

**LINKING JOB-RELATED STRESS AND STAFF PERFORMANCE: A CASE STUDY
OF HOLY CROSS COLLEGE, PAMPANGA**

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Abstract:

Job-related stress is a growing global issue that affects employees' mental, physical, and behavioural health, ultimately influencing individual and organisational productivity. This study explored the link between job-related stress and employee performance at Holy Cross College in Sta. Ana, Pampanga. A descriptive–correlational design was adopted using a structured questionnaire administered to 114 employees. Data were analysed using Pearson's correlation to assess the relationship between stressors and performance outcomes. Findings revealed a significant association between occupational stress factors particularly role conflict and work–family conflict and both task and contextual performance. These stressors were the most dominant predictors of decreased employee effectiveness. The study highlights the need for institutional policies and interventions aimed at reducing stress and improving staff well-being.

Keywords: Occupational Stress, Employees' Performance

1. Introduction

1.1 Background of the Study

Occupational stress has emerged as a significant workplace challenge worldwide, influencing employees' capacity to perform optimally and impacting organisational success. At Holy Cross College, Sta. Ana, Pampanga, employees, particularly teaching staff, face various stressors ranging from high workloads to conflicting job demands. Stress arises when the pressures and demands placed on workers exceed their ability to cope or adapt, resulting in physical, psychological, and behavioural strain. Persistent exposure to stress at work not only undermines staff well-being but also diminishes productivity, increases turnover intentions, and hampers institutional growth.

This study investigates how job-related stress factors such as role ambiguity, role conflict, work overload, and work–family conflict affect employee performance. By examining both task performance (core job responsibilities) and contextual performance (extra-role behaviours), the research aims to understand how these stressors influence overall effectiveness at work. Identifying these relationships is vital for designing evidence-based interventions to alleviate stress and enhance employee productivity and job satisfaction.

To address the gaps in understanding workplace stress within educational institutions, this study employed a quantitative descriptive–correlational approach. A sample of 114 respondents from different departments at Holy Cross College was selected using convenience sampling. This method enabled the researchers to access staff who experience occupational stress firsthand,

providing insights into its influence on their work output. By exploring how various stressors interact with performance, the study offers a clearer picture of how institutional policies and management practices can be improved to promote healthier work environments.

The findings will be valuable to employees, management, and policymakers. For staff, the research provides a framework for recognising and managing stressors, thereby improving work–life balance and resilience. For human resource managers, it serves as evidence to support the development of fair workload allocation, clear job descriptions, and stress-reduction initiatives. Future researchers may also use this study as a reference point when examining occupational stress in similar organisational settings.

1.2 Review of Related Literature

Stress has been defined by the International Labor Organization (2019) as the reaction of our body to a stressor, which could be perceived as either a positive or negative reaction, which can impact a person's mental or physical health. Furthermore, it describes the harmful physical and emotional response to an imbalance demands and abilities of individuals to cope with those demands.

Crandall (2015) defines occupational stress as a set of feelings derived from forces found in the workplace. Occupational stress, commonly referred to as job stress, pertains to the difficulty in managing pressures and demands from work, because of the inadequate alignment of employees' skills and work's conditions and environment.

Nguyen et al. (2020) made a study to determine the factors that influence employee performance and their relationship and effect towards employee performance. They said seven variables and that includes; 1) Work motivation 2) Employee leadership 3) Work performance 4) Organizational Culture 5) Work Achievement 6) Competency and 7) Compensation. In this study, they found out that leadership, work environment, and organizational culture influences employee performance. While work motivation, work achievement, competency, employee leadership, and compensation affect employee performance. (Cabaluna & Mbaw, 2021)

Occupational stress had a significant negative impact on employee performance (physical, emotional, behavioral, and economic wellbeing). Moreover, it could even lead to increased risk of depression, intentions to quit, turnover, low productivity, and in extreme cases, including death. The main objective of the study was to identify the causes of stress and its impact on employee performance. Asamoah, (2017)

The impact of job stress on employee performance in terms of time pressure, workload, lack of motivation, and role ambiguity. (Cabaluna & Mbaw, 2021). It found out that time pressure and role ambiguity had a significant adverse influence on employee performance while the two remaining variables did not have an adverse influence on employee performance. Murali et al. (2017)

Moreover, some of the employees experienced pressure because of the heavy workload that's why it was recommended by the researchers that the management should do constant appraisal programs and appreciation. In this research topic, several studies have already been conducted among different employees in different sectors; banking staff (Nguyen, 2020), teachers (Kabito, 2020), nurses (Sarafis, 2018), police officers (Purba, 2019), and vendors (Aye, 2017). Therefore, occupational stress and employee performance should be recognized, as a collective issue that tremendously affects both the employees and organizational performance, including the society, and the economy of the country as a whole. (ILO, 2016).

1.4 Significance of the Study

The aim of this study is to better understand the relationship of occupational stress and employees' performance. The research will provide insightful information on:

Employees. This research study will provide not only a source of knowledge, but also a source of awareness about the occupational stressors and the possible effects of it on employee performance. Understanding how occupational stress affects performance can help employees develop coping mechanisms and strategies for balancing work and life.

Human Resource Management. The research study will help the management to become aware about the inner struggles of their employees and reconsider or review their management style, especially in giving workloads, clear job descriptions, enough time to finish the workloads, etc.

Future Researchers. The study will benefit and help future researchers, as this study may serve as a guideline and basis for new learning. This study will serve as a good source of ideas as it contains helpful information gathered by the researchers, supported by evidence from trustworthy resources.

2. METHODOLOGY

2.1 Research Design

This study employed a quantitative descriptive-correlational research design to quantitatively assess the relationship between occupational stress and employee performance. This method allows for the collection and statistical analysis of numerical data pertaining to the study's variables, with the researchers investigated and collected data that was useful in performing statistical or mathematical techniques. According to Wyse (2011), quantitative research was used to gather numerical data that was transformed into statistics. It quantified the attitudes and behaviors of a large group of people.

This study used descriptive research design to describe the respondents age, sex, educational attainment, employment status and years of service. It also showed the respondents description on the four level of the occupational stress namely role ambiguity, role conflict, work overload, work-family conflict. As well as how they would describe the two dimensions of the employees' performance in terms of task performance and contextual performance.

2.2 Population and Sample of the Study

Convenience sampling were used in selecting the study population. According to Rahi (2017), convenience sampling is the process of selecting a research population that is easily accessible to the researcher. This technique enabled the effective collection of data from employees experiencing jobrelated stress, providing valuable insights into its impact on their performance. (Cabaluna & Mbaw, 2021)

Raosoftware, a software that calculates the sample size of a research, was applied in calculating the actual number of the respondents. With 5% margin of error, 95% confidence level, 161 population size, and 50% response distribution, the recommended sample size is one hundred and fourteen (114) college teachers.

In order to calculate the number of respondents per department, the size of the population per department were divided by the total population of the college teachers and were multiplied by the total number of respondents. A random sample from each stratum is taken in a number proportional to the stratum's size compared with the population.

2.3 Research Instruments

The researchers used two research instruments for this study. The first instrument was adapted from Yozgat et al. (2013), determining the level of occupational stressors. The second instrument was adapted from Bernaards et al. (2014) to assess the dimensions of employee performance.

1. The first part of instrument contained the demographics of the participants; it involved their age, sex, educational attainment, employment status and years of service.
2. The second part of the instrument focused on occupational stress variables such as role ambiguity, role conflict, work overload, and work-family conflict with a total of sixteen (16) items for dependent variable.
3. The third part of the instrument assessed employees' performance variables such as task and contextual performance with fourteen (14) items for independent variable.

2.4 Data Collection Procedure

Foremost, the proponents sought written permission from the Dean of SBAH for the conduct of the survey with the target respondents inside the school. It addresses what and how the data collection is conducted.

Second phase, before starting the pilot testing, the survey questionnaire was validated by three experts in the field of research, and it was all approved by the experts. Then, the researchers conducted a pilot testing of survey instruments to measure the relationship of occupational stress and employees' performance, and to prove that it is valid and reliable. Data collection was done by providing a Google Form of the survey questionnaires. This study is exclusively for the respondents who participated, and the researchers worked with each other to ensure that they understood the survey process.

The researchers assure the participants of the confidentiality of the gathered data. During the data-gathering, informed consent was obtained from all the respondents. All information of the participants were protected and treated with confidentiality by preserving their anonymity.

2.5 Statistical Treatment

According to Vishak (2023), in the most basic form, statistical treatment of data consists of taking raw data and transforming it into something that can be analyzed and interpreted. This process can be used to test hypotheses, compare groups of data, or examine relationships between variables.

This study used a weighted mean and standard deviation to describe the level of assessment of the relationship of occupational stress and employee performance where it calculates the average value of the data. According to Taylor (2023), the weighted mean is a form of mean that is computed by summing all the outcomes after multiplying the weight or probability connected to a specific event or result by its connected quantitative outcome.

Frequency and percentage distribution analysis were applied in the demographic profile of the respondents. This is used to determine the percentage for the data on profile. This technique is widely used in expressing the relative frequency of the collected data from the responses in the survey. The other variables such as role ambiguity, role conflict, work overload, work-family conflict, task performance, contextual performance was determined through 4- point Likert Scale. The following four-point Likert scale will be used:

Table 1: Likert Scale

Scale Value	Range	Descriptive Evaluation
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4	3.26-4.00	Strongly Agree
3	2.51-3.25	Agree
2	1.76-2.50	Disagree
1	1.00-1.75	Strongly Disagree

3. RESULTS AND DISCUSSION

This portion of the study shows the analysis and interpretation of the gathered data from the group of respondents.

A. Demographic profile of the respondents:

Age

As shown in here, it was found that majority of the respondents were 31 to 40 years of age (47 or 41.23%), age that range from 26 to 30 years old came second (35 or 30.70%), next group is from the age 41 years old and above (25 or 21.93%), and lastly, from the age group of 20 to 25 years old (7 or 6.14%).

Sex

As shown, it represents the sex of the respondents. Frequency of 63 or 55.26% of the total respondents are male employees. Followed by the frequency of 51 or 44.74% of the total respondents are female employees.

Educational Attainment

As shown here, the respondents' educational attainment, it is evident that most of the respondents are with Bachelor's Degree with a total number of 58 (50.88%), while the total number of respondents with Master's Degree is 38 (33.33%), and lastly, with Doctorate Degree in a total number of respondents of 18 (17.79%).

As shown, this study also found that most of the respondents have a part-time job (64 or 56.14%) while fulltime job respondents were 50 in total with a percentage of 43.86%.

Years of Service

As shown here, demonstrates that 65 of the respondents have at most 4 to 8 years of service in teaching which accounts for the 57.02% of the total respondents, the other 34 or 29.82% have less than 3 years of service and the remaining 15 or 13.16% have 9 years and above years of service in teaching.

B. How may the level of occupational stress of the employees at Holy Cross College be described in terms of:

Role Ambiguity

It presents the respondents perception on role ambiguity. Role ambiguity got a computed mean of 3.46 with a standard deviation of 0.40 was obtained. All statement indicators in this section have one common denominator of the agreement of the respondents and interpreted as strongly agree, with the following specifications of weighted mean responses 3.65, 3.61, 3.32, 3.24 respectively. In general, the respondents strongly agreed that role ambiguity affect employees' performance.

Role Conflict

Here presents the respondents perception on role conflict. As to role conflict, it was found that the mean was 3.53 with SD of 0.39 and interpreted as strongly agree with the following specifications of weighted mean responses 3.54, 3.45, 3.54, 3.58 respectively. In general, the respondents strongly agreed that role conflict affect employees' performance.

Work Overload

This is the respondent's perception on work overload. In terms of work overload, it was revealed that the mean was 3.50 with a standard deviation of 0.46 was obtained. All statement indicators in this section have one common denominator of the agreement of the respondents and interpreted as strongly agree, with the following specifications of weighted mean responses 3.54, 3.40, 3.51, 3.54 respectively.

Also, here presents the respondents perception on work- family conflict. And in terms of work-family conflict, it was found that the mean was 3.61 with a standard deviation of 0.49 and interpreted as strongly agree. Based on the table above, the computed weighted mean for all statement were 3.60, 3.69, 3.54, 3.62 respectively, which has corresponding description rating of "Strongly Agree". In general, the respondents strongly agreed that work- family conflict affect employees' performance.

C. Is there a significant relationship between occupational stressors and task performance.

Task Performance

Here it presents the respondents perception on task performance. Task performance got a computed mean of 3.68 with a standard deviation of 0.32 was obtained. All statement indicators in this section have one common denominator of the agreement of the respondents and interpreted as strongly agree, with the following specifications of weighted mean responses 3.72, 3.67, 3.76, 3.66, 3.75, 3.62, 3.55 respectively. The respondents "Strongly Agree" that they managed to plan their work so that it was done on time. The respondents "Strongly Agree" that their planning was optimal. The respondents "Strongly Agree" that they kept in mind the results that they had to achieve in their work. The respondents "Strongly Agree" that they able to separate main issues from side issues at work. The respondents "Strongly Agree" that they knew how to set the right priorities. The respondents "Strongly Agree" that they able to perform their work well with minimal time and effort. The respondents "Strongly Agree" that their collaboration with others was very productive.

D. Is there a significant relationship between occupational stressors and contextual performance.

Contextual Performance

Here presents the respondents perception on contextual performance. Contextual performance got a computed mean of 3.55 with a standard deviation of 0.34 was obtained. All statement indicators in this section have one common denominator of the agreement of the respondents and interpreted as strongly agree, with the following specifications of weighted mean responses 3.39, 3.42, 3.36, 3.54, 3.63, 3.72, 3.75 respectively. The respondents "Strongly Agree" that they managed to took on extra responsibilities.

The respondents "Strongly Agree" that they started new tasks their selves, when my old ones were finished. The respondents "Strongly Agree" that they took on challenging work tasks, when

available. Montoya et al. (2025). The respondents “Strongly Agree” that they worked at keeping their job knowledge up-to-date. The respondents “Strongly Agree” that they came up with creative solutions to new problems. The respondents “Strongly Agree” that they actively participated in work meetings. The respondents “Strongly Agree” that they actively looked for ways to improve my performance at work.

4.1 Summary of Findings

A. Demographic Profile of the Respondents

The socio-demographic characteristics of the respondents in terms of age, sex, educational attainment, employment status, and years of service based on the collected data, it was found that majority of the respondents were 31 to 40 years of age (47 or 41.23%), male (63 or 55.26%), bachelor’s degree (58 or 50.88%), part-time (64 or 65.14%), and 4 to 8 years of service (65 or 57.02%).

B. Occupational Stress

The majority of respondents strongly agreed that they experience significant occupational stress due to several factors: role ambiguity (unclear job responsibilities and expectations), role conflict (receiving conflicting demands from supervisors and coworkers), work overload (having to work very hard and fast with limited time), and work-family conflict (work interfering with family responsibilities and personal well-being). These stressors were commonly acknowledged as contributing to their overall occupational stress.

C. Employees’ Performance

The majority of respondents strongly agreed that employees demonstrated high performance in both task performance and contextual performance. In terms of task performance, employees effectively planned and prioritized work, focused on results, distinguished key issues, and completed tasks efficiently. Regarding contextual performance, employees took initiative, accepted extra or challenging tasks, kept their skills updated, contributed creative solutions, engaged in meetings, and actively sought ways to improve their work. Montoya et al. (2025)

D. Relationship Between Occupational Stress and Employees’ Performance

The data showed that role ambiguity and work overload had no significant impact on employees’ task or contextual performance. However, role conflict and work-family conflict were negatively correlated with both types of performance, meaning that as stress from these factors increases, employees’ performance both in completing tasks and contributing beyond their core duties decreases.

4.2 Conclusions

This study examined the connection between job-related stress and employee performance at Holy Cross College, Pampanga. By focusing on key stressors role ambiguity, role conflict, work overload, and work-family conflict the research provided insight into how these factors influence both task performance and contextual performance. The findings revealed that stress originating from role conflict and work-family imbalance had the most significant negative effects on employees’ output and their willingness to engage in extra-role activities. Conversely, some stressors such as role ambiguity and work overload were less strongly linked to performance declines, suggesting that the type and intensity of stressors matter in shaping work outcomes.

Overall, the study highlights that occupational stress remains a critical organisational challenge with direct implications for staff well-being, motivation, and productivity. The results underscore

the need for management to adopt proactive interventions that reduce stress, clarify roles, and create supportive work environments. By implementing such measures, educational institutions like Holy Cross College can protect employee health, sustain productivity levels, and foster a positive organisational climate conducive to innovation and continuous improvement.

Recommendations

1. **Develop Stress Management Initiatives:** Management should establish regular stress management workshops, wellness programmes, and counselling services to help employees cope with role conflict and work–family demands, thereby improving their performance and job satisfaction.
2. **Clarify Roles and Workloads:** Institutions should revise job descriptions and streamline reporting structures to reduce role ambiguity and conflicting demands. Transparent communication of expectations can mitigate unnecessary stress and enhance task performance.
3. **Support Work–Life Balance:** Implement policies such as flexible scheduling, manageable workloads, and family-friendly benefits to address work–family conflict. These measures will help employees maintain healthier boundaries and sustain their productivity.
4. **Regular Monitoring and Feedback:** Establish a system of periodic employee feedback and performance appraisals focused on stress-related challenges. This allows management to identify emerging stressors early and respond with targeted interventions.

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