Mallorca,

This is to acknowledge receipt of your request and the following supporting documents dated **June 16, 2023**:

1. Letter of application for research ethics review addressed to CPU- RERB Chair
2. Accomplished RERB Application (Form 07-1)
3. Full protocol/Research proposal (Chapters 1, 2 and 3) with references.
4. Validated Research Instrument/Questionnaire for Quantitative Research
5. Certificate of Validation for researcher-made questionnaire preferably from (3) three experts in the field, not by the adviser and panel members
6. Informed Consent Form (CPU-RERB template)
7. Assent Form for minor respondents/participants (CPU-RERB template)
8. Certificate of Technical Review/Approval sheet of proposal signed by (3) three members of the technical panel and the Dean
9. Turnitin Similarity Certificate from CPU-RCECC
10. Budget (if applicable)
11. Curriculum Vitae/Resume of the Researcher/Investigator and Co-Researchers with 2x2 photograph
12. GANTT Chart/Timelines/Table of schedule
13. Official Receipt of Ethics Review paid to Account No. A098
14. Two (2) Hard Copies (*Soft Bound in Blue or Black cover*) of the above documents placed inside a long clear plastic envelope
15. Soft Copy of the above documents emailed to researchethics@cpu.edu.ph


- *This form contains the CPU-REC recommendations. Please comply within (15) days and wait for the Ethical Clearance before the conduct of the study.*

The above documents underwent **Expedited Review** which generated the following list of recommendations:

1. State your inclusion criteria what level?
 2. Please revise Ethical considerations. It should be written after Research Instrument. The following is the content of Ethical Consideration, discuss as a sub-paragraph .
Seeking approval from the RERB office and other related offices/institution
 - prior to the conduct of the study*Risk Assessment*
 - identify research related –risk based on the following categories: negligible, low, minimal, more than minimal, and high risk) and discuss ways mitigate such risk*Benefits assessment*
 - should be summarized to make it more comprehensive to your respondents.*Withdrawal criteria of participants*
 - state withdrawal criteria*Anonymity and confidentiality of participants/respondents*
 - discuss how to anonymize & keep the confidentiality of your respondents*Voluntary, non-coercive recruitment of participants/respondents*
 - provide statement on voluntary & non-coercive recruitment*Disposal of research materials/data*
 - discuss how to dispose research materials*Contribution to local capacity building and benefits to local communities*
 - discuss possible contribution of your study*Incentives or compensation for participants*
 - provide statement on giving of incentives*Disclosure or declaration of potential conflict of interest*
 - provide statement on declaration of potential conflict of interest
 3. Please provide separate section for Dissemination Plan
 4. Revise your Informed Consent Form follow the latest version
- Note:** Content in the Ethical consideration should be aligned with the ICF.

DECISION: Approved Minor revision
 Disapproved Major revision

Very truly yours,


 Joy G. Raso, PhD.

Chair, CPU-RERB

Date: 7/14/23

- This form contains the CPU-REC recommendations. Please comply within (15) days and wait for the Ethical Clearance before the conduct of the study.

APPENDIX O ETHICAL CLEARANCE



RESEARCH ETHICS REVIEW BOARD
CENTRAL PHILIPPINE UNIVERSITY
Lopez Jaena St., Jaro, Iloilo City, Philippines
329-1971 to 79 local 3336



ETHICAL CLEARANCE

RERB Form No.22-2
Version No.: 04
Date of Effectivity: 17 May 2023

Date of Approval: September 4, 2023

RERB Code: 2023-217-UG-MALLORCA et al.

Protocol Title: ***“WORK-RELATED STRESS-LEVEL AND TEACHING PERFORMANCE AMONG CLINICAL INSTRUCTORS IN A PRIVATE UNIVERSITY COLLEGE OF NURSING”***

Version No. 03

Researcher/s: **Mallorca, Janamae
Mah, Charlyn
Malik, Ayesha
Mallari, Jessther Faye
Mamon, Shayne Nicole
Manabat, Edzhel Anne**


Upon resubmission of the following documents, Research Proposal Chapters 1, 2, and 3 with references and Informed Consent Form, the above protocol is hereby **APPROVED** by the CPU-RERB. This ethical clearance is valid from **September 4, 2023** to **September 4, 2024**.

The researcher/s are hereby required to submit the following:

- ✓ Progress Report on or before **October 4, 2023** to researchethics@cpu.edu.ph
- ✓ Final Report Form and one (1) copy of the completed protocol **within one (1) month** after completion of the study.



For any amendment or alteration in the protocol that will change the nature, or the level of risk involved after approval, the Research Ethics Review Board must be notified through writing and accomplishing the following forms as needed: Protocol Deviation Form, Serious Adverse Events, Amendment Form, and/or Early Termination Report.

Very truly yours,


JOY G. RASO, PhD.
Chair, CPU-RERB

Date: **9/4/23**

APPENDIX Q FINAL REPORT

 <div style="display: inline-block; text-align: center; vertical-align: middle;"> RESEARCH ETHICS REVIEW BOARD <small>CENTRAL PHILIPPINE UNIVERSITY Lopez Jaena St., Jaro, Iloilo City, Philippines 329-1971 to 79 local 3336</small> </div> 	
FINAL REPORT FORM	RERB Form No. 13-1 Version No. 01 Date of Effectivity: 17 May 2023



INSTRUCTIONS TO THE RESEARCHER/s:
 This form is required upon completion of the study. Obtain an electronic copy of this form and supply all information required in the space provided. This form shall be signed by the researcher and adviser before submission to researchethics@cpu.edu.ph

GENERAL INFORMATION

RERB Protocol Number	2023-217-UG-MALLORCA et.al.	Date (DD/MM/YYYY)	May 28, 2024
Protocol Title	WORK-RELATED STRESS-LEVEL AND TEACHING PERFORMANCE AMONG CLINICAL INSTRUCTORS AT A PRIVATE UNIVERSITY COLLEGE OF NURSING		
Principal Investigator/s	JANAMAE D. MALLORCA, CHARLYN H. MAH, AYESHA G. MALIK, JESSTHER FAYE M. MALLARI, SHAYNE NICOLE B. MAMON AND EDZHEL ANNE D. MANABAT		
Department/College	College Of Nursing		
Contact No.	09090892059	*Email Address	janamae.mallorca-20@cpu.edu.ph
Co-investigator/s (if any)			
Contact No.		Email Address	
Institution of Researcher/s	Central Philippine University		
Address of Institution	Jaro, Iloilo City		
Effective period of Ethical Clearance	From: _____ To: _____		
(*for RERB) Primary Reviewer/s			
Type of Study	<input type="checkbox"/> Clinical <input type="checkbox"/> Epidemiology <input type="checkbox"/> Observational study <input type="checkbox"/> Document Review <input type="checkbox"/> Individual based <input type="checkbox"/> Genetic <input type="checkbox"/> Social Survey <input checked="" type="checkbox"/> Others, specify <u>Descriptive Correlational</u>		
Review Status	<input checked="" type="checkbox"/> Full Board <input type="checkbox"/> Expedited		



FINAL REPORT

1. Start/end of the Study: November 2022 – May 2024
2. Number of enrolled participants: 110
3. Number of required participants: 110
4. Number of participants who withdraw: 0
5. Deviations from the approved protocol: No deviation

Recommendations (For RERB use only)	
DECISION: (For RERB use only)	<input type="checkbox"/> Ask for further information <input type="checkbox"/> Noted and Accept report
Comments of Primary Reviewer (For RERB use only)	
<p>RERB Primary Reviewer: (For RERB use only)</p> <p>_____ Signature over Printed Name</p> <p>Date:</p> <p>Researcher/s:</p> <p> <u>JANAMAE D. MALLORCA</u> Signature Over Printed Name</p> <p>Date: May 30, 2024</p> <p>Adviser:</p> <p> <u>SARLA F. DULLER, PhD, MN, RN, NP</u></p> <p>Signature Over Printed Name</p> <p>Date: May 30, 2024</p>	

APPENDIX P

PROGRESS REPORT

	RESEARCH ETHICS REVIEW BOARD CENTRAL PHILIPPINE UNIVERSITY Lopez Jaena St., Jaro, Iloilo City, Philippines 329-1971 to 79 local 3336	
PROTOCOL REVIEW OF PROGRESS REPORT	RERB Form No. 09-1 Version No. 01 Date of Effectivity: 17 May 2023	

INSTRUCTIONS TO THE RESEARCHER/IS:

This form is required thirty (30) days after your Data Collection. Obtain an electronic copy of this form and supply All information required in the space provided. This form shall be signed by the researcher and adviser before submission to researchethics@cpu.edu.ph

GENERAL INFORMATION

Title of Study	WORK-RELATED STRESS-LEVEL AND TEACHING PERFORMANCE AMONG CLINICAL INSTRUCTORS AT A PRIVATE UNIVERSITY COLLEGE OF NURSING		
RERB Protocol No.	2023-217-UG-MALLORCA et al.	Study Site	College of Nursing Central Philippine University
Name of Researcher	JANAMAE D. MALLORCA, CHARLYN H. MAH, AYESHA G. MALIK, JESSTHER FAYE M. MALLARI, SHAYNE NICOLE B. MAMON AND EDZHEL ANNE D. MANABAT		
Contact No.	09090892059	Email Address	Janamae D. Mallorca
Co-researcher (if any)			
Institution	Central Philippine University		
Address of Institution	Lopez, Jaena St. Jaro, Iloilo City		
Ethical clearance effectivity period:	17 May 2023		

PROGRESS REPORT

1. Start of study: November 2022
2. Expected end of study: May 2024
3. Number of enrolled participants:110
4. Number of required participants:110
5. Number of participants who withdrew:0
6. Deviations from the approved protocol: 0
7. New information (literature or in the conduct of the study) that may significantly change the risk-benefit ratio: There was no significant change in the risk-benefit ratio.
8. Issues/problems encountered: There were no problem encountered.

6. Issues/problems encountered: None

7. Summary of findings:

Summary of Major Findings

1. The largest proportion of clinical instructors falls within the age group of 34 to 55 years old (55.10%), which corresponds to middle adulthood. Additionally, the majority of respondents are full-time employees, accounting for 52.20% of the respondents. Moreover, most respondents have completed their Master's degree, either as graduates (47.80%) or with some units completed (26.10%). When considering marital status, the majority of respondents are married, comprising almost two-thirds (63.80%) of the population. Regarding the years of teaching experience, the majority of respondents (58.00%) have more than 10 years of teaching experience. In terms of the place of residence or travel time to a private university, most clinical instructors travel for long periods (30 minutes or more) to a private university, with one-third (33.30%) of the population. Finally, respondents are predominantly female (78.30%) compared to male (21.70%).
2. The study showed different levels of stress among respondents. About 27.5% had above average stress score, while 33.3% had average stress score. However, 39.1% faced below average stress score. Among the 15 statements, the following indicates that clinical instructors experience low levels of work-related stress with these items: (a) "I am clear about what is expected of me at work" (92.85%); (b) "I feel qualified as a teacher when I am assigned to my specialty" (e.g., ICU nurse - ICU rotation) (82.6%); (c) "I feel like an effective teacher when my students are responsive to the discussion" (81.2%); (d) "I find it easy to relate with my colleagues" (69.6%); and (e) "I find it easy to make the class interactive" (66.7%). On the other hand, the following statements serves as the primary indicators of work-related stress or contributes to high levels of work-related stress of clinical instructors: (a) "I find it easy to make the course syllabi and outlines" (23.2%); (b) "I have a class from 7:30 AM to 5:00 PM daily" (24.6%); (c) "I only have a few roles (1-2) in the College (Lecturer, RLE Clinical Instructor, Coordinator, Class Adviser, etc.)" (37.7%); (d) "I have sufficient time to study my lessons to be discussed" (49.3%); and (e) "I am given sufficient break at work" (49.3%).
3. Nearly half of the respondents, around (47.8%), perceived their teaching performance as highly effective, rating themselves at 71 or above. Whereas 20.3% of respondents viewed their performance as average. And 22 out of 69 clinical instructors perceived their teaching performance at below level. Majority of respondents, approximately (79.7%), exhibit

fairness in scoring and grading students' outputs, underscoring a primary strength in teaching performance. About (62.3%) align class activities and assessments with learning outcomes and practice systematic management of class routines. Additionally, (60.9%) demonstrates the ability to create a positive learning environment and maintain punctuality in classes. In terms of time management, (56.5%) are adept at ensuring productive learning experiences. Furthermore, (55.1%) apply high standards of teaching practice to enhance critical and creative thinking, while (53.6%) provide timely feedback and possess effective communication skills. Approximately (52.2%) use appropriate tools for monitoring and assessing student progress, and (49.3%) have mastery of the subject matter. However, only (47.8%) are timely in checking and returning test papers, and (43.5%) feel confident in eliciting maximum participation and sustained interaction in classes.

4. The overall relationship between stress level and teaching performance revealed that high levels of stress (as indicated by low scores) were linked to below-average teaching performance in over half (53%) of respondents, demonstrating a negative effect of stress on teaching performance. Conversely, a low level of stress (as indicated by high scores) was associated with high teaching performance in 82% of respondents, indicating a negative correlation between low stress levels and high teaching performance. Statistical analysis (Spearman rho) revealed a strong negative correlation (-0.587) between work-related stress and teaching performance, indicating that higher stress levels corresponded with lower performance. The low p-value (0.000) confirmed a significant relationship between stress levels and teaching performance.

8. Conclusions/Recommendations:

Conclusions

Based on the findings of this study, the following conclusions were drawn:

1. Nearly all clinical instructors working in the private university college belong to the middle adulthood age group indicating the shift of workforce to a new generation. Additionally, most of the respondents belong to those who are working as a full-time employee. Furthermore, most of the clinical instructors have proceeded to their Master's Degree which is a must in order to teach at the college level. Followed by those who have finished their Master's Degree with some units only. To add, most of the respondents are married, and more than half of the population have been teaching for more than 10 years. Most of the clinical instructors have an average travel time from home to work. And lastly, the private university college of nursing are dominated by female employees as nursing has

been a generally female-dominated profession for many years.

2. The study shows a numerous portion of the respondents reported stress levels exceeding the mean, indicating a substantial number of individuals experiencing high levels of stress (below average score). This tells that most clinical instructors experience high stress in the workplace emphasizing the necessity for interventions aimed at mitigating stressors and promoting the welfare of clinical instructors.
3. Almost half of the clinical instructors perceived their teaching performance at above average level. Therefore, they provide a high quality of learning to student nurses showing strong commitment to excellence in teaching.
4. The lower the stress level, the higher the teaching performance. There is an inverse relationship between stress level and teaching performance. This negative correlation implies that a low stress level is imperative for high teaching performance. Non-probability sampling was used, and therefore, the results are non-generalizable to other populations or groups.

Recommendations

Clinical Instructors. The clinical instructors are recommended to find ways on how to effectively cope up with work-related stress to improve their teaching performance. Through cultivation of a supportive positive work environment, effective and efficient time management, and focus more on seeking opportunities to grow by attending seminars and training to improve management in work.

Student Nurses. Filipino student nurses have to be conscious and informed of the importance of the work-related stress level of the clinical instructors and how it can affect the level of teaching performance. This was the basis of what is expected when they become full-fledged practitioners or professionals and choose the educational field.

Dean and Faculty of College of Nursing. The Dean and Faculty of College of Nursing are recommended to address work-related stress by providing support and resources for instructors, offering professional development opportunities focused on teaching skills and stress management, promoting work-life balance initiatives, establishing feedback mechanisms, recognizing teaching excellence, and supporting continuing education. These measures aim to enhance teaching effectiveness, alleviate stress, and create a positive and supportive work environment for clinical instructors in the college.

School Administrators. The school administrators may focus on the review of the work design programs focused on the work-related stress level and teaching performance.