

Research Article

EDUCATORS STRESS AND HANDLING SCHEMES: BASIS FOR STRESS COPING MODEL

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ABSTRACT

Stress was a prevalent issue among teachers. This study was conceptualized to determine the stress levels of Central Bicol State University of Agriculture (CBSUA) faculty members as well their handling schemes. This study utilized quantitative method which uses the descriptive – evaluative survey design. The study identified the demographic profile, sources of stress and stress handling schemes undertaken by the faculty members. A validated survey instrument was utilized in gathering data. Majority of the faculty members in CBSUA are female, young and married. Majority of the married faculty in CBSUA has few siblings. Relatively large numbers of faculty members in CBSUA are Instructors, new in the field of teaching, hesitant in accepting administrative position had teaching load that exceeds the minimum number of units required by Commission on Higher Education (CHED). The sources of stress for both male and female faculty are; Time Management, Professional Stress, Discipline and Motivation and, Work – Related Stress. Male and female faculty have different stress coping strategies that they had undertaken. There are ways of coping stress that a faculty might choose to do.

Keywords: Sources of stress, handling schemes.

INTRODUCTION

Nationally, education challenges are equally distressing as school budgets are being cut to the bone and thousands of teachers are bombarded with a lot of tasks and responsibility. The student performance expectations have increased, but the support and resources to support that goal have been reduced. The levels of stress for teachers in the Philippines have escalated. Reports on suicide of teachers with relation to work stress were observed. The new budget system practiced in the country and the integration of outcomes – based education somehow challenged the educators as well as other stakeholders of the institutions. Curricular revisions and retooling of manpower in instruction components had brought both opportunities and dilemma to school managers as well as to classroom teachers. Educators cannot alter state's financial realities, decide how many more students will be added to a classroom, or choose whether to participate in mandated district or state testing. The only true power stressed teachers have is their choice of coping strategies as suggested by teachers who are managing to cope and even thrive in these challenging times. Thus, studying stress levels and coping mechanism was important.

OBJECTIVES OF THE STUDY

This study determined the stress levels of Central Bicol State University of Agriculture(CBSUA) faculty members as well their handling schemes. Explicitly, this study was guided by the following objectives,

1. Determine the demographic profile of CBSUA's faculty members.
2. Identify the sources of stress of male and female faculty members of CBSUA
3. Determine the stress handling schemes undertaken by male and female faculty members of CBSUA

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REVIEW OF RELATED LITERATURE

This section ventured on related literature and studies relative to the study. The literature review was arranged thematically. The arrangement of the literature and studies include the Sources of Stress of Teachers and Stress Handling Schemes of Teachers.

Sources of Stress of Teachers

This portion presents the review of literature and studies about the Sources of Stress of Teachers. Chronological arrangement was observed in indicating the related literature and studies. Tsai Eva *et al.*, (2018), pointed out on the result of her study about the sources and manifestations of stress of Hong Kong female kindergarten teachers that Time Management and Work-related stressors are more common sources of stress whereas feelings of Fatigue and Emotional related symptoms are more common manifestations of stress. On the same vein, Braaten Dan J (2018), enumerated different types of stressors which includes, biological (toxins, heat, cold), some psychological (threats to self-esteem, depression), others sociological (unemployment, death of a loved one, birth of a child), and others philosophical (use of time, purpose in life). In any case, regardless of the stressor, the body's reaction will be the same. Stressors most common to our lives involve the adaptation to change or the experience of daily hassles. Parallel to the claim of Braaten Dan J (2018), Feltoe Gerard (2015) articulated in his study that some sources of stress of teachers includes 'overloaded curriculum', 'too much time spent marking', and 'lack of time for lesson preparation'. In addition, MateSiakwa, Grace (2014) stipulated on her study that senior members barely experienced stress related disorders. The most predominant stress related disorders faced by the senior members of the university were pains of any kind, sleeping problems, and feeling overwhelmed. She also pointed out that sources of stress among teachers were interpersonal relationships, research work, teaching, and professional development as stressful. Stress coping strategies such as confronting, distancing, self-controlling, seeking social support, accepting responsibility, escaping avoidance, planned problem solving and positive reappraisal were highlighted on her

findings. On the other hand, Calaguas Glenn (2013) emphasized that sources of academic stress of Asians students, specifically among Filipinos were parents/teachers' expectations and self-expectations were indeed sources of academic stress. Since said expectations were causing stress, attention to such should be given and be investigated to develop proper interventions.

Stress Handling Scheme of Teachers

This portion presents the review of literature and studies about the Stress Handling Schemes of Teachers. Chronological arrangement was observed in indicating the related literature and studies. Slavica Andrea, Demetrios, (2018), summarized the result of their workshop on stress management. She pointed out that several stress handling mechanism such as Learn to plan, Recognize and accept limits, Talk out your problems, Avoid unnecessary teachers' competition, Learn to play a sport, Decide to be positive, Learn drug-free methods of relaxation, Love yourself more than anybody else, Exercise, Limit caffeine and alcohol intake and Change your surroundings. On the same contentions, Hoots Shawna (2014) emphasized on her study teachers who had reported with higher levels of stress have been found to be more likely to use emotion-focused coping strategies. Meanwhile, Jan Richards (2012), had mentioned several stress coping strategies on his article. Teachers who cope successfully with the stresses of teaching rely on strong relationships with supportive family and friends. They choose positive attitudes, as well as humor, to sustain themselves, and they manage to carve out time for solitude, reflection, and other beneficial activities like exercise or hobbies. The least used coping strategies for all teachers were drinking alcohol, using prescription drugs, taking a day off, exercising, and procrastinating. Unrelenting levels of stress have not prompted teachers to take days off (because doing so might jeopardize student preparation for the next round of testing). On the same vein, Gardner Sallie (2010) examined the stress level of student – teacher. She mentioned on her article that teaching is stressful, how a student-teacher copes may also be buffered by the ability to self-manage, particularly with so many changes, including technological development in the profession. The presence of adaptive coping resources, based on Cognitive Behavior Therapy, web-based self-help, mindfulness, and social support may offer protection against stress. She further mentioned that university faculties may offer stress management programs, and schools promote mental health and wellbeing strategies for staff. Though, the level of psychological distress and stress management strategies among student-teachers in the 21st century was less well known as she stipulated in her article.

METHODOLOGY

This study utilized quantitative method which uses the descriptive – evaluative survey design. The study identified the demographic profile, sources of stress and stress handling schemes undertaken by the faculty members

Respondents of the Study:

G*Power 3.1.9.7 was used to determine the sample size. At 95% test power with 5% degree of freedom, the total number of samples was 70. The respondents of this study include all permanent faculty members of CBSUA from four campuses. Faculty on – leave was not included as respondents as well as part – time instructors. All throughout the study, 70 faculty members from the four campuses of CBSUA had participated on the study. During the data gathering, some of them were on official business and on travel. The study was limited to sources of stress and stress coping strategies employed by

faculty only. Other variables not indicated were not included in the study.

Research Instrument.

The researchers used validated questionnaire to gather data on respondents' demographic profile. On the same vein, to gather data on sources of stress and stress handling schemes of teachers, Teachers Stress and Coping Strategies Survey Instrument, a validated survey instrument developed by Jan Richards was adapted.

Method Of Data Analysis

The study utilized frequency counting, percentage technique, weighted mean and ranking as statistical tools for data analysis. Frequency counting and percentage was used to describe the demographic profile of the respondents. For sources of stress and stress handling schemes, ranking was employed to determine the top 5 sources of stress as well as stress handling schemes.

RESULTS AND DISCUSSIONS

DEMOGRAPHIC PROFILE OF CBSUA FACULTY MEMBERS

These undertakings examined the demographic profile of the respondents. It includes sex, age, civil status, number of children, academic rank, number of years in service, designation, and number of teaching loads.

Sex

It was revealed from the data that 60% of the respondents are female. And 40% of the respondents are male. Majority of the faculty in CBSUA are female.

Age

It was revealed by the figured computation that 58.57% of the respondents got the age ranging 31 – 40, 24.29% has the age of 41 – 50, 8.57% of the respondents got the age ranging from 21 – 30, and 8.57% of the respondents got the age ranging from 51 – 60. It was a pointer that majority of the respondents were relatively young.

Civil Status

It was reflected on the data that 54.29% of the respondents are married and 45.71% are single. Majority of the faculty members in CBSUA are married.

Number Of Children

Among the married faculty, 85% got 1 - 3 children and 15% has 4 – 6 children. Majority of the married faculty in CBSUA has few numbers of siblings.

Academic Rank

It was revealed by the data that 65.71% of the respondents are Instructors, 30% are Assistant Professors and 4.29% are Associate Professors. Relatively large number of faculty members in CBSUA are Instructors, followed by Assistant Professors and last, Associate Professors. It is an indication that faculty members of the University need more training and seminars related to teaching and learning.

Number Of Years In Service

It was shown on by the data that 50% of the respondents had served for 1 – 10 years, 34.29% had a length of service for 31 years and onwards, 5.71% had length of service for 21 – 30 years, 10% had served for 11 – 20 years. Majority of the faculty in CBSUA had served for relatively short period of time.

Designation

It was revealed by the data that 54.29% of the respondents don't have any administrative position and 45.71% of the respondents has administrative position such as coordinators, dean, and other related functions. Majority of the faculty members in CBSUA refuses to accept administrative position.

Teaching Loads

It was shown by the data that 55.71% of the respondents has teaching loads ranging from 21 units and above, 34.29% had teaching load of 17 – 20 units, 5.71% of the respondents had teaching load of 9 – 12 units, and 4.29% of the respondents had teaching load of 13 to 16 units. Relatively large number of faculty members in CBSUA had teaching load of 21 units and above, followed by 17 – 20 units of teaching load, 9 – 12 units of teaching load and, lastly, 13 – 16 units of teaching load. It indicates that majority of the faculty in the University had teaching load that exceeds the minimum number of units required by Commission on Higher Education (CHED).

SOURCES OF STRESS OF FACULTY

This research had investigated the sources of stress of the faculty as one of its' purposes. Data were treated statistically using weighted mean to answer the question relative to the study.

Sources Of Stress Of Faculty

It was shown that Time Management was included in the top 3 sources of stress for both male and female. The first in the rank was "I feel over-committed at work with too many duties and responsibilities. I often take work home" which was included in the indicators for Time Management, that was true for both male and female. For male faculty, "I have a hard time balancing my work life with my personal life" was ranked as second while it was third in rank for female faculty. For female faculty "I have little time to relax" was ranked in second place while it was ranked third for male faculty. Professional Stress was ranked 4 for both male and female faculty. "Feeling the constant pressure of being "accountable" is stressful" was an indicator of professional stress which was also true for both male and female faculty. For male faculty, Discipline and Motivation was included in the top 5 as source of stress with the indicator "I don't feel that I have the administrative support that I need". On the other hand, Work-Related Stress was included in the top 5 source of stress for female faculty with the indicator "The testing and pacing pressure is stressful for me"

STRESS HANDLING SCHEME

Stress handling mechanism that was undertaken by the respondents was examined in this study. Weighted mean and ranking were utilized as statistical tool to treat the data.

Stress Handling Scheme Of Teachers

It was revealed on the data that the first stress handling scheme for male was having positive attitude. Followed by having good sense of humor, seeing stress as a problem that can be solved, having good

and regularly praying. On the other hand, for female faculty the first stress handling scheme was seeing stress as a problem that can be solved. Followed by having good companion, having positive attitude, regularly praying, and taking a day off.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results and discussions, the following conclusions and recommendations were drawn.

Conclusions:

Majority of the faculty in CBSUA are female. Relatively large number of the respondents was young. More than half of the faculty members in CBSUA are married. Majority of the married faculty in CBSUA has little number of siblings. Relatively large numbers of faculty members in CBSUA are Instructors. Majority of the faculty in CBSUA were new in the field of teaching. More than half of the faculty members in CBSUA refuse to accept administrative position. Majority of the faculty in the University had teaching load that exceeds the minimum number of units required by Commission on Higher Education (CHED). The sources of stress for both male and female faculty are: Time Management, Professional Stress, Discipline and Motivation and, Work – Related Stress. Male and female faculty have different stress coping strategies that they had undertaken. There are ways of coping stress that a faculty might choose to do.

Recommendations:

Hiring of male faculty might be considered by the Human Resource Management Officer of the University to augment with the least number of male faculties. Maximizing the potentials of young faculty members might be considered by the administration for the welfare of the University. More friendly policy in monitoring faculty members of the University might be considered to give way to the married faculty. Seminar and trainings to further enhance the instructional competence of the faculty could be considered by the Human Resource Director for all instructors. Orientation for faculty on their roles in the University could be considered to maximize their participation in accepting administrative position. Deans and Program Chair in the Colleges might consider revisiting the CHED Memorandum Order relative to faculty workload. Seminars on Proper Time Management might be considered by Human Resource Director to minimize the stress of faculty. Administrative support such as providing instructional supplies and facilities, providing incentives/recognition to top performing faculty/ies and other scheme that could enhance motivation of faculty might be considered. Planning of annual activities during summer term/summer vacation might be conducted in preparation to the upcoming academic year to avoid lapses and interruption of classes. Team-building activities might be considered by the administrator/human resource development officer to maintain a positive work environment. Seminars and workshops in stress management might be considered by the administration for the welfare of the faculty.

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