

Stress, Techno-Pedagogical Skills, and Quality of Life among Faculty of a Local University in Laguna



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ABSTRACT: The study determined the stress, techno-pedagogical skills, and quality of life among faculty of a local university in Laguna. Descriptive correlational research design was employed. The study revealed that the faculty of a local university has a high-level stress along pandemic stress and job-related stress; very high level of techno-pedagogical skills along content knowledge, pedagogical knowledge, and technological knowledge; and have maintained satisfactory quality of life along physical health, psychological well-being, social relationships, and environmental factors. The study revealed that there was no significant association between level of stress and techno-pedagogical skills. However, there was a significant connection noted between level of stress and quality of life, on most of its domains. Lastly, the level of techno-pedagogical skills among faculty can be equated with better quality of life, that the higher the level of techno-pedagogical skills the more satisfied with their quality of life. Essentially, the results yield worthwhile implications to faculty of a local university. Similarly, in managing stress, maintaining their level of techno-pedagogical skills that will assist them in becoming more content and satisfied with many aspects of quality of life.

KEYWORDS: stress, techno-pedagogical skills, quality of life, faculty, local university

INTRODUCTION

The idea of quality of life has become a primary priority in modern society. Even though it is mixed up with living standards, it has recently moved from many angles. Possession of riches does not automatically imply better happiness. Increases in the world's richest countries' standard of living do not appear likely make a meaningful difference in people's quality of life, and they do not necessarily reflect happiness, contentment, or well-being. (Eustress and Distress: Reactivation, 2019).

A person's impression of life in the context of their culture and value systems, as well as their objectives, aspirations, perspectives, norms, and interests, is referred to as quality of life. (Mason et al., 2018). Even while a stress-free living might be considered a good quality of life, each person encounters their own myriad of challenges, hardships, and challenges. These difficulties include personal, psychological, biological, interpersonal, and even professional or work-related stress. (Jhon et al., 2017).

In terms of Covid-19's impact on teachers' quality of life, the worldwide crisis has harmed people's mental, psychological, and physical health. However, it was also said that the current scenario has a modest impact on quality of life, therefore the quality of life of instructors' educators must be highlighted, and repercussions must be supplied with support as they continue to thrive the current situation's impact, (Rabacal et al., 2020).

Stress is one of the most significant challenges faced by all as a result of global pandemic, which affects people from all walks of life. Similarly on the study, that among Filipino school personnel, the quality of life and mental and emotional stress have an adverse connection; as psychological distress and anxiety rise, so do psychological well-being, physical factors, social interactions, and environmental factors, (Clavecillas et al., 2020). Moreover, Filipino teachers' sources of stress include discipline and motivation, professional pain at work and expectations as they do their tasks and obligations, and time management, (Yazon et al., 2019).

Furthermore, all school employees reported the same level of mental anguish and overall quality of life; however, unmarried employees appeared to have more anxiety and stress symptoms than married employees. Moreover, on the study conducted by Gang, (2022) revealed a connection between workplace spirituality and stress, as well as the mediation effect of constructive deviance, which stated that work engagement promotes constructive deviance, thus, influences educators' psychological stress.

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Since then, teachers were already dealing with work-related stress, and additional burden imposed by the pandemic stress was due to the seminars and training required to simply upskill themselves in handling students using the internet so that they could improve their techno-pedagogical skills and offer lectures remotely to their students displaced to their homes and provinces due to lockdowns implemented, (Albrahim, 2020).

In addition, educators are negotiating new technologies, balancing different types of training, and expressing doubts about returning to face-to-face instruction and making teaching considerably more difficult and demanding due to having increased their working hours by working remotely via internet, indicated 86 percent on the effects on their work family balance, (Cardoza, 2021; Lizana et al., 2021). Further, efficient implementation of technologies in education necessitates teachers' prowess, which can entangle the linkage of curriculum requirements, (Tanucan et al., 2021).

There were numerous studies conducted about quality of life particularly the assessment of quality of life based on a comprehensible theoretical framework, established methods, and a variety of applications and quality of life among elders. Recently, the evaluation of quality of life has become useful in a wide range of fields, together with education, attempting to determine the impact of illness/disease, and many other instances. However, there were no study yet conducted among faculty on a local university particularly on stress, techno-pedagogical skills, and quality of life. In addition, there were no studies conducted about the significant relationships among the three variables.

Thus, the study was attempted to assess the level of stress, techno-pedagogical skills, and quality of life among faculty on a local university and addressed issues and concerns of the faculty stress, techno-pedagogical skills, and quality of life and served as a guideline and reference for the local university administrators in the policy making and establishing faculty development programs and activities in maintaining and improving employee's quality of life while achieving the university's mission and vision.

METHODS

Research Design

Descriptive-correlational research design was used specifically in this study as it is the most effective research model for this particular study. The study looked at the level of stress, level of techno-pedagogical skills, and quality of life among faculty at a local university in Laguna. The researcher used this research design to investigate the significance of a relationship between two or more factors or characteristics, (Bermudo et al. 2014, Polka, 2018).

Participants of the Study

The researchers used stratified random sampling to determine 160 faculty from a local university in Laguna. Slovin's formula had been used to extract the data. 114 participants were taken from four colleges at a local university. There are 27 faculty from the College of Computing and Engineering (CCE), 24 from the College of Business Administration and Accountancy (CBAA), 33 from the College of Education, Arts, and Sciences (CEAS), and 30 from the College of Health and Allied Sciences (CHAS). These faculty were teaching at a local university prior to the Pandemic and are currently employed in the Pamantasan ng Cabuyao Academic Year 2021-2022.

Data Analysis

For data processing, the following statistical tools were used, the Weighted Mean was used to calculate the level of stress along pandemic stress and job-related stress and level of techno-pedagogical skills along to content knowledge, pedagogical knowledge, and technological knowledge. For Quality of Life the researcher followed the Scoring of the WHOQOL-BREF for converting raw scores to transformed scores of the four domains such as physical health, psychological well-being, social relationships, and environmental factors all contribute to one's quality of life. Pearson r was used to determine whether there is a statistically significant relationship between respondents' level of stress and techno-pedagogical skills; and between level of stress and quality of life and level of techno-pedagogical skills and quality of life.

Through in-depth literature and related study readings, verification and validation were used to build links that support the findings of this paper. The Cronbach-Alpha reliability test was used to validate the questionnaires and guarantee that a substantial sample of respondents was used.

RESULTS AND DISCUSSION

The study aimed to determine the stress, techno-pedagogical skills, and quality of life among faculty of a local university in Laguna.

Specifically, the study sought answers to the following questions:

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Table 1. Summary Table for the Respondents' Level of Stress

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Pandemic stress	2.59	High (Agree)	1
2. Job-related stress	2.56	High (Agree)	2
Overall Weighted Mean	2.58	High (Agree)	

Legend: (Strongly Agree/Very High - 4, Agree/High – 3, Disagree/Low – 2, Strongly Disagree/ Very Low – 1)

Table 1 illustrated the summary for the respondents' level of stress along pandemic stress and job -related stress. The respondents' level of pandemic stress ranked 1st, with a weighted mean of 2.59 and a verbal interpretation of "high", while respondents' level of job-related stress ranked 2nd, with a verbal interpretation of "high".

To summarize, the overall weighted mean of 2.58 revealed that faculty of a local university experienced high-level of stress both related due to pandemic and job- related stress which means that they felt that something would occur abruptly, and the students were unable to participate actively during online activities due to internet disruptions and erratic connections.

The findings support the studies that individuals' lives were severely disrupted during pandemic, with daily interaction being replaced by long periods of isolation and loneliness, (Armigate et al., 2020). In addition, many people were terrified of infection and death, worried about their loved one's safety and worried about the future, (Brooks et al. 2020). Furthermore, Cardoza, (2021) mentioned that teachers have been challenged by the new working conditions as a result of pandemic, making teaching considerably more difficult and demanding job in the Philippines since teachers are deeply challenged by the demands of the work and the situations.

Overall, on the study made by Jhon et al. (2017); Riberion et al. (2017); Oducalo et al. (2021); and Yazon et al. (2019), that stress is a circumstance in which a worker's job-related influences move away from normal functions and can contribute to the emergence of job-burn out. Moreover, they asserted that stress may be harmful to one's health. Further to that, the infection risk was regarded as one of half of the professional teachers' sources of stress. Moreover, that due to stress, teachers tend to be less committed in teaching and may experiences job burnout which is characterized by a state of physically and psychologically exhaustion related to work or caregiving activities.

Table 2. Summary Table for the Respondents' Level of Techno-pedagogical Skills

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Content knowledge	3.44	Very High (Strongly Agree)	1
2. Pedagogical knowledge	3.37	Very High (Strongly Agree)	3
3. Technological knowledge	3.40	Very High (Strongly Agree)	2
Overall Weighted Mean	3.40	Very High (Strongly Agree)	

Legend: (Strongly Agree/Very High - 4, Agree/High – 3, Disagree/Low – 2, Strongly Disagree/ Very Low – 1)

As shown on Table 2, the summary for the respondents' level of techno-pedagogical skills among faculty where the level of techno-pedagogical skills along content knowledge. The overall weighted mean obtained 3.40, revealed that the faculty of a local university has a very high level of techno-pedagogical skills along content knowledge, pedagogical knowledge, and technological knowledge. This means that faculty respondents are techno-pedagogically proficient such that they can draft and develop learning and assessment activities that align with learning goals and objectives, had the ability to motivate students and show enthusiasm and interest while teaching virtually, had the ability to make use of technology effectively in teaching.

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The findings support the study made by Bold et al. (2017); Sen et al. (2022) which states that teachers' decision about components, instructional approaches, assessing student learning feedbacks, and other factors are influenced between content knowledge and pedagogical content knowledge. In addition, on the study conducted by Nami, (2022) which states that through professional development courses promotes teachers' pedagogical knowledge by providing them opportunities for reflection and practice course preparation. Further, in the other study conducted, in the emerging economy in education, technological innovation can be used to incorporate different strategies in teaching practice, thus further improving teachers teaching performance and in order to become competent teachers, they must be familiar with and apply all the necessary pedagogical skills for teaching with technological knowledge, (Gallegos et al., 2022; Tondeur et al., 2019).

Overall, the findings support the studies made by Albrahim, (2020); Sikshanamadira; (2020); and Guru et al. (2019) , since they gained similar results with the attributes or skills of e- moderators defined in five categories such as understanding the online process, technical skills, online communication skills, content expertise and personal characteristics, Further, it was also mentioned that effective online educators should be familiar with the fundamentals of online pedagogy and instructions such learning theories and design. Likewise, technology -based scientific pedagogical approach is an unavoidable requirement for teachers in the rest of Covid-19 era. Lastly, techno-pedagogical competency of teachers is significant to the academic achievement of students, (Guru et al., 2019).

Table 3. The Respondents' Quality of Life

Domains	Mean Transformed Score (0-100)	Verbal Interpretation	Rank
1. Physical Health	64.05	Good (Satisfied)	4
2. Psychological Well-Being	67.85	Good (Satisfied)	2
3. Social Relationships	69.48	Good (Satisfied)	1
4. Environmental Factors	65.35	Good (Satisfied))	3
Average	66.68	Good (Satisfied)	

Legend: less than median (poor QoL/ unsatisfied feeling with physical health and other domains) and those who had score equal or more than medium (good QoL/ satisfactorily feeling with physical health and other domains.

Table 3 illustrates the respondents' quality of life along physical health, psychological well-being, social relationships, and environmental factors. The domain/dimension 3 which is the social relationships with the highest Mean Transformed Scores of 69.48 out of 100 which means that the respondents were satisfied with their personal relationships, as well as with their sex life and satisfied with the support they had gotten from their friends.

Domain 2/dimension 2 which is the psychological well-being with the second highest mean transformed scores of 67.85 out of 100 which means that the respondents had mostly accepted, felt good and satisfied with their body appearance and were very much able to concentrate.

The domain/dimension 4 which is the environmental factors ranked 3rd with the Mean Transformed Scores of 65.35 out of 100 which means that faculty of a local university were satisfied/good and had very much felt safe in their daily lives, healthy with their physical environment, and mostly had enough money to provide their needs as well as mostly had the opportunity for leisure activities.

The domain/dimension 1 which is the physical health ranked 4th with the Mean Transformed Scores of 64.05 out of 100 which means that the faculty were satisfied with their ability to perform daily activities and gained high energy for their daily lives.

To summarize, with the Weighted Mean Transformed Scores of 66.68 out of 100, this indicated that the quality of life among faculty in a local university was satisfied since it is above median even during this pandemic, above all, this implies that despite of struggles and challenges, faculty still had found time to maintain a reasonable quality of life along with social relationships, psychological well-being, environmental factors and physical health.

The results of the study showed similarity in the study conducted that the concept of Quality of Life had become a key goal of the modern world. However, based on the Eustress and Distress: Reactivation, (2019) that resource possession does not always lead to greater happiness. Moreover, increases in the standard of living in the world's richest countries do not appear to make a

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significant difference in people's quality of life, and they do not necessarily indicate happiness and contentment or well-being. Furthermore, quality of life is the subjective assessment of how an individual interacts with the world in the setting that they are now experiencing, particularly during this pandemic moment, (Mason et al., 2018).

In addition, on the studies made by Camara et al. (2017); CIS, (2018); Riberion et al. (2021); and Benevene, (2020), the following dimensions of social relationships, physical health, psychological well-being, and environmental factors all have an impact on faculty quality of life. Since it was noted that social relationships are associated with a reduced level of psychological challenges and shield people from the onset of any depression symptoms, it has been related to a reduced number of psychological issues. Additionally, teachers who had been teaching for a long time had developed a stronger sense of resilience and had a greater ability to build a positive dynamic equilibrium through resources, emotional difficulties, and struggles. Likewise, teachers' physical and psychological health have suffered as a result of the negative influence on their quality of life. Teachers' physical health and psychological well-being are impacted by burnout and attrition. As a result, poor physical health, mental health, and chronic insomnia all contributed to a much lower quality of life. Lastly, in terms of environmental factors, a favorable classroom environment helps teachers and students pay attention, alleviate anxiety, and maintain emotional and social rules. As a result, a positive school climate and healthy surroundings promote teachers' emotional and physical well-being, and a favorable school climate increases faculty and teacher quality of life.

However, on the study conducted about the WHOQOL-BREF Scale, there is no clear cut -off to determine "good or poor Quality of Life or feeling satisfied with physical health and other domains. Thus, it can be classified that faculty who had less than median (poor QoL/ unsatisfied feeling with physical health) and those who had score equal or more than medium (good QoL/ satisfactorily feeling with physical health and other domains, (Singh et al., 2022). In conclusion, the domain scores were scaled in a positive direction, the higher the transformed scores denote higher quality of life, (WHOQOL- BREF).

Table 4. Relationship between the Respondents' Level of Stress and Level of Techno-pedagogical Skills

Stress	Techno-pedagogical skills		
	Content knowledge	Pedagogical knowledge	Technological knowledge
Pandemic stress	r = -0.043 Negligible correlation p = 0.651	r = -0.077 Negligible correlation p = 0.413	r = 0.003 Negligible correlation p = 0.972
Job-related stress	r = -0.035 Negligible correlation p = 0.712	r = -0.079 Negligible correlation p = 0.406	r = -0.048 Negligible correlation p = 0.609
Significance level @ 0.05			

Table 4 showed that the conducted Pearson r correlation analysis generated a computed Pearson r values ranged from -0.077 to 0.003 interpreted as negligible correlation with probability values ranged from 0.406 to 0.972 were greater than the 0.05 significance level. In this case, the decision is failed to reject the null hypothesis, which means there was no significant relationship between the respondents' level of stress and level of techno-pedagogical skills.

This implies that no matter how low or high the level of stress it did not affect their level of techno-pedagogical skills among faculty. Furthermore, this would also mean that majority of the faculty were resilient with stress and frustrations while there is transition on the delivery of instructions.

The results of the study contradicted the findings of the study by Albrahim, (2020) that the infusion of technology may bring discomfort to the teachers especially when dealing with technology-enhanced classrooms. and how to deal with stress and frustrations while making the transition to online learning environment. In addition, Steiner et al. (2021) mentioned the top ranked sources of stress among teachers are teaching in person and remotely at the same time. Further, changes in school's instructional model and other workloads including attending seminar and training to get familiarized with different platforms during the beginning of pandemic since teachers are negotiating new technology as well as balancing different forms of instructions, (Pressley, 2021).

However, it was mentioned that online faculty members require a framework and guidelines that support them improve their abilities, and aid in the design of appropriate training programs. Therefore, continuous training and seminars for teachers must be provided in the technology emerging profession, (Albrahim, 2020).

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Table 5. Relationship between the Respondents' Level of Stress and Quality of Life

Stress	Quality of Life			
	Physical health	Psychological well-being	Social relationship	Environmental factors
Pandemic stress	r = -0.321* Low correlation p = 0.001	r = -0.379* Low correlation p = 0.000	r = -0.133 Low correlation p = 0.159	r = -0.191* Low correlation p = 0.042
Job-related stress	r = -0.348* Low correlation p = 0.000	r = -0.365* Low correlation p = 0.000	r = -0.200* Low correlation p = 0.033	r = -0.329* Low correlation p = 0.000

*Significant @ 0.05

As shown in the table above, for the relationship between the respondents' level of stress and quality of life among faculty of a local university in Laguna, specifically pandemic stress and quality of life along physical health, psychological well-being, and environmental factors, and social relationships along job-related stress with a Pearson r correlation analysis generated a computed values ranged from -0.321 to 0.379 interpreted as low correlation with probability ranged from 0.000 to 0.042 which were less than the 0.05 level of significance. However, on the social relationship along pandemic stress with a Pearson r value of -0.133 with probability value of 0.159 which was greater than 0.05 level of significance. This means there was significant relationship between stress along pandemic stress and job-related stress and quality of life along physical health, psychological well-being, and environmental factors, job related stress along social relationship, however, pandemic stress along social relationship showed no significant relationship.

This implies that the higher the level of pandemic stress and job-related stress the lower the satisfaction of the quality of life along of physical health, psychological well-being, and environmental factors. Furthermore, job related stress had inverse relationship along social relationships which means that the higher the job-related stress the lower the satisfaction along social relationships, however, no matter how high or low the pandemic stress, the quality of life along social relationships remains unaffected. To summarize, this means that in general stress had affected most of the domains of quality of life but not all.

The findings support the study made by Riberion et al. (2017) which states that teachers' well-being has received more attention, owing to a significant increase in sick leave and job deciding to quit across countries and culture as a result teaching is a demanding, more difficult profession that is prone to stress and higher rate of attrition. In addition, it was also stated that perceived stress was significantly has negative correlation association with quality of life specifically with physical health and psychological well-being, which means if the person has a high level of stress, more likely the immune system will be affected they tend to get physically sick and prone to mental exhaustion and depression. Moreover, environmental factors played a significant role in teachers achieving a high quality of life. A positive classroom environment improves attention, reduces anxiety, and upholds emotional and social regulation for both teachers and students, (CIS, 2018). However, the result of the findings on social relationship contradicted the findings of Camara et al. (2017); Alsubaie et al. (2019), and Kim, (2020) that social relationship has positive association with quality of life with three sources of social support such as family, friends and significant others which means that stress can be avoided if you have better social relationship with the people around you. In addition, positive relationships can manifest stress free environment. Furthermore, a positive culture associated with a positive school climate improves the quality of life for both students and teachers, (Kim, 2020).

Table 6. Relationship between the Respondents' Level of Techno-pedagogical Skills and Quality of Life

Techno-pedagogical skills	Quality of Life			
	Physical health	Psychological well-being	Social relationship	Environmental factors
Content knowledge	r = 0.246* Low correlation p = 0.008	r = 0.281* Low correlation p = 0.002	r = 0.214* Low correlation p = 0.022	r = 0.303* Low correlation p = 0.001

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Pedagogical knowledge	r = 0.320* Low correlation p = 0.001	r = 0.300* Low correlation p = 0.001	r = 0.331* Low correlation p = 0.000	r = 0.391* Low correlation p = 0.000
Technological knowledge	r = 0.219* Low correlation p = 0.019	r = 0.240* Low correlation p = 0.010	r = 0.270* Low correlation p = 0.004	r = 0.298* Low correlation p = 0.001
*Significant @ 0.05				

As shown in the table above, Pearson r correlation analysis generated computed values ranging from 0.214 to 0.391 interpreted as low correlation with probability values in the range from 0.000 to 0.022 were less than 0.05 level of significance for the relationship between respondents' level of techno-pedagogical skills and quality of life. This means that domains/dimensions of quality of life along physical health, psychological well-being, social relationships, and environmental factors and techno-pedagogical skills along content knowledge, pedagogical knowledge, and technological knowledge were significant at the 0.05 level of significance. Therefore, rejected the null hypothesis. Furthermore, this implies that the higher the level of content knowledge, pedagogical knowledge and technological knowledge the higher the quality of life along physical health, psychological well-being, social relationships, and environment factors among the faculty of a local university in Laguna. In general, there was a link between respondents' level of techno-pedagogical skills and their overall quality of life.

The findings support the studies made by Dhawan, (2020) ; Favale et al. (2020); and Fernandez et al. (2020) which state that there was the existence of a connection between techno-pedagogical skills along content knowledge, pedagogical knowledge, and technological knowledge and quality of life along physical health, psychological well-being, social relationships, and environmental factors since there are drawbacks to using technological-pedagogical practices because to the current situation such as virtual learning and teaching, an imbalance due to insufficient similitude. Similarly, the psychological well-being such as the level of anxiety and silent attitude toward using the latest technology in teaching it was revealed which played a huge part in obstructing techno-pedagogical practices. As a result, technologies have caused mental problems due to a variety of factors such as lack of training and herd mentality to use them.

However, these endeavors that teachers exhibit anxiety issues or stress as a result of their information technology in the classroom, and digital literacy has become effective venue in education and teachers' professional development, thus that virtual professional development supports the challenges that teachers face in the current digital age, and that teaching-based professional development can improve teachers' digital learning identities that can improve their quality of life. (Zimmer et al., 2022) Moreover, on the study conducted that those teachers had low mean Quality of Life scores particularly on Mental Component Summary due to adverse effects and detrimental effects of teaching digitally and remotely, (Lizana et al., 2021).

CONCLUSIONS

That the faculty of al local university experienced high level of stressed both related to pandemic and job-related stress due to current situation brought by many uncertainties of Covid-19 as well as the fear of getting infected by the deadly virus and the attitudes of students during online due to intermittent internet signals. They were techno-pedagogically proficient since they had the ability to express various strategies and techniques about the course being taught, their expertise helped them develop their deep understanding of the corresponding curriculum, they have had very high level of specialized knowledge displayed for effective learning environments to diverse students. Lastly, they were technologically proficient in which they understood the basic computer functions, operations, and other online platforms. Moreover, respondents' quality of life along physical health, psychological well-being, social relationships, and environmental factors were satisfied because they maintained good physical health despite of pandemic and threat on their health, they have mostly accepted their body appearance, they were satisfied with their personal relationships, sex life, and to the support they have gotten from their friends, and lastly, had very much felt safe in their lives, satisfactorily healthy with their physical health.

The results showed that faculty's level of stress has nothing to do with their level of techno-pedagogical skills, that despite of their anxieties, and fear felt they will continue to be techno-pedagogically proficient in order to perform their duties and responsibilities in the delivery of instruction. On the other hand, there was a connection between the level of stress and quality of life more particularly the physical health, psychological well-being and environmental factors, however pandemic stress had nothing with the social relationships. Overall, low level of stress among faculty assured good quality of life in most of its domains.

Furthermore, there was a significant relationship between level of techno-pedagogical skills and quality of life. Thus, the higher the level of techno-pedagogical skills the better the quality of life among faculty.

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Lastly, there is a need to continuously implement the action plan to improve, and enhance on managing stress, sustain and maintain the level of techno-pedagogical skills and sustain the quality of life among faculty of a local university in Laguna.

FUTURE DIRECTIONS

The investigation, however, has some limitations, most notably the sample size, which was limited to the faculty of a local university in Laguna during the Academic Year 2021-2022. It is proposed that future researchers conduct a similar study with such a larger number of respondents to optimize generalization. Other employees of the local university, as well as other variables, may be considered for a more comprehensive picture of the interplay of the variables. On a practical level, the study's findings have important impacts for faculty at a local university as a whole, particularly in terms of stress and quality of life, as well as degree of techno-pedagogical skills and quality of life. A knowledge of the links between stress, techno-pedagogical skills, and quality of life were determined to assist faculty in better managing stress, keeping their techno-pedagogical skills, and enhancing and sustaining their quality of life's satisfaction. Thus, stress management and techno-pedagogical skills will assist faculty at a local university in becoming more content and satisfied with many aspects of quality of life.

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