ORIGINAL RESEARCH PAPER

Mathematics

COMMON STRESSORS EXPERIENCED BY THE FACULTY MEMBERS OF THE COLLEGE OF SCIENCE OF THE BULACAN STATE UNIVERSITY, PHILIPPINES

KEY WORDS: stressors, faculty members

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ABSTRACT

Teaching is said to be a very noble profession. In fact, most people say that teaching is not a profession, but a vocation. This entails having the "heart" to impart knowledge to your learners. With the different responsibilities that a teacher handles, it could also be a very demanding profession, and teachers, like any other individuals, could be prone to work-related stress and it could have adverse effects on the person.

The following were the significant findings gathered from the present study : 1) Majority of the respondents were females , aged between 40-49 and 50-59 and have rendered 1-10 years of service in the University, 2) the common stressors experienced by the respondents were : work-life balance, demands of the job, and change and 3) There is a significant relationship between gender and causes of stress.

One of the recommendations of the study is to conduct a seminar/forum on Stress Management may be done. A Resource Speaker who is an expert on the said matter could be invited so that the faculty members will be well-informed of the various causes as well as coping mechanism of individuals as far as stress is concerned.

INTRODUCTION

Teaching is said to be a very noble profession. In fact, most people say that teaching is not indeed a profession, but a vocation. This entails having the "heart" to impart knowledge to your learners. Unlike the usual 8 hour job, the teaching profession does not only stop in the four corners of the classroom. Instruction, although the heart of teaching, is just one part of the whole teaching-learning process. Teachers sometimes act as parents, counselors, advisers, and even friends to their students. For some teachers, they even bring their paperworks at home, like checking papers and performance tasks, recording of scores, and computing of grades.

With the different responsibilities that a teacher handles, it could also be a very demanding profession, and teachers, like any other individuals, could be prone to work-related stress and it could have adverse effects on the person. Although it is said that stress is a common reaction experienced by all persons, the degree of stress and the reaction to stress differ from person to person.

In the study of Russell (1987), findings revealed that teacher characteristics such as age, sex, and grade level taught was predictive of burn out. It was also found out that the number of stressful events experienced and social support were predictive of teacher burnout. This was echoed by Helms-Lorenz & Maulana (2016) who stated that burn out seems to be more strongly related to health outcomes, whereas work engagement is more strongly related to motivational outcomes. Moreover, their study showed that emotional exhaustion has a significant effect on work performance.

On the other hand, Borman (2017) cited that attrition from teaching is not necessarily a "healthy turnover" and is influenced by various personal and professional factors (which may include work-related stress) that change across teachers' career path. In addition, the study revealed that teachers working conditions are also a contributory factor in making the teacher leave the teaching profession. Corollary to these findings were found in the study of Oteer (2015) which noted that the following were the common stressors teachers experience : inadequate criteria for teacher professional development, work relationship between teaching faculty and school administrators, lack of class discipline, prevalent problems among students, numerous teacher development workshops, lack of teacher participation in decision-making, teacher involvement in undesirable activities and heavy burden of teacher material obligation.

Cognizant of the adverse effects of stress to the performance and productivity of teachers, the researcher decided to delve on the study of the "Common Stressors Experienced by the Faculty Members of College of Science of the Bulacan State University, Philippines".

Statement of the Problem

The general problem of the study is "What are the common stressors experienced by the faculty members of the College of Science of the Bulacan State University?"

Specifically, it sought answers to the following questions :
1. How can the demographic profile of the respondents be described in terms of:
    1.1. gender ;
    1.2. age range ; and
    1.3. years in service?

2. What are the common causes of stress of the respondents in terms of :
    2.1. demands of the job;
    2.2. lack of control ;
    2.3. work-life balance ;
    2.4. relationships at work ;
    2.5. change;
    2.6. conflicting roles ; and
    2.7. working environment?

3. Is there a significant relationship between the respondents' demographic profile and the causes of stress?

Significance of the Study

The results of the present study is deemed beneficial to the following stakeholders, to wit :

Administrators. The findings of this study maybe used by the top and middle- level administrators of the Bulacan State University to find out if their faculty members are experiencing stress and how the same affects their productivity as teachers. In the process, programs and projects may be implemented such as stress management seminars and the like in order to optimize the performance of the faculty members.

Faculty Members. This study will also be of help to the faculty member concerned since he/she will be aware of how distressed he/she is. In the process, faculty members could devise their ways of adjusting or coping with stress.

Future Researchers. The results and findings of this study could serve as a springboard for subsequent studies on work-related stress, performance effectiveness, and organizational studies.
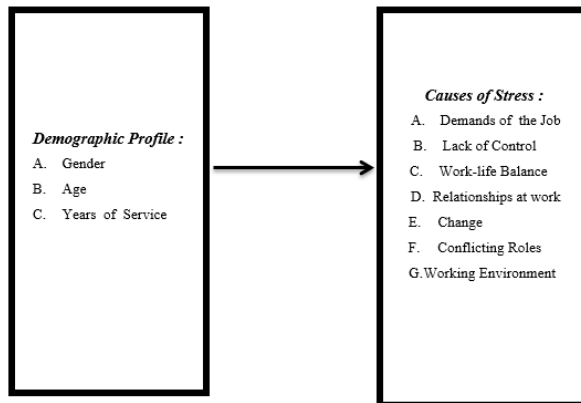
Scope and Delimitation

This study focused on the common stressors experienced by the faculty members of the College of Science of the Bulacan State University spanning Academic Year 2018-2019. The demographic

profile of the respondents were considered such as : gender, age range, and years in service in order to determine whether the following has a direct relationship with the common stressor/s experienced. Also, the common stressors were categorized into the following : demands of the job, lack of control, work-life balance, relationships at work, change, conflicting roles, and working environment. Respondents of the study were the 43 faculty members from the College of Science, comprising the Mathematics and Science Departments, respectively.

Research Paradigm

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Demographic Profile :
A. Gender
B. Age
C. Years of Service

Causes of Stress :
A. Demands of the Job
B. Lack of Control
C. Work-life Balance
D. Relationships at work
E. Change
F. Conflicting Roles
G. Working Environment

METHODOLOGY

This study primarily made use of the descriptive method of research to determine the common stressors experienced by the faculty members of the College of Science of the Bulacan State University. The researcher made use of a questionnaire adapted from previous studies on work-related stress as the main data gathering tool. The said questionnaire was administered to 43 faculty members of the College of Science. The faculty members were asked to express their agreement/disagreement regarding the common stressors using a 5-point Likert Scale. The instrument underwent both face and content validation from a panel of experts including university researchers, a statistician and Registered Psychometrician.

Table 1. Scale for Measuring the Common Stressors Experienced by the Faculty Members of the College of Science of the Bulacan State University

Range	Numerical Rating	Verbal Interpretation
4.2-5.00	5	Strongly Agree
3.4-4.1	4	Highly Agree
2.6-3.3	3	Moderately Agree
1.8-2.5	2	Slightly Disagree
1.00-1.7`	1`	Strongly Disagree

The Statistical Package for Social Science (SPSS) was utilized in the statistical analysis and treatment of the data. Summary statistics including mean, standard deviation, frequency and percentage, t-test for independent sample were utilized to analyze and interpret the gathered data.

RESULTS AND DISCUSSION

Table 2. Descriptive Statistics of the Respondents' Gender

Gender	Freq.	Percentage
Male	10	23.3 %
Female	33	76.7 %
Total	43	100 %

Table 2 illustrates the distribution of the respondents with reference to gender. It can be gleaned that from among the 43 respondents who took part in the present study, 10 were males which accounts for 23.3% while 33 were female, 76.7%. This means that majority of the faculty members of the College of Science of the Bulacan State University are females.

Table 3. Descriptive Statistics of the Respondents' Age Range

Age Range	Freq.	Percentage
20-29	6	14.0%
30-39	10	23.3%
40-49	**12**	**27.9 %**
50-59	**12**	**27.9 %**
60 and above	3	7.0 %
Total	**43**	**100.0 %**

On the other hand, Table 3 presents the distribution of the respondents with reference to their age range. It can be surmised that the age ranges of 40-49 and 50-59 both got the highest frequency of 12 which translates into 27.9%. Hence, it means that majority of the faculty members of the College of Science of the Bulacan State University are in the middle age group. However, it also be gleaned that only a few faculty members of the College of Science remain in the teaching profession if they already have reached the age of 60 and above. This is due to the fact that these faculty members have already reached the age of retirement and are only teaching in the University on a part-time basis.

Table 4. Descriptive Statistics of the Respondents' Years in Service

Years in Service	Freq.	Percentage
1-10	**18**	**41.9 %**
11-20	14	32.6 %
21-30	8	18.6 %
31-40	2	4.7 %
41 and above	1	2.3 %
Total	**43**	**100.0 %**

Table 4 presents the distribution of the respondents with reference to their age years in service. It can gleaned that majority of the respondents have rendered 1-10 years of teaching in the University, accounting for 41.9 % of the respondents. Thus, it can be said that the faculty members of the College of Science of the Bulacan State University are relatively new in the teaching profession. It can also be seen from the data that only 1 faculty member have rendered the University 41and above years of teaching. This can be attributed to the fact that faculty members who have served the University for that span of years are already considered retirees and may be rehired under special circumstances.

Table 5. Descriptive Statistics of the Respondents' Causes of Stress

Causes of Stress	Mean	Standard Deviation	Verbal Interpretation
Demands of the Job	3.53	.602	**Highly Agree**
Lack of Control	3.09	.938	Moderately Agree
Work-Life Balance	3.57	.725	**Highly Agree**
Relationships at Work	2.91	.609	Moderately Agree
Change	3.52	.771	**Highly Agree**
Conflict	2.82	.688	Moderately Agree
Work Environment	2.87	.671	Moderately Agree

Table 5 illustrates the different causes of stress of the respondents. The different causes of stress were categorized as follows : demands of the job, lack of control, work-life control, relationships at work, change, conflict, and work environment. It can be surmised that the respondents cited *Highly Agree* to three of the above-mentioned stressors, namely : **work-life balance (3.57), demands of the job (3.53), and change (3.52).** From the instrument, questions on work-life balance are as follows : *"I feel that my work eats up my time with my family", "I feel that my efforts are not recognized",* This means that for the respondents, work-life balance is a major cause of stress.

Table 6. Analysis of Variance (ANOVA) Between Demographic Profile (Gender) and Causes of Stress

Causes of Stress	F	Sig.
Demands of the Job	1.049	0.395
Lack of Control	0.619	0.652
Work-Life Balance	0.647	0.632
Relationships at Work	1.276	0.296
Change	6.128	**0.001****
Conflict	0.097	0.983
Work Environment	0.726	0.579

** - highly significant

Table 6 illustrates the Analysis of Variance (ANOVA) of the demographic profile (gender) of the respondents and causes of stress. It can gleaned from the data that when it comes to demographic profile and causes of stress, gender and change are highly significant. Data shows that when the two variables were correlated, gender and change were correlated, it revealed a corresponding f-value of 6.128 and sig. of 0.001, measured at 0.05 level of significance. Since the value obtained was higher than 0.05, therefore, the relationship between gender and change is highly significant. Moreover, the mean scores obtained between gender and causes of stress revealed that for the Males (3.98), change is indeed a major cause of stress while for the Females (3.06), change is not really a causes of stress.

SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS

The following were the significant findings gathered from the present study :

1. Majority of the respondents were females , aged between 40-49 and 50-59 and have rendered 1-10 years of service in the University ;
2. The common stressors experienced by the respondents were : work-life balance, demands of the job, and change ;
3. There is a significant relationship between gender and causes of stress.

The following conclusions were derived :
1. The respondents experience common stressors like what other people experience. However, from among the stressors cited in the study, **work-life balance** appeared to be the **highest stressor** of the faculty members of the College of Science of the Bulacan State University ;
2. As found out in the present study, gender has a direct relationship with the causes of stress, which in the context of the present study, refers to change. This finds credence in the study of Russell, et. al (2015) which reported that age, sex, and grade level taught as well as the number of stressful events experienced and social support were predictive of teacher burn out.

In line with the foregoing conclusions, the following recommendations are suggested by the researcher :
1. Since it was found out in the present study that work-balance was the highest stressor possible, the preparations of the faculty member should be limited so that the faculty member concerned will have less time to prepare for the lessons and devote quality time with his/her family ;
2. A seminar/forum on Stress Management may be done. A Resources Speaker who is an expert on the said matter could be invited so that the faculty members will be well-informed of the various causes as well as coping mechanism of individuals as far as stress is concerned ;
3. The study may be done in other colleges and/or units of the University in order to determine whether their faculty members are distressed or not ;
4. A similar study could be conducted, this time involving the non-teaching personnel of the University to determine whether the stressors experienced by the faculty members also apply to them.

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