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RESEARCH ARTICLE

THE RELATIONSHIP BETWEEN THE COFFEE INTAKE AND THE WORK PERFORMANCE OF COFFEE-DRINKING TEACHERS: A CORRELATIONAL STUDY

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Abstract

Coffee is one of the most consumed drinks all over the world. People consume approximately a million bags of coffee in a day. Depending on the drinker's age, amount of consumption, and the like, coffee is consumed for its various effects aside from its taste and aroma. Additionally, many people drink coffee because of different factors. The caffeine content of coffee is said to be a stimulant that could make drinkers more alert and awake. However, it could cause negative influences such as disturbance in one's sleeping patterns. Hence, the primary purpose of this correlational research is to determine the relationship between coffee intake and the work performance of coffee-drinking teachers and the implications of coffee intake to them. Survey questionnaires were distributed including teachers' coffee intake profiles and observations. Consequently, the students, co-teachers, and administrators of the respondents were also asked to determine the work performance observations of these respondents. The results showed evident implications of the coffee intake manifested by the teachers. Meanwhile, results showed that there were no significant relationships between the coffee intake and the work performance of the respondents. This could be attributed to the respondents' long-term coffee consumption leading to their coffee effects tolerance. Recommendations made for teachers are to drink coffee with prudence due to its long-term impact on health. Recommendations were made for future researchers to choose respondents who are new coffee drinkers to ensure that there will be no coffee intake tolerance that could impact the results of the study.

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Introduction:-

Coffee intake in any form, may it be brewed or not, has been done in the Sufi monasteries of Yemen since the 15th century. Over time, people have been fond of drinking coffee that they consume approximately 145 million bags of coffee, which is equivalent to ten million tons of it, every year (World Coffee Consumptions Statistics, 2018).

Caffeine is a compound and a stimulant, mostly known for being a drug that raises the mental awareness of a person, among other reasons. Coffee, currently, is the most widely used drink up to the point that it has become a regular part of an individual's daily life. In the United States, coffee is the number one source of caffeine intake among elders (Carl, et al., 2013).

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With the various kinds of coffee being consumed globally, each type has its benefits and effects on the body. Black coffee improves the function and power of the brain, keeping it awake and alert. It may also help in losing weight, improve the condition of the heart, serve as a source of antioxidants, and keep the mind and the body young Times of India (2017). White coffee on another note is beneficial in keeping the skin smooth and in improving the physical performance of a person. Lastly, decaffeinated coffee has a magnesium component that is believed to reduce the risk of having diabetes (Ding et al., (2014); Whitehead & White, (2013)). Lastly, coffee consumption may increase alertness and concentration (Caldwell, et al., 2016).

There are a number of reasons why human beings consume coffee. According to the research of Samoggia and Riedel (2019), there is a consumption of products with caffeine, such as coffee due to its ability to make people more active and energetic aside from its delicious taste and fragrant aroma. Coffee contains caffeine which is a stimulant, and this can make people awake, more alert, and sharper (McLellan, Caldwell & Lieberman, 2016). Most people drink coffee to become either more mentally alert or fully awake in the morning (Samoggia& Riedel, 2019). Others take coffee simply for the enjoyment and comfort that it could possibly bring to them (Ennis, 2014).

On another note, there are certain jobs or professions that may cause many individuals to stay up late at night and be expected to perform well (Anderson & Spitznagel, 2018). Teachers, for example, ranked third among the different professionals who resort to drinking coffee, making them alert and alive throughout the day.

On the contrary, some studies propose that coffee can deteriorate the work performance of these professionals. Kallymer (2018), emphasized that the consumption of coffee can also bring negative impacts to anyone. Some of the things that can be acquired from regular coffee intake, such as insomnia and restlessness, loss of appetite, impact on pregnant women, breast tissue cysts in women, undisciplined digestive disorders, and risk of headaches. The various side effects that people experience when drinking coffee were brought upon by the improper intake of caffeine and due to the lack of knowledge regarding the substance (Kallymer, 2018). Nevertheless, the effects of coffee on one's cognition are only temporary and can contribute to coffee withdrawal which can give more negative feelings to a person. On the other hand, Van De Walle (2020) reiterated that regular coffee consumption may increase one's tolerance to coffee effects such as mental alertness and performance.

Hence, this research was focused on providing fair information on the relationship between coffee intake and the work performance of coffee-drinking teachers.

Objectives of the study:-

1. To identify the profile of the respondents in terms of:
 - 1.1 number of years teaching;
 - 1.2 years of coffee intake
 - 1.3 frequency of coffee intake in a day;
 - 1.4 amount of coffee intake (per cup) in a day.
2. To identify the factors such as the amount of work and rest that contribute to the respondents' coffee intake.
3. To identify observable impacts of respondents' coffee intake on their work performance as perceived by their students and coworkers.
4. To identify a significant relationship between the amount of work and the amount of rest of the respondents and the observable impacts of their coffee intake on work performance.

Methodology:-

Correlational Research Design was applied in the research process to discover the relationship between the independent and the dependent variables, which are the coffee intake and the work performance of coffee-drinking teachers respectively. Additionally, Pure Descriptive Research Design was also used in this study to interpret the demographic information and the observations of the students, co-teachers, and administrators of the coffee-drinking teachers who are the main focus of this study. These people were given questionnaires based on the phenomena that they observed, which is the work performance of the coffee-drinking teachers with the influence of coffee.

The population of the study came from ninety-two teachers of the preschool, elementary, and high school departments of the Montessori De Sagrada Familia (MDSF), 60 teachers are coffee drinkers. However, only 39 of them agreed to join in our research study and most of them are from the High School Department. For the evaluation

part, nine administrators from the different departments of the MDSF, 46 co-teachers, and 195 students were asked to answer a separate questionnaire, that helped us produce reliable and objective data regarding this topic.

The sampling technique used in this study is the purposive sampling technique since respondents should be identified as coffee drinkers. Through this sampling technique, the 39 main respondents were chosen in this study. It was also used for choosing the students, co-teachers, and administrators who answered the evaluation questionnaires for their observation related to the teachers' work performance.

Four sets of structured questionnaires with close-ended questions to objectively gather enough information about the relationship between drinking coffee and work performance. The primary questionnaire used is a 4-paged back-to-back questionnaire and was given to the coffee-drinking teachers. The second, third, and fourth questionnaires were given to the students, co-teachers, and school administrators for their observation regarding the teachers' work performance. This sought to discover if the influences of the teachers' coffee intake have effects on their jobs.

A 4-point Likert scale was used to signify the answers of the respondents per statement. These are interpreted using the following:

Table 1:- Scale for the Positive and Negative Implications of Coffee Intake to the Coffee-Drinking Teachers.

Scale	Weight	Verbal Interpretation	Impact Level of the Coffee Intake of the Teachers
4	3.25 – 4.00	Strongly Agree	Coffee intake has a high impact
3	2.50 – 3.24	Agree	Coffee intake has a moderate impact
2	1.75 – 2.49	Disagree	Coffee intake has a low impact
1	1.00 – 1.74	Strongly Disagree	Coffee intake does not have any impact at all

Table 1 shows the interpretation of the choices that were used for the Likert scale for the positive implications and negative implications portion in the first questionnaire.

Table 2:- Scale for the Observations of the Students, Co-Teachers, and Administrators on the Work Performance of the Coffee-Drinking Teachers.

Scale	Weight	Verbal Interpretation	Impact of Coffee on the Work Performance of the Coffee-Drinking Teachers as Perceived by their Peers
4	3.25 – 4.00	Strongly Agree	Coffee highly affects the work performance
3	2.50 – 3.24	Agree	Coffee intake moderately affects the work performance
2	1.75 – 2.49	Disagree	Coffee intake lowly affects the work performance
1	1.00 – 1.74	Strongly Disagree	Coffee intake does not affect the performance

The table above shows the interpretation of the choices that were used for the Likert scale with equal intervals for each verbal interpretation.

The questionnaires were constructed based on the objectives of the study and were validated by other research experts in the school. Suggestions for improvement of the questionnaires were taken into consideration before and after the pilot testing of the questionnaires. Descriptive and inferential statistics were also used to meet the objectives of the study. Descriptive statistics were used to determine the weighted means of the responses while inferential statistics were used to identify significant relationships among the variables being tested.

Results and Discussions:-

Profile of the respondents

The respondents were asked about their years of teaching, duration of coffee consumption, frequency of coffee intake in a day, and amount of coffee (no. of cups) in a day.

Table 3:- Profile of the Respondents Based on their Years of Teaching Service.

How many years have you been teaching?	FREQUENCY	PERCENTAGE
1 - 5 years	21	53.85

6 - 10 years	6	15.38
11 - 15 years	5	12.82
16 - 20 years	6	15.38
21 - 25 years	1	2.56
26 - 30 years	0	0
31 years and above	0	0
No response	0	0
TOTAL	39	100.00

As statistically presented in the table, it can be seen that most coffee-drinker teachers have been teaching for only one to five years, which represents 53.85% of the population or 21 respondents. These teachers are still new to the teaching profession, so they are still adjusting. Most of them have sleepless nights in preparation for the next day's lesson and activities. Hence, they should be mentally and physically alert as supported by the study of Anderson and Spitznagel, (2018).

Table 4:- Profile of the Respondents Based on their Years of Coffee Intake.

How long have you been drinking coffee along with your profession as a teacher?	FREQUENCY	PERCENTAGE
Less than a year	6	15.38
1 - 2 years	10	25.64
3 - 4 years	11	28.21
5 - 6 years	3	7.69
Above 6 years	9	23.08
TOTAL	39	100.00

Table 4 shows that most of the participants have been drinking coffee for three to four years already alongside their profession as a teacher, and 28.21% of the main respondents. With this idea, it can be said that the 11 teachers were drinking coffee for a moderately long period of time. This information was related to the idea of Van de Walle (2013) that the longer and regular coffee consumption may lead to coffee effects tolerance. When coffee consumption becomes a habit and addicting, there will be no more bothering effects on their physical aspects.

Table 5:- Profile of the Respondents Based on their Frequency of Coffee Intake in a Day.

How many times are you drinking coffee in a day?	FREQUENCY	PERCENTAGE
1	11	28.21
2	15	41.03
3	8	20.51
4	3	7.69
5	0	0
6 or more	0	0
No response	1	2.56
TOTAL	39	100.00

Table 5 illustrates the percentage distribution of the respondents' coffee consumption per day. Twice per day is the usual consumption of coffee, consisting of 41.03% of the population while the least percentage goes to 4 times a day. The results are supported by the idea of McLellan, Caldwell and Lieberman, (2016) in the sense that people drink coffee to be more active and alert throughout the day.

Table 6:- Profile of the Respondents Based on the Amount of Coffee Taken in a Day.

How many cups of coffee do you usually drink in a day?	FREQUENCY	RELATIVE FREQUENCY %
1	11	28.21%
2	14	35.90%
3	9	23.08%
4	3	7.69%
5	0	0.00%

6 or more	1	2.56%
No response	1	2.56%
TOTAL	39	100.00%

Table 6 displays the percentage distribution of the amount of coffee consumed by the respondents per cup. Most of the sample having a percentage of 35.90%, said that they consumed 2 cups of coffee per day. This means that most of the respondents are drinking coffee in moderation to avoid overconsumption of coffee which may lead to some complications. These results confirm the idea of Kallymer (2018) in the sense that coffee may potentially affect one's performance due to too much consumption. The respondents are aware of the possible health impacts of too much coffee consumption, hence, most of them limit themselves to only consume coffee twice a day.

Amount of Work per Day

The respondents were asked questions about their amount of work and rest per day as a teacher. They have answered the questions through a Likert scale.

Table 7:- Respondents' Amount of Work per Day.

QUESTION	Weighted Mean	Verbal Interpretation
1. I teach more than one subject	3.62	Strongly Agree
2. I am often a substitute teacher for classes that I do not usually hold.	2.41	Disagree
3. I have regular tutorial sessions to conduct after class and/ or trainings (for competitions) to facilitate.	3.79	Strongly Agree
4. I ask help from other people in school (e.g. students, co-teachers) in finishing my school tasks (e.g. checking of paper).	2.59	Agree
5. I take home my workload from school.	3.26	Strongly Agree

Most of the respondents strongly agreed that they teach more than one subject, with a weighted mean of 3.62. Therefore, it can be concluded that they most likely receive more workloads or tasks that have to be done compared to those who only handle one subject. Correspondingly, with a weighted mean of 2.41, most of them have disagreed when asked if they often substitute for classes that they do not hold. It is possible that they do not substitute given their schedule especially if they handle more than one subject. Furthermore, regarding the third question related to tutorial sessions or training after class, most of the respondents strongly agreed, with a weighted mean of 3.79. Thus, giving them more tasks to manage that could take or consume their time. With a weighted mean of 2.59, most of the respondents agreed that they ask help from other people in school, to finish their schoolwork. Hence, it could be because of the many tasks that they have to manage, especially if they hold more than one subject and if they have tutorial sessions after class. The respondents, with a weighted mean of 3.26, strongly agreed that they take their schoolwork at home. It can be concluded that given their schedule, since most of them handle more than one subject and tutorial sessions, the working hours provided in school may not be enough for them to finish their workloads. Thus, drinking coffee is one of their ways to stay alert and active after long hours of work (Samoggia& Riedel, (2019); Van De Walle, (2020)).

Amount of Rest per Day

Table 8:-Amount of Rest of the Coffee-Drinking Teachers per Day.

Question	Weighted Mean	Verbal Interpretation
1. I always have enough hours (ex. 6-8 hours) of sleep every night.	2.26	Disagree
2. I always finish my work during office hours, so I do not have to wake up in the middle of the night or early in the morning to accomplish my tasks.	2.31	Disagree
3. My vacant hours are being consumed completely for my rest and relaxation to recuperate my lost energy from my duties.	2.08	Disagree
4. My break time is enough for me to recover from my exhaustion/tiredness.	2.13	Disagree
5. I always have time for my leisure activities after my working hours in school.	2.05	Disagree

The teachers who are the main respondents of this study disagreed with all of the statements pertaining to the amount of rest they are having in a day. This could support their previous responses on the amount of work they have. Most of them have lots of workloads which they tend to bring home resulting in a lack of rest and enough sleep. In connection to the amount of workload they have, these teachers do not have enough time to finish their tasks during office hours causing them to use their vacant time in accomplishing or finishing these tasks. Lastly, based on the survey results, most of them were not given a chance to have time for leisure activities to relax. Hence, they resort to drinking coffee as one way to relieve stress (Ennis, 2014).

Positive and Negative Implications of Coffee as Perceived by the Coffee-Drinking Teachers

The respondents were asked questions about the positive and negative implications of coffee to them, as a teacher. They have answered the questions through a Likert scale.

Table 9:-Positive Implications of Coffee Intake.

Question	Weighted Mean	Verbal Interpretation	Impact of Coffee
1. I think drinking coffee increases my energy level.	3.33	Strongly Agree	High Impact
2. Based on my experience, drinking coffee keeps my brain and body awake.	3.31	Strongly Agree	High Impact
3. I feel less tired when I drink coffee.	3	Agree	Moderate Impact
4. In my perception, drinking coffee increases my level of alertness.	3.13	Agree	Moderate Impact
5. For me, drinking coffee improves my focus and concentration.	3.18	Agree	Moderate Impact

Most of the respondents strongly agreed that drinking coffee produces positive impacts on them such as increasing one's energy level as well as keeping their mind and body awake. It can be concluded that drinking coffee affects their bodily functions and performances, as well as their mind and behavior where coffee is considered as a most widely consumed psychoactive drug. Since teachers are the respondents of this study, most of them stay up late at night to finish their tasks which is why they need to stay awake. The respondents agreed with the remaining three questions regarding the level of alertness and concentration. This idea could be supported by Caldwell, et. al (2016), who stated that caffeine increases alertness levels.

Table 10:-Negative Implications of Coffee Intake.

Question	Weighted Mean	Verbal Interpretation	Impact of Coffee
1. I believe that drinking coffee causes me indigestion.	2.1	Disagree	Low Impact
2. My heart and breathing rate increase as I drink coffee.	2.33	Disagree	Low Impact
3. I observe that when I drink coffee, it causes me anxiety and restlessness.	1.85	Disagree	Low Impact
4. I notice that coffee gives me insomnia; making me feel restless at night.	1.92	Disagree	Low Impact
5. Because of my coffee consumption, I might have developed heavy dependence on it and that might lead me to withdrawal symptoms once I stop drinking it.	2.21	Disagree	Low Impact

As presented in Table 10, most of the respondents disagreed with all of the statements pertaining to the negative impacts of coffee on them. Based on the gathered data, it can be concluded that drinking coffee does not negatively influence the teachers, particularly in terms of the occurrence of indigestion, increase in heart and breathing rate, anxiety and restlessness, insomnia, and development of heavy dependence (Kallymer, 2018). This could be attributed to the number of times they consume coffee and the amount of coffee they consume each time.

Correlations

The following data are correlated to see the relationship between the amount of work, amount of rest, positive implications, and negative implications of coffee on teacher respondents.

Table 11:- Correlation of the Amount of Work and the Amountof Rest.

Spearman’s rho Correlations		
Spearman’s rho	Statistics	Result and Decision
Correlation Coefficient	-.519**	Moderate Correlation
Sig. (2-tailed)	.001	There is a significant relationship
N	39	

Table 11 shows that the relationship between the amount of work and rest is statistically significant with a p-value of 0.001. Variables were negatively moderately correlated with a coefficient of -.519. This means that as the amount of work increases, the amount of rest decreases and vice versa. The result was supported by the weighted means of each statement given in Tables 8 and 9.

Table 12:- Correlation of the Amount of Work and the Implications of Coffee Intake.

Spearman’s rho Correlations				
Spearman’s rho	Positive Implications Statistics	Result and Decision	Negative Implications Statistics	Result and Decision
Correlation Coefficient	.098	Negligible Correlation	-.116	Negligible Correlation
Sig. (2-tailed)	.552	There is no significant relationship	.482	There is no significant relationship
N	39		39	

Table 12 presents the level of relationship between the amount of work and the implications of coffee intake as perceived by the respondents themselves. It appears that there is no significant relationship between the amount of work and the implications provided. Both p-values are greater than the level of significance indicating no relationship or negligible correlation. This only means that coffee consumption does not affect the amount of work of the teachers as the indicators for the impact of coffee consumption on the work performance of teachers. This result could be attributed to the fact that most teachers are already drinking coffee for a long time and that they are already immune to the possible implications of coffee intake. This was supported by the idea of Van De Walle (2020) that coffee intake can be addictive when consumed in large amounts.

The Impact of Coffee Intake to the Respondents as Perceived by their Students, Co-Faculty, and Administrators

Table 13:- Performance Observations of the Students,Co-Teachers, and Administrators.

Preschool Department									
Re s. No .	Weighte d Mean of Student s	Verbal Interpretation	Impac t of Coffee Intake	Weigh ted Mean of Co-teache rs	Verbal Interpretation	Impac t of Coffee Intake	Weighted Mean of Admini-strators	Verbal Interpretation	Impac t of Coffee Intake
1	3.30	Strongly Agree	High Impact	2.90	Agree	Moderate Impact	3.30	Strongly Agree	High Impact

2	3.72	Strongly Agree	High Impact	3.20	Agree	Moderate Impact	3.70	Strongly Agree	High Impact
3	3.78	Strongly Agree	High Impact	3.10	Agree	Moderate Impact	3.70	Strongly Agree	High Impact
4	3.78	Strongly Agree	High Impact	3.17	Agree	Moderate Impact	3.60	Strongly Agree	High Impact
5	3.80	Strongly Agree	High Impact	2.80	Agree	Moderate Impact	3.40	Strongly Agree	High Impact
6	3.76	Strongly Agree	High Impact	2.95	Agree	Moderate Impact	3.10	Agree	Moderate Impact
7	3.62	Strongly Agree	High Impact	3.03	Agree	Moderate Impact	3.40	Strongly Agree	High Impact
8	3.50	Strongly Agree	High Impact	3.17	Agree	Moderate Impact	3.60	Strongly Agree	High Impact
9	3.50	Strongly Agree	High Impact	3.20	Agree	Moderate Impact	3.40	Strongly Agree	High Impact
10	3.56	Strongly Agree	High Impact	3.03	Agree	Moderate Impact	3.20	Agree	Moderate Impact
11	3.64	Strongly Agree	High Impact	2.95	Agree	Moderate Impact	3.70	Strongly Agree	High Impact
12	3.56	Strongly Agree	High Impact	2.85	Agree	Moderate Impact	3.20	Agree	Moderate Impact
13	3.90	Strongly Agree	High Impact	3.20	Agree	Moderate Impact	3.70	Strongly Agree	High Impact

Elementary Department

Re s. No .	Weighted Mean of Students	Verbal Interpretation	Impact of Coffee Intake	Weighted Mean of Co-teachers	Verbal Interpretation	Impact of Coffee Intake	Weighted Mean of Administrators	Verbal Interpretation	Impact of Coffee Intake
14	2.98	Agree	Moderate Impact	2.97	Agree	Moderate Impact	2.90	Agree	Moderate Impact
15	2.76	Agree	Moderate Impact	3.08	Agree	Moderate Impact	2.80	Agree	Moderate Impact
16	3.26	Strongly Agree	High Impact	3.03	Agree	Moderate Impact	3.70	Strongly Agree	High Impact
17	3.08	Agree	Moderate Impact	2.80	Agree	Moderate Impact	2.80	Agree	Moderate Impact

18	3.22	Agree	Moderate Impact	2.90	Agree	Moderate Impact	3.10	Agree	Moderate Impact
19	3.00	Agree	Moderate Impact	3.27	Strongly agree	High Impact	2.80	Agree	Moderate Impact
20	3.56	Strongly Agree	High Impact	3.25	Strongly agree	High Impact	2.80	Agree	Moderate Impact
21	3.64	Strongly Agree	High Impact	3.20	Agree	Moderate Impact	3.70	Strongly Agree	High Impact
22	3.56	Strongly Agree	High Impact	2.95	Agree	Moderate Impact	3.40	Strongly Agree	High Impact
23	3.58	Strongly Agree	High Impact	3.35	Strongly agree	High Impact	3.70	Strongly Agree	High Impact
24	3.68	Strongly Agree	High Impact	3.35	Strongly agree	High Impact	3.70	Strongly Agree	High Impact

High School Department

Re s. No .	Weighted Mean of Students	Verbal Interpretation	Impact of Coffee Intake	Weighted Mean of Co-teachers	Verbal Interpretation	Impact of Coffee Intake	Weighted Mean of Administrators	Verbal Interpretation	Impact of Coffee Intake
25	3.60	Strongly Agree	High Impact	2.90	Agree	Moderate Impact	3.00	Agree	Moderate Impact
26	3.60	Strongly Agree	High Impact	3.23	Agree	Moderate Impact	2.50	Agree	Moderate Impact
27	3.60	Strongly Agree	High Impact	2.60	Agree	Moderate Impact	2.80	Agree	Moderate Impact
28	3.80	Strongly Agree	High Impact	3.15	Agree	Moderate Impact	3.50	Strongly Agree	High Impact
29	4.00	Strongly Agree	High Impact	3.03	Agree	Moderate Impact	3.20	Agree	Moderate Impact
30	3.28	Strongly Agree	High Impact	2.70	Agree	Moderate Impact	3.10	Agree	Moderate Impact
31	2.70	Agree	Moderate Impact	3.30	Strongly agree	High Impact	2.50	Agree	Moderate Impact
32	3.24	Agree	Moderate Impact	3.17	Agree	Moderate Impact	3.20	Agree	Moderate Impact
33	3.60	Strongly Agree	High Impact	3.17	Agree	Moderate Impact	3.10	Agree	Moderate Impact
34	4.00	Strongly	High	3.00	Agree	Moder	3.20	Agree	Moder

		Agree	Impact			ate Impact			ate Impact
35	4.00	Strongly Agree	High Impact	2.93	Agree	Moder ate Impact	2.70	Agree	Moder ate Impact
36	3.60	Strongly Agree	High Impact	2.73	Agree	Moder ate Impact	3.20	Agree	Moder ate Impact
37	4.00	Strongly Agree	High Impact	3.20	Agree	Moder ate Impact	2.50	Agree	Moder ate Impact
38	3.00	Agree	Moder ate Impact	3.00	Agree	Moder ate Impact	2.80	Agree	Moder ate Impact
39	3.40	Strongly Agree	High Impact	2.70	Agree	Moder ate Impact	2.70	Agree	Moder ate Impact

The observations of the respondent teachers' students, co-teachers and administrators were taken to help in the assessment of the impact of coffee intake on their work performance. Based on the information in Table 13, the students and administrators of the coffee-drinking teachers in the preschool department strongly agreed that drinking coffee has a high impact on the respondents' work performance, while their co-teachers stated that drinking coffee only has a moderate impact. Consequently, most of the observations in the elementary department stated moderate and high impact pertaining to the implications of coffee drinking to the elementary teacher respondents. Lastly, almost all of the high school student respondents believed that drinking coffee has a significant effect on their teachers' work performance. However, from the administrators' and co-teachers' perspectives, they simply agreed as to how coffee consumption has an impact on the main respondents' work performance. Nonetheless, these results can be attributed to the perception of the respondents with respect to their work performance upon coffee consumption.

Conclusion:-

In conclusion, after our careful and thorough inspection of the findings, it is evident that all the objectives were met and answered. The main goal of the study was to determine the relationship between coffee intake and the work performance of teachers. It appears that there were no significant relationships between these variables and that coffee drinking has no evident and proven impact on the teacher's work performance. This result could be attributed to the teachers' drinking habits. Most of the teachers drink coffee several times a day which may result in coffee-effect tolerance. However, when asked about the amount of work and rest that they are having in a day, it appears that these variables are negatively correlated. Nonetheless, based on the responses of the coffee-drinking teachers, drinking coffee increases their motivation and boosts their energy for the day.

Based on the findings and conclusions of the study, it is recommended that teachers drink coffee with prudence because any coffee intake more than the body can handle may result in serious health problems. School administrators may also take into consideration the amount of workload and sufficient time being given to teachers for them to enjoy enough rest for the day and to minimize their dependence on coffee intake. Additionally, future researchers may choose respondents who are new to coffee intake in order for them to fully observe the true effects of coffee on the body of the respondents and its relationship with the work performance of these respondents as well. They may also focus on specific types of coffee since these types may have different effects on the body.

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