

High School Teachers' Stress Coping Mechanisms: It's Implications on Teaching Performance and Interpersonal Relations

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Abstract – *This study determined the high school teachers' profile with respect to gender, age, civil status, educational attainment, length of service, and monthly family income. It also investigated the extent of stress experienced by them due to such stressors as job pressure, job scope/assignment, relationship with personnel/administrators, relationship with other teachers, relationship with students, relationship with parents, school physical environment, and other school responsibilities. Further, it identified the extent of effectiveness of their use of such coping mechanisms as self-knowledge, varied interests, varied reactions, acceptance of others' values, and varied productive activities. The significance of the differences between the extent of stress experienced by the teachers under each stressor was determined across each of the profile variables using the t-test or the analysis of variance. The significance of the relationships between the extent of stress experienced by the teachers due to each stressor and the extent of effectiveness of their use of each coping mechanism were determined by using the Pearson product moment coefficient of correlation. The significance of the relationship between the teaching performance of the teachers and the extent of stress experienced by them under each stressor, and the extent of effectiveness of their use of each coping mechanism using the Pearson product moment coefficient of correlation. The descriptive-correlational research method was used in this study. A questionnaire was used to gather data on the teachers' profile, their extent of stress under each stressor, and the extent of effectiveness of their use of each coping mechanism. Comparison was made of the teachers' extent of stress across each profile variable. Correlation was done to establish the relationships between extent of stress and extent of effectiveness of the use of coping mechanisms. Correlation was also done to determine the relationships between the teachers' teaching performance and their extent of stress, and the extent of effectiveness of their use of coping mechanisms. In consideration of the findings obtained, the following conclusions are drawn: Most of the high school teachers are female, within the age group of 36-50 years old and married with highest educational attainment of BS Graduate with Masteral units who have been teaching for 10-20 years and who receive a monthly family income of P10, 000.00-P15, 000.00. The high school teachers experience moderate stressed in their job, in their relationships and in their other school responsibilities. The high school teachers experience moderate extent of effectiveness of the various coping mechanisms which they adopted. The teachers with only BS degrees are more stressed than the teachers with MA units. There is a significant relationship between the overall extent of stress of the teachers and their overall extent of effectiveness in the use of coping mechanisms. The teachers' teaching performance is affected by their extent of stress due to their relationship with students. Based on the findings, it is recommended that: School administrators should help the teachers eliminate stress by providing seminars/trainings/conferences on stress management. Administrators should provide clinical supervision regarding the responsibilities of teachers to inculcate in their mind that teaching is a noble calling that they need to have coping techniques so that it will not affect their teaching performance. Build more confidence among teachers by giving opportunities for development such as having masteral units with generous incentives to be able to gain knowledge on how to lessen the stress encountered due to the different stressors. The government should provide conducive classrooms, sufficient teaching devices, and other instructional materials, as well as higher compensation to relieve them of certain stressors. Private sectors and civil societies be tapped for donations/contributions. Social gatherings which include the family members be*

adopted by the faculty club. Hold social hour among teachers to create an atmosphere of relaxation and camaraderie. Further studies are suggested to be conducted regarding the coping mechanisms related to teaching performance. Further studies should be conducted with elementary teachers as respondents to compare their stress level with secondary teachers and the effectiveness of their coping mechanisms.

Keywords – stress, coping mechanisms, performance, interpersonal relations

INTRODUCTION

Teaching is said to be the noblest profession where service and dedication are the fundamental elements to become effective and to succeed. The task of teachers is not only to teach but there are other demands in their profession such as serving on election plebiscite and conducting census. The teachers' everyday routine consists of lesson planning, preparing instructional materials and paper works. She has to attend to parents' inquiries and counsel students with behavioral problems too. In consonance with these activities, she must be skillful to manage classroom daily routines plus the fact that she has the responsibilities to her family especially to her children.

Teachers just like other professionals experience stress. They are not exempted in encountering risks. Excessive stressors and problems can occur in teacher's personal life as well as at work which result to job burnout. If teachers encounter a relationship breakdown, financial problems, or bereavement, it is possible that these problems may affect their ability to work effectively. This will have negative effects not only to themselves but to the people in their workplace. However, stress should not be associated with its negative effects because it does have positive effects, too. It is the way people cope with their stress that either makes or breaks them. Thus, the person who is under stress must learn how to cope with his stressors. The ability to cope up with stressors relieves the anxiety. Having a healthy mind is important because a person with a healthy mind is generally with a healthy body. One cannot enjoy a healthy life unless both of these aspects are in good working condition.

Excessive stress has physical, intellectual and social manifestations that compel an individual to have radical reactions like physical

or mental disability, sudden job resignation or involuntary resignation from one's work. Likewise teachers may experience such reaction in the workplace. Left unchecked, stress can lead to a host of physical disorders. The intensity of stress influences persons' reaction to do it. Stress is said to be cumulative. The human bodies are well-equipped to deal with a reasonable amount of stress throughout the person's lives; though the world is becoming more and more complex and demanding. It is particularly important that teachers have adequate coping techniques to manage their stressful lives. It is part of socialization and maturation process that human beings automatically develop complex coping mechanisms. Knowledge of different coping strategies is important in understanding the different coping mechanisms of teachers to stress. To know themselves, their awareness and limitations, her varied interests, varied reactions to cope with the continuous exposure to stressors while at work is healthful and have great effect on their sense of well-being. Individuals particularly teachers must have clear understanding of what stress is and what stress is not so that they will have a positive outlook to overcome it. There are two ways to react with stress; it may be positive and healthful when it is enjoyable and challenging but when the situation is out of control, it results to negative stress.

The researcher observed that the teachers' symptoms of stress are in a way reflected in the country's low quality of education, teachers' clamor for jobs in other countries and teachers' performing work not related to their profession.

To determine what is behind the stressors and how the respondents choose their coping mechanisms, the researcher focused her study to

the high school teachers in the District of Bugallon.

The teaching force of public high schools in the District of Bugallon is composed of teachers who have the advantage of undergoing faculty development programs and trainings before they get their actual teaching jobs. They have the respect and appreciation of parents who send their children to school despite of the financial crisis. With the school's vision and mission, these teachers have been provided with career growth and leadership seminars. However the teachers, just like other professionals still experience both positive and negative stressors.

STATEMENT OF THE PROBLEM

This study aimed to determine the level of stress and coping mechanism of high school teachers in the District of Bugallon, Pangasinan during the school year 2016-2017. Specifically, the study answered the following questions: 1) What is the profile of the high school teachers in public schools in the District of Bugallon with regards to: (a. Gender; b. Age; c. Civil status; d. Educational attainment; e. Length of service; and f. Monthly family income)? 2) What is the teaching performance of teachers as rated by their school administrators? 3) What is the extent of the stress experienced by the high school teachers with respect to: (a. Job pressure; b. Job scope/assignment; c. Relationship with school personnel/administrator; d. Relationship with fellow teachers; e. Relationship with students; f. Relationship with parents; e. School physical environment; and f. Other school responsibilities)? 4) What is the extent of effectiveness of various coping mechanisms adopted by high school teachers along the following: (a. Self- knowledge; b. Varied interests; c. Varied reactions; d. Acceptance of others' values; and e. Varied productive activities)? 5) Is there a significant difference between the extent of stress experienced by high school teachers when grouped according to the categories of the profile variables? 6) Is there a significant relationship between the extent of stress experienced that affect the high school teachers and the extent of effectiveness of the

various coping mechanisms adopted by them? 7) Is there a significant relationship between the teachers' teaching performance and (a. the extent of the stress experienced by them; and b. effectiveness of various coping mechanisms adopted by them)?

MATERIALS AND METHODS

This study made use of the descriptive-correlational method of research. It described all relevant data and information on the level of stress and coping mechanism of high school teachers in the District of Bugallon with their profile, their perception of the extent of stress experienced by the teachers in terms of job pressure, job assignment, and their relationship with administrator, personnel, fellow teachers, parents and students, school physical environment and school responsibilities and the perceived level of effectiveness of various coping mechanisms. It compared teaching performance across the profile variables. It also correlated teaching performance with the extent of stressfulness of high school teachers of District of Bugallon. Likewise, it determined the relationship between teaching performance and the various coping mechanisms adopted by the high school teachers.

Data Gathering Procedure

A letter of request to the Schools Division Superintendent through the Principals by asking permission to conduct the study and administer the survey questionnaire was prepared. After the approval of the request, each respondent was provided with the questionnaire. The researcher personally guided the respondents and stated the purpose of the study.

Secondary school teachers of the District of Bugallon, Pangasinan will comprise the needed respondents for the study. Total enumeration was employed as sampling technique. Table 1 shows the research sampling adopted in the study.

Table 1
Population Size and Population Sample of the
Four
Secondary Schools in the District of Bugallon

School	Population Size	Population Sample
Polong National High School	46	35
Irene Rayos Ombac National High School	46	35
Salomague National High School	23	18
Bugallon Integrated School	10	8
TOTAL	125	96

A guided-response type of questionnaire was prepared as an instrument to gather primary data on the level of stress and coping mechanisms of High School Teachers in the District of Bugallon. The questionnaire is composed of three parts. The first part included the personal information of the teacher-respondent such as gender, age, civil status, educational attainment, length of service and monthly family income. The second part is a checklist which measured the perceived level on the extent of stressfulness that affect the teachers in terms of a) job pressure, b) job scope/assignment, c) relationship with school personnel/administrators, d) relationship with fellow teachers e) relationship to students, f) relationship with parents, g) school physical environment and h) other school responsibilities. The third part is composed some statements or indicators to measure the effectiveness of various coping mechanisms as adopted by the teachers in terms of a) self-knowledge, b) varied interest, c) varied reaction, d) acceptance with other values and e) varied productive and active activities. Prior the conduct of the study and gathering of data, the prepared questionnaire was pre-tested and validated.

Treatment of Data

In describing the profile of the respondents, in terms of gender, age, civil status, educational attainment, length of service and monthly family income, frequency counts and percentage of distribution to the categories was used.

To determine the extent of stress experienced through the various stressors among secondary school teachers in the district, the scale mean was used and interpreted using the following table:

Mean Scale Range	Descriptive Equivalent
4.51 – 5.00	Very Stressful
3.51 – 4.50	Stressful
2.51 – 3.50	Moderately Stressful
1.51 – 2.50	Slightly Stressful
1.00 – 1.50	Not Stressful

Likewise, to describe the extent of effectiveness of various coping mechanisms adopted by the teachers, the scale mean was used and interpreted using the following table:

Mean Scale Range	Descriptive Equivalent
4.51 – 5.00	Very Effective
3.51 – 4.50	Effective
2.51 – 3.50	Moderately Effective
1.51 – 2.50	Less Effective
1.00 – 1.50	Not Effective

To determine the difference between the level of stress of various stressors across respondents' profile variables, t-test for independent samples and analysis of variance (ANOVA) was utilized.

In the processing of data for variables with two compared categories, the categories were assigned number codes of 0 and 1, respectively. Likewise, variables with three or

more compared categories were assigned with number codes of 1, 2, 3 and 4, respectively.

To determine the significance of the relationship between the level of stress of various stressors and the extent of effectiveness of the coping mechanisms adopted by the teachers, the Pearson-r Correlation Coefficient was used.

To determine the relationship between the teachers' performance and a) extent of stress experienced b) extent of effectiveness of the various coping mechanisms, the Pearson Product-Moment Coefficient of Correlation was used.

RESULTS AND DISCUSSION

The data gathered in the study and the corresponding analysis and interpretation of these

data. Specifically, it presents the stress conditions and coping mechanisms of selected High School teachers in four Secondary Schools in the District of Bugallon. The responses were described in terms of employee's profile (with respect to gender, age group, civil status, highest educational attainment, length of service and monthly family income), performance rating, the extent on how a stress condition is dependent on job pressure, job scope/assignment, interpersonal relations and the best coping mechanism when stress overwhelms. The frequency and percentage of the profile of the high school teachers with respect to gender, age group, civil status, highest educational attainment, length of service and monthly family income are presented on Table 2.

Table 2
Profile of the High School Teachers with Respect to Gender, Age Group, Civil Status, Highest Educational Attainment, Length of Service and Monthly Family Income

Variable	Categories	Frequency	Percentage
Gender	Male	31	32.3
	Female	65	67.7
	Total	96	100%
Age	20-35 years old	36	37.5
	36-50 years old	50	52.1
	51-65 years old	10	10.4
Total		96	100%
Civil Status	Single	17	17.7
	Married	75	78.1
	Widow/Widower	3	3.1
	Separated/Divorced	1	1.0
Total		96	100%
Highest Educational Attainment	BS Graduate	20	20.8
	BS Graduate w/ Masteral units	71	74.0
	Masteral Graduate	4	4.2
	Masteral Graduate w/ Doctoral units	1	1.0
Total		96	100%
Length of Service	20 years and above	11	11.5
	10-20 years	46	47.9
	below 10 years	39	40.6
Total		96	100%
Monthly Family Income	P25,001 and above	9	9.4
	20,001-25,000	16	16.7
	15,001-20,000	24	25.0

	10,000-15,000	47	49.0
Total		96	100%

The table shows that most of the respondents are female as indicated by the frequency of 65 or 67.7%. This means that female teachers are greater in number compared to male teachers. Most of the respondents are 36-50 years old as indicated in the frequency of 50 or 52.1 % and majority are married which has a frequency of 75 or 78.1%. On the educational attainment, 71 or 74.0% are BS Graduate with Masteral units. Most of the High School teachers have taught for 10-20 years with a frequency of 46 or 47.9% as shown from the table. Teaching is a life long commitment. It is a big deal that teachers live the incomprehensible sacrifice of putting all the best years of their lives in teaching. On their monthly family income, 47 or 49% receives P10,000.00-P15,000.00, 24 or 25% receives P15,001.00-P20,000.00, 16 or 16.7% receives P20,001.00-P25,000.00 and only 9 or 9.4% receives P25,001.00 and above.

Teaching is a lowly-compensated profession but despite being underpaid, high school teachers continue teaching because it is an oath of profession. Stress negatively impacts the lives and job performance of teachers. But managing how to get rid of it is of great importance. Management commitment is essential. According to European Agency (2000), effective and sustainable stress prevention should be carried out, that problems should be categorized in terms of risk factors that one needs to have satisfaction so that it will not affect one's work performance. He doesn't allow stress to operate and control him.

Teaching Performance of Teachers

The table shows the teaching performance of the respondents as rated by their administrators. Most of the High School teachers' performance is very satisfactory which has a frequency of 75 or 78.1%. This means that most of the High School teachers performed well in their teaching.

Table 3
Frequency and Percentage of the Respondents' Teaching Performance as Rated by their School Administrators

Category	Frequency	Percentage
Outstanding	7	7.3
Very Satisfactory	75	78.1
Satisfactory	14	14.6
Fair	0	0
Poor	0	0
Total	96	100%

Extent of Stress Experienced by the High School Teachers

The following tables present the extent of stress experienced by the high school teachers along job pressure, job scope/assignment, relationship with school personnel/administrator, relationship with fellow teachers, relationship with students, relationship with parents, school physical environment and other school responsibilities.

Everyone agrees that job stress results from interaction of workers and the condition of work. Work characteristic and working condition are the primary causes of job stress. Different points of view suggest different ways to prevent stress at work.

Table 4
Extent of Stress Experienced by the Teachers with
Respect to Job Pressure as Stressor

In the performance of my job as a teacher, the following are stressful:	Mean	Description
1. Difficulty in carrying out my lesson plans due to lack of mastery.	2.51	Moderately Stressful
2. Experience discouragement in establishing and implementing clear instructional goals to students.	2.71	Moderately Stressful
3. Problems in preparing instructional materials met.	2.92	Moderately Stressful
4. Salary not commensurate to needs.	3.88	Stressful
5. Hectic schedules/ programs/ extra-curricular.	3.50	Moderately Stressful
6. Preparation of lesson plans in more than one subject.	3.35	Moderately Stressful
Overall Mean	3.14	Moderately Stressful

Legend:

- 4.51 – 5.00 Very Stressful
- 3.51 – 4.50 Stressful
- 2.51 – 3.50 Moderately Stressful
- 1.51 – 2.50 Slightly Stressful
- 1.00 – 1.50 Not Stressful

Table 4 shows that job pressure is one of the causes of stress, that if not handled correctly it will lead to poor performance and can harm the individual who has too much of it. Salary not commensurate to needs was rated with a mean of 3.88 is considered to be stressful. Salary is not much stressful as long as there is satisfaction for the job. Hectic schedules/programs/extra curricular (3.50), preparation of lesson plans in more than one subject (3.35), problems in preparing instructional materials meet (2.92), experience discouragement in establishing and implementing clear instructional goals to students (2.71) and difficulty in carrying out lesson plans

due to lack of mastery (2.51). These were found to be moderately stressful and with an overall mean of 3.14, the teachers are moderately stressful. It will be noted that despite the low salaries received, the high school teachers still find their work as moderately stressful because it was already inculcated in their heart and mind that teaching is a noble calling, that even though it is a hard task, what matters is they touch their students' lives.

The result of the research made by the International Labor Organization (ILO) and United Nations Educational, Scientific and Cultural Organization (UNESCO) reveal how overworked Filipino teachers are. The study shows that Filipino teachers work for an average of 1176 hours a year, attending to several classes of over 50 students each. But here's what puzzling. There are teachers that last 25, 30 or even more years in the profession despite being overloaded and underpaid.

Table 5
Extent of Stress Experienced by the Teachers with
Respect to Job Scope/Assignment as Stressor

In my job scope/assignment, the following are stressful:	Mean	Description
1. Overlapping of regular load and co-curricular tasks.	3.32	Moderately Stressful
2. Feeling of having too little authority to carry out responsibilities assigned to me.	2.86	Moderately Stressful
3. Having a vague direction as to his school's vision and mission.	2.90	Moderately Stressful
4. Difficulties for not obtaining funds for instructional materials.	3.45	Moderately Stressful
5. Complaints received from superiors/ students / parents.	2.83	Moderately Stressful
Overall Mean	3.07	Moderately Stressful

Table 5 shows that job scope/assignment contributes to the stress of teachers. Difficulties for not obtaining funds for instructional materials was rated as 3.45, overlapping of regular loads and co- curricular tasks got 3.32, having a vague direction as to schools' vision and mission was rated 2.90, feeling of having too little authority to carry out assigned tasks was given 2.86,

complaints received from superiors/students/parents got 2.83. With an overall mean of 3.07, it follows that job scope/assignment is moderately stressful. This only means that teaching is not that stressful job as what others believe. It is a matter of management and a matter of handling every stressful event.

Table 6
Extent of Stress Experienced by the Teachers with Respect to
Relationship with School Personnel/Administrators as Stressor

I find the following to be stressful:	Mean	Description
1. Irregular and unproductive meeting with principal and other higher authorities.	3.13	Moderately Stressful
2. Lack of rapport between higher authorities and subordinates.	3.01	Moderately Stressful
3. Interpersonal conflicts are dealt with well by the higher authorities.	2.90	Moderately Stressful
4. The goals and objectives of the department are not clear.	2.88	Moderately Stressful
5. Supportive feedbacks are not given on the work accomplished.	2.66	Moderately Stressful
Overall Mean	2.91	Moderately Stressful

Table 6 reveals that aside from the work of teachers, interpersonal relations were not

stressful such as the relationship to school personnel/ administrators. It depends on how to deal with other persons and how to mingle with them. Irregular and unproductive meeting with principal and other higher authorities (3.13), lack of rapport between higher authorities and subordinates (3.01), interpersonal conflicts are dealt well by the higher authorities (2.90), clarity of the goals and objectives of the department

(2.88), and supportive feedbacks given on work accomplished (2.66) were found to be moderately stressful. The overall mean of 2.91 indicates that the teachers' relationship with school personnel/administrators is moderately stressful.

Interpersonal relations and positive working climate that foster respect and dignity, and clear communication between workers and supervisors/colleagues are essential to reduce the risks of stress.

Table 7
Extent of Stress Experienced by the Teachers with Respect to the Relationship with Fellow Teachers as Stressor

In relationship with my fellow teachers, the following are stressful:	Mean	Description
1. Encountering unrest among faculty due to lack of communication.	2.99	Moderately Stressful
2. Experiencing outside pressure affecting decision-making.	2.74	Moderately Stressful
3. Meeting oppositions from co-teacher regarding school policies.	2.99	Moderately Stressful
4. Experiencing insecurity due to result of performance rating with co-teacher.	2.56	Moderately Stressful
5. Inability to perform job due to unqualified characteristics.	2.50	Moderately Stressful
Overall Mean	2.75	Moderately Stressful

Table 7 presents the extent of stress experienced by the teachers with respect to the relationship with fellow teachers as stressor. It shows that relationship with fellow teachers' causes' moderate stress such as encountering unrest among faculty due to lack of communication (2.99) and meeting oppositions from co- teachers regarding school policies (2.99). Experiencing outside pressure affecting decision making (2.74), insecurity with co-teachers in their performance rating (2.56) and the inability to perform job due to unqualified characteristics (2.50) were also found to cause

moderate stress. The overall mean of 2.75 shows that interpersonal relation among teachers is moderately stressful.

Teaching often seems like a thankless job. It is certainly not the most profitable of professions, especially considering that it is one of the most time- consuming. This is not an easy task, it is often taken for granted in spite of the fact that teachers are teachers inside the classroom and outside. They have to inspire students and need to maintain rapport with students.

Table 8
Extent of Stress Experienced by the Teachers with Respect to the Relationship with Students as Stressor

Stress may arise in my relationship with students such as:	Mean	Description
1. Experiencing problem encountered with students e.g. Discipline	3.51	Stressful
2. Meeting students with different behavioral problems.	3.58	Stressful
3. Experiencing difficulty in information dissemination to students due to lack of communication.	3.22	Moderately Stressful
4. Difficulties meet due to individual differences of students ex. Cultural differences	3.10	Moderately Stressful
5. Difficulty in monitoring students with their poor study habits at home and in school.	3.63	Stressful
Overall Mean	3.41	Moderately Stressful

Table 8 presents the relationship with students as stressor. From the overall mean of 3.41, it was found out that relationship with students is moderately stressful, even though teaching is sometimes very frustrating. Since it is frustrating, stressful when teachers monitor students with their poor study habits at home and in school (3.63), meet students with behavioral problems (3.58) and encounters problems such as

discipline (3.51). But it is moderately stressful for them to experience difficulty in information dissemination to students due to lack of communication (3.22) and in difficulties meet due to individual differences of students such as culture differences (3.10). With all this, comes an emotional investment a teacher necessarily makes in each of his students' progress.

Table 9
Extent of Stress Experienced by the Teachers with Respect to the Relationship with Parents as Stressor

Stress may arise in my relationship with parents such as:	Mean	Description
1. Difficulty in dealing with different types of parents.	3.08	Moderately Stressful
2. Communication gap between parents due to unavailable means of communication.	3.17	Moderately Stressful
3. Lack of cooperation of parents e.g. projects to enhance the classroom.	3.44	Moderately Stressful
4. High expectations of parents.	3.16	Moderately Stressful
5. Complaints received from parents.	2.82	Moderately Stressful
Overall Mean	3.13	Moderately Stressful

Table 9 shows that teachers’ relationship with parents shows moderate stress as revealed by the overall mean of 3.13. It doesn’t cause so much stress such as lack of cooperation of parents (3.44), communication gap with parents due to lack of means of communication (3.17), high

expectation of parents (3.16), difficulty in dealing with different types of parents (3.08), and even the complaints received from parents (2.82). This only means that High school teachers are knowledgeable in handling such situation, that

they don’t allow difficulties and stress ruin their sense of responsibilities.

Parents are co-workers of teachers in molding students. Their partnership must be strong if they want to achieve their goal. Parents are of different kinds, some are easy to deal with, and some are not. High school teachers’ stress may arise in dealing with the latter but as the second parent, they have to maintain their strong partnership and find ways to cope with it.

Table 10
Extent of Stress Experienced by the Teachers with Respect to the School Physical Environment as Stressor

Stress may arise in my school physical environment such as:	Mean	Description
1. Having large number of students.	4.23	Stressful
2. Insufficient light and ventilation.	4.05	Stressful
3. Lack of books/instructional materials.	4.06	Stressful
4. Unavailable medical services.	4.14	Stressful
5. Lack of classroom.	3.41	Moderately Stressful
6. Lack of recreational area.	3.67	Stressful
Overall Mean	3.93	Stressful

Table 10 presents the extent of stress experienced by the teachers with respect to the school physical environment as stressor. Situations cause moderate stress as long as it can be handled correctly. Table 4.G which indicates an overall mean of 3.93 reveals that physical environment is the major cause of stress to High school teachers that it was rated to be stressful. According to Antonio Tinio, president of the Alliance of Concern Teachers (ACT), the standard number of students per class is 25. But here in the Philippines, the average class size is

double and sometimes triple the standard that makes teaching stressful. It is stressful to have a large number of students (4.23), unavailable medical services (4.14), lack of instructional devices (4.06), as well as lack of recreational area (3.67). And it is moderately stressful to have lack of classroom (3.14). Lack of resources made teaching challenging and interesting. Because the situation is stressful, teachers had to employ a lot of imagination, creativity and resourcefulness to compensate for the lack of teaching materials.

Table 11
Extent of Stress Experienced by the Teachers with Respect to Other School Responsibilities as Stressor

Stress may arise in my other school responsibilities such as:	Mean	Description
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1. Difficulty in handling assigned task aside from a class adviser such as in different clubs and organization.	3.04	Moderately Stressful
2. Lack of information dissemination.	3.05	Moderately Stressful
3. Lack of opportunities for professional advancement such as seminars.	3.22	Moderately Stressful
4. Lack of appreciation to the accomplished task.	3.11	Moderately Stressful
5. Preparation of daily lesson plans in more than one subject.	3.38	Moderately Stressful
Overall Mean	3.16	Moderately Stressful

Table 11 shows that other school responsibilities also cause moderate stress. According to the High school teachers, preparation of daily lesson plans in more than one subject (3.38), lack of opportunities for professional advancement such as seminars (3.22), lack of appreciation of the accomplished tasks (3.11), lack of information dissemination

(3.05), and difficulty in handling assigned tasks aside from a class adviser such as in different clubs and organization (3,04) are moderately stressful. With its overall mean of 3.16, it follows that the other responsibilities of teachers are moderately stressful. It points out that teaching is not a matter of chance but a matter of choice, that one sees it as a divine task instead of a stressful job.

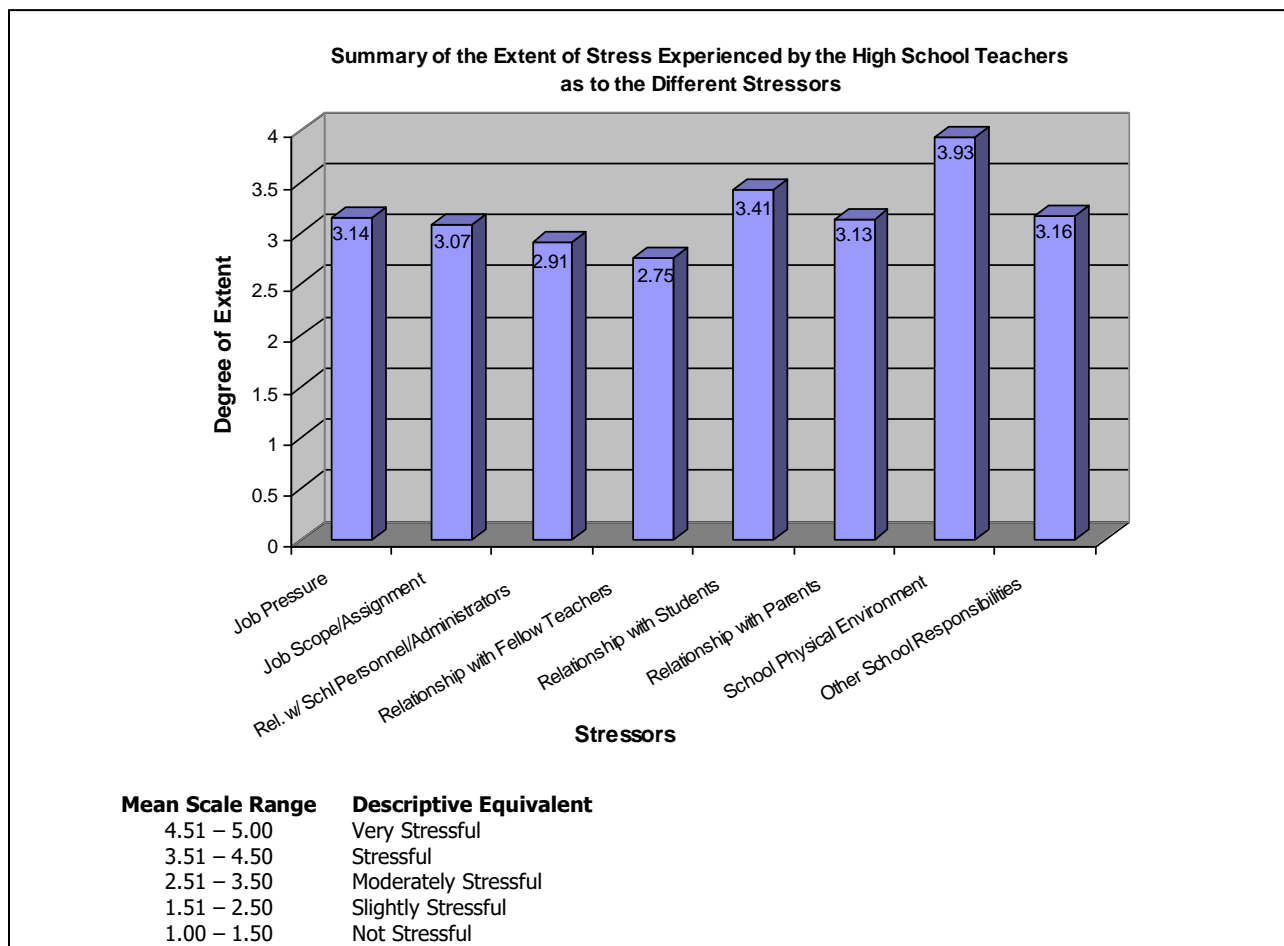


Fig.2 Summary of the Extent of Stress Experienced by the High School Teachers as to the Different Stressors

The figure reveal the summary of the stress experience by the high school teachers as follows: school physical environment (3.93) is stressful; relationship with students (3.41) is moderately stressful; other school responsibilities (3.16) is moderately stressful; job pressure (3.14) is moderately stressful; relationship with parents (3.13) is moderately stressful; Job scope/assignment (3.07) is moderately stressful; relationship with school personnel/administrator (2.91) is moderately stressful; and relationship with fellow teachers (2.75) is moderately stressful.

Extent of Effectiveness of Various Coping Mechanisms Adopted by the High School Teachers

In reality, teaching profession is not an easy task. If a person engages in such profession that person lives in stressful condition. Sometimes it leads to frustrations. But if the stress does not exist, then work would become boring. The question on how to handle every stressful condition depends on the person’s problem-solving ability and emotional self-regulation. Some view it as positive, some see it as negative, but to cope with the stress will depend on how to manage the situation.

Table 12
Weighted Mean and Descriptive Rating of Self Knowledge as Coping Mechanism

When I’m in stress,	Mean	Description
1. I try to recognize and accept my own limitations/ assets.	4.18	Effective
2. I try to believe that God’s hand is in the event.	4.51	Very Effective
3. I exhibit self-confidence in my own abilities to see myself realistically.	4.28	Effective
4. I try to be independent rather than seek approval of others.	3.95	Effective
5. I continue to enjoy the benefits of a supportive family.	4.45	Effective
Overall Mean	4.27	Effective

Legend:

- 4.51 – 5.00 Very Effective
- 3.51 – 4.50 Effective
- 2.51 – 3.50 Moderately Effective
- 1.51 – 2.50 Less Effective
- 1.00 – 1.50 Not Effective

Table 12 shows the extent of effectiveness of the coping mechanisms adopted by the high school teachers along self-knowledge. With an overall mean of 4.27, is found out to be effective. Very effective coping with stress is to believe that God’s hand is in the event with a mean of 4.51, Family support is

effective (4.27) because they serve as strength in facing such endeavor. This support can take the form of tangible assistance. Much is having self-formation and emotional support when self-esteem is threatened. “I exhibit self-confidence in my own abilities to see myself realistically” was also found to be effective (4.28) as well as “I try

to recognize and accept my own limitations/assets” (4.18). Lastly, trying to be independent rather than seeking the approval of others (3.95) is effective coping mechanism to stressful conditions.

The management of stress in the workplace is now recognized as an issue that has grown in prominence over recent years and one that Higher Education most tackle in an

appropriately serious manner. Avoiding harmful stress at work as part of good management can pay great dividends. Getting it wrong can have serious effects on personal performance as well as the potential for financial and reputational damage to the institution.

Table 13
Weighted Mean and Descriptive Rating of Varied Interests as Coping Mechanism

When stress overwhelms me,	Mean	Description
1. I read a lot of different topics.	3.82	Effective
2. After school, I listen to soft soothing music.	3.97	Effective
3. I attend parties that interest me.	3.18	Moderately Effective
4. I devote some of my time to personal hobbies such as gardening.	3.83	Effective
5. I get involve in civic / religious organization.	3.80	Effective
Overall Mean	3.72	Effective

Stress is related to control. With an overall mean of 3.72, Table 13 reveals that varied interests was found to be effective in coping with stressful condition. It was found out that after school, listening to soft soothing music (3.97) is effective; devoting some of the time to personal hobbies such as gardening” (3.83), “reading a lot of different topics” (3.82), “getting involved in

civic/religious organization” (3.80) are also effective to find relief from stress. “I attend parties that interest me” (3.18) was found out to be moderately effective. This denotes that socialization such as attending parties seems to lessen the effects of stressful events.

Table 14
Weighted Mean and Descriptive Rating of Varied Reactions as Coping Mechanism

When in stress,	Mean	Description
1. I imagine/visualize myself as happy, successful, healthy and joyous.	4.25	Effective
2. I set aside a certain amount of time during evenings and weekends when I refuse to do anything connected with school.	3.90	Effective
3. I usually share my problems with my husband/wife.	4.20	Effective
4. I try to say “no” to unnecessary demands.	3.94	Effective
5. I work to keep my relationship with my family and friends healthy.	4.31	Effective
Overall Mean	4.12	Effective

The significance of coping with stress is to learn how to manage perception and reactions. Table 14 shows that varied reactions is effective as coping mechanism as implied by the overall mean of 4.12. “I work to keep my relationship with my family and friends healthy” (4.31); “I imagine and visualize myself as happy, successful, healthy and joyous” (4.25); also “I usually share my problems with my husband, close friends, or my colleagues at school” (3.94); “I try to say ‘no’ to unnecessary demands” (3.94); and “I set aside a certain amount of time during evenings and weekends when I refuse to do anything connected with school” (3.90) were found effective varied reactions as coping mechanism. These were found to be effective in coping stress.

When a person strives to cope with stress, he needs warm support with family and friends whom he can express his problems to reduce stress. He needs to become a positive-thinker and

realize that he is not alone and others are facing the same problems but still survived.

When a person feels pressured to do things that he doesn’t like, then he has the right to say “no”. If not so, then it will only waste time and energy. One way to relieve stress is to express the true feelings that a person feels. It will not help to force oneself to do things that he doesn’t want to do.

Teachers have always played an integral role in the community. They are the firm guiding forces that help mold persons into a fully developed individual. It is neither weakness nor strength that defines persons’ failure and success. The best measure of failure and success is how a person pushes himself to do better than his best in making a difference in the lives of others. There is nobility behind their work. They have minds that are all set on giving rather than taking, that they believe working hard is a fine virtue and stress is always be there.

Table 15
Weighted Mean and Descriptive Rating of the Acceptance
of Others’ Values as Coping Mechanism

In times of stress,	Mean	Description
1. I trust other people in school as individuals and all about their feelings/opinions when I feel rejected and unwanted.	3.89	Effective
2. I share my insights and opinions with my colleagues in school who have different ways of thinking about current issues.	3.89	Effective
3. I try to recognize the uniqueness of persons when mistrust overwhelms me.	3.91	Effective
4. I get myself involved with wide of friends when I am not in school.	3.68	Effective
5. I assist other people in thinking and solving their problems in the light of their needs to ease tension.	3.89	Effective
Overall Mean	3.85	Effective

The table 15 reveals that acceptance of others’ values is an effective coping mechanism with an overall mean of 3.85. “Recognizing the uniqueness of persons when mistrust overwhelms” (3.91) is effective which only shows that he believes in individual differences

of the persons around him, that each individual is unique – what is good to one may not be good to all.

Trust is important because it is an effective way to soothe feelings when someone feels rejected. One has to share one’s thoughts and opinions, and assist other people to solve

certain problems. “I trust other people in school as individuals and all about their feelings/opinions when I feel rejected and unwanted (3.89); share my insights and opinions with my colleagues in school who have different ways of thinking about current issues (3.89) and assist other people in thinking and solving their problems in the light of their needs to ease tension (3.89) have the same impact as effective coping mechanism. Likewise, getting involved with a wide array of friends when not in school (3.68) is effective.

According to one school of thought, differences in individual characteristics such as

personality and coping style are most important in predicting whether certain job conditions will result in stress. In other words, what is stressful for one person may not be a problem for someone else.

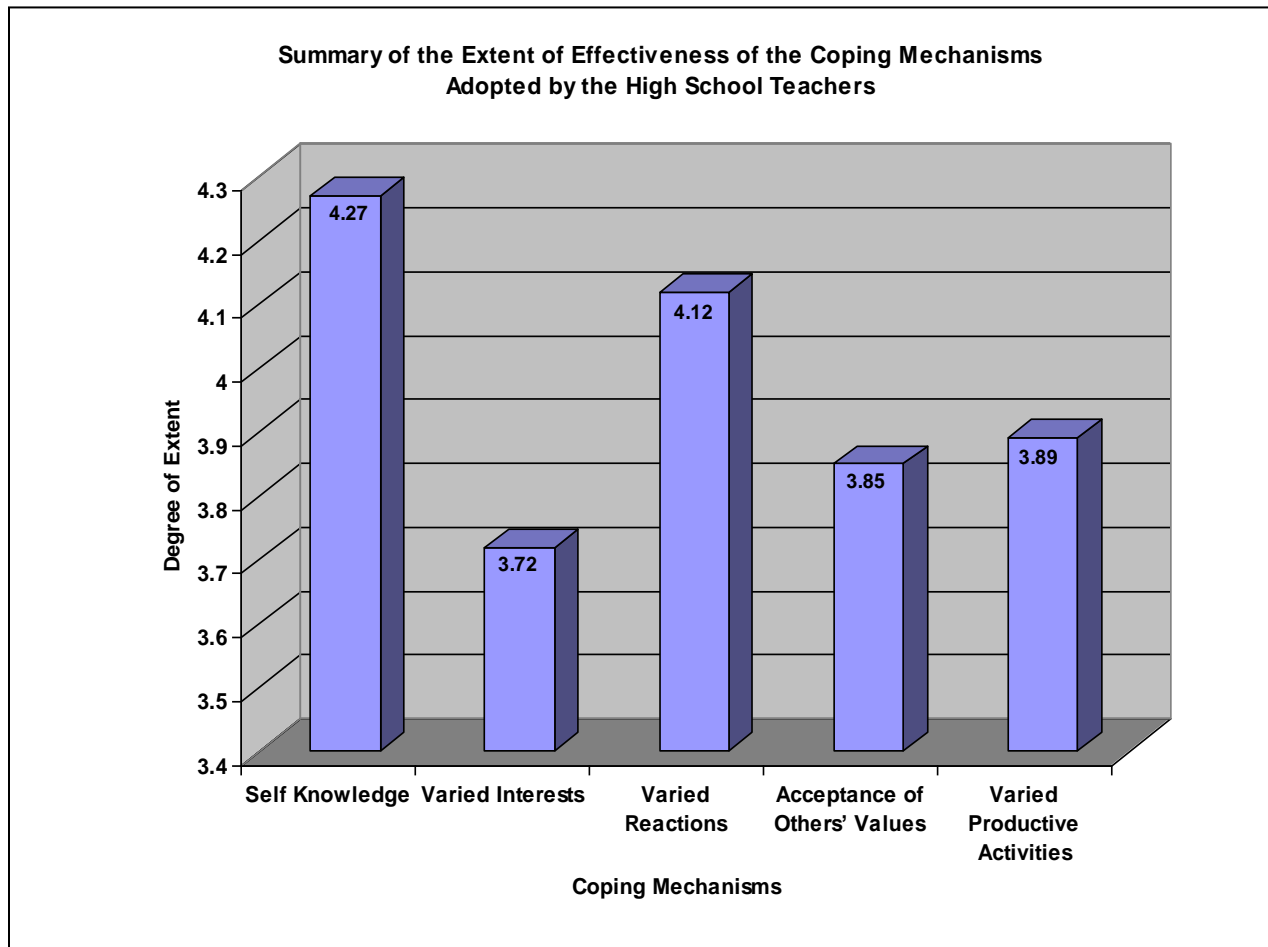
The concept of job stress is often related with challenge; challenge because it energizes and motivates a person to learn new skills, engage in other activities and pave the way to break the shell of same routine. Thus, challenge is an important ingredient for a productive work.

Table 16
Weighted Mean and Descriptive Rating of the Varied Productive Activities as Coping Mechanism

When I encounter stress,	Mean	Description
1. I read books and magazines or listen to music.	4.28	Effective
2. I try to relax by doing something which can give me a sense of achievement and success e.g. baking, gardening, knitting, etc.	4.20	Effective
3. Outside school, I regularly engage in sports and other physical activities which keep or release pent-up energy through exercise.	3.65	Effective
4. I try to do something nice to someone else.	4.01	Effective
5. I attend parties and other gatherings to meet other people.	3.32	Moderately Effective
Overall Mean	3.89	Effective

Table 16 reveals that varied productive activities are effective as coping mechanism with an overall mean of 3.89. Reading books and magazines or listening to music (4.28), trying to relax by doing something which can give a sense of achievement and success such as baking, gardening, knitting (4.20), trying to do something

nice to someone else (4.01), and engaging in sports and other physical activities which keep or release pent-up energy through exercise (3.65) are activities found to be effective in reducing stress. Moreover, to attend parties and other gatherings to meet other people is moderately effective with a mean of 3.32.



Mean Scale Range	Descriptive Equivalent
4.51 – 5.00	Very Effective
3.51 – 4.50	Effective
2.51 – 3.50	Moderately Effective
1.51 – 2.50	Less Effective
1.00 – 1.50	Not Effective

Fig. 3 Summary of the Extent of Effectiveness of the Coping Mechanisms Adopted by the High School Teachers

Figure 3 presents the summary of the extent of effectiveness of the coping mechanisms adopted by the high school teachers as to self-knowledge, varied interests, varied reactions,

acceptance of others' values and varied productive activities. The data reveal the summary of the extent of effectiveness of coping mechanisms adopted by the high school teachers

as follows: self- knowledge (4.27) is effective; varied reactions (4.12) is effective; varied productive activities (3.89) is effective; acceptance of others’ values (3.85) is effective; and varied interests (3.72) is effective.

Difference in the Extent of Stress Experienced by Teachers Across Their Profile Variables

Gender

Table 17 presents the differences in the extent of stress experienced by teachers across their profile using the t-test. The stress factors experienced by teachers when compared between male and female teachers were not significant as indicated by the t-values of 0.547 for job pressure,

0.015 for job assignment, 0.501 for relationship with school personnel, 0.880 for relationship with fellow teachers, 1.148 for relationship with students, 0.417 for relationship with parents, 0.234 for school physical environment, and 0.292 for other school responsibilities whose significance range from .254 to .987. Thus, null hypotheses on the differences in the perception of teachers’ extent of the stressors across their gender profile are not rejected. This means that there are no significant differences between the extent of stress experienced by the teachers under each of the different stressors at the .05 level of significance.

The findings showed that male and female teachers experienced the same level of stress in any of the above factors.

Table 17
Difference on the Extent of Stress Experienced by the Teachers Across their Gender Profile

Extent of Stress	Compared Categories	N	Mean	Mean Difference	t-value	Sig.
Job Pressure	Male	32	3.20	0.09	0.547 ^{ns}	0.585
	Female	64	3.11			
Job Assignment	Male	32	3.07	0.00	0.015 ^{ns}	0.987
	Female	64	3.07			
Relationship with School Personnel	Male	32	2.97	0.09	0.501 ^{ns}	0.617
	Female	64	2.88			
Relationship with Fellow Teachers	Male	32	2.86	0.17	0.880 ^{ns}	0.382
	Female	64	2.68			
Relationship with Students	Male	32	3.24	0.25	1.148 ^{ns}	0.254
	Female	64	3.49			
Relationship with Parents	Male	32	3.19	0.09	0.417 ^{ns}	0.677
	Female	64	3.10			
School Physical Environment	Male	32	3.20	0.03	0.234 ^{ns}	0.815
	Female	64	3.23			
Other School Responsibilities	Male	32	3.12	0.05	0.292 ^{ns}	0.770
	Female	64	3.17			

ns – not significant

Age Group

Table 18 presents the significance of the differences in the extent of stress experienced by teachers across their age group using the Analysis of Variance. The different stress factors experienced by teachers when compared among young-aged, middle-aged and old-aged teachers yielded computed F- ratios of 0.037 for job pressure, 0.492 for job assignment, 0.052 for relationship with school personnel, 0.418 for relationship with fellow teachers, 0.612 for

relationship with students, 1.850 for relationship with parents, 0.109 for school physical environment, and 0.063 for other school responsibilities. The significance of this F- ratios range from .163 to .964. Thus, the null hypotheses in the perception of teachers' extent of stress are not rejected at the .05 level of significance.

This means that teachers in any age group considered the extent of the above stressors to be the same in their level of perception.

Table 18
Analysis of Variance on the Extent of Stress Experienced
by the Teachers Across their Age Profile

Extent of Stress	Source of Variation	Sum of Squares	df	Mean Squares	F_{comp}	Sig
Job Pressure	Age Group	0.048	2	0.024	0.037 ^{ns}	0.964
	Error	61.606	93	0.662		
	Total	61.654	95			
Job Assignment	Age Group	0.888	2	0.444	0.492 ^{ns}	0.613
	Error	84.001	93	0.903		
	Total	84.890	95			
Relationship with School Personnel	Age Group	0.077	2	0.039	0.052 ^{ns}	0.950
	Error	70.307	93	0.756		
	Total	70.395	95			
Relationship with Fellow Teachers	Age Group	0.716	2	0.358	0.418 ^{ns}	0.659
	Error	79.580	93	0.856		
	Total	80.296	95			
Relationship with Students	Age Group	1.204	2	0.602	0.612 ^{ns}	0.545
	Error	91.509	93	0.984		
	Total	92.713	95			
Relationship with Parents	Age Group	3.724	2	1.862	1.850 ^{ns}	0.163
	Error	93.609	93	1.007		
	Total	97.333	95			
School Physical Environment	Age Group	0.108	2	0.054	0.109 ^{ns}	0.897
	Error	46.096	93	0.496		
	Total	46.204	95			
Other School Responsibilities	Age Group	0.093	2	0.046	0.063 ^{ns}	0.939
	Error	68.996	93	0.742		
	Total	69.090	95			

ns – not significant

Civil Status

Table 19 presents the differences in the extent of stress under each stressor experienced

by teachers across their civil status using the t-test.

Table 19
Difference on the Extent of Stress Experienced by the Teachers Across Civil Status

Extent of Stress	Compared Categories	N	Mean	Mean Difference	t-value	Sig.
Job Pressure	Single	17	3.23	0.11	0.522 ^{ns}	0.604
	Married	79	3.12			
Job Assignment	Single	17	3.42	0.43	1.715 ^{ns}	0.094
	Married	79	2.99			
Relationship with School Personnel	Single	17	3.17	0.32	1.334 ^{ns}	0.191
	Married	79	2.85			
Relationship with Fellow Teachers	Single	17	2.95	0.26	0.955 ^{ns}	0.347
	Married	79	2.69			
Relationship with Students	Single	17	3.70	0.36	1.140 ^{ns}	0.163
	Married	79	3.34			
Relationship with Parents	Single	17	3.43	0.37	1.482 ^{ns}	0.148
	Married	79	3.06			
School Physical Environment	Single	17	3.20	0.02	0.152 ^{ns}	0.880
	Married	79	3.22			
Other School Responsibilities	Single	17	3.41	0.31	1.380 ^{ns}	0.175
	Married	79	3.10			

ns – not significant

Comparing the extent of stress experienced by the single and married teachers, the differences produced the t-values of 0.522 for job pressure, 1.715 for job assignment, 1.334 for relationship with school personnel, 0.955 for relationship with fellow teachers, 1.140 for relationship with students, 1.482 for relationship with parents, 0.152 for school physical environment, and 1.380 for other school responsibilities. The significance of the differences range from .094 to .880. Thus, null hypotheses in the perception of teachers' extent of stress under the different stressors and across their civil status are not rejected at the .05 level of significance. This means that the teachers did not differ significantly in their perception of the extent of stress experienced by them under each of the different stressors.

Highest Educational Attainment

Table 20 presents the differences in the extents of stress experienced by teachers who was grouped according to their highest educational attainment using the t-test.

In terms of their educational attainment, teachers who are BS graduates and those with additional MA units differed significantly in their perception of stress from their relationship with parents as revealed by the t-value of 2.231 with significance value of 0.030 which is lower than the 0.05 level of significance. The hypothesis of no significant difference is therefore rejected and it can now be said that BS graduates experience more stress in dealing with parents than those teachers with MA units.

The perception of stress under the other stressors when compared according to their

highest educational attainment, produced t-values of 1.143 for job pressure, 1.063 for job assignment, 0.448 for relationship with school personnel, 0.885 for relationship with fellow teachers, 1.488 for relationship with students, 0.536 for school physical environment, and 0.287 for other school responsibilities with significance ranging from .144 to .775. Thus, the null hypotheses on the perception of teachers' extent of stress under these stressors across their civil

status are not rejected. This means that when grouped according to civil status, the teachers have comparable perceptions of the extent of stress experienced by them under the stressors such as job performance, job scope/assignment, relationship with school personnel/administrators, and relationship with parents, relationship with teachers, and relationship with students.

Table 20
Difference on the Extent of Stress Experienced by the Teachers Across Highest Educational Attainment

Extent of Stress	Compared Categories	N	Mean	Mean Difference	t-value	Sig.
Job Pressure	BS Graduate	20	2.96	0.23	1.143 ^{ns}	0.259
	BS with MA Units	76	3.19			
Job Assignment	BS Graduate	20	3.28	0.26	1.063 ^{ns}	0.294
	BS with MA Units	76	3.02			
Relationship with School Personnel	BS Graduate	20	2.99	0.10	0.448 ^{ns}	0.656
	BS with MA Units	76	2.89			
Relationship with Fellow Teachers	BS Graduate	20	2.91	0.21	0.885 ^{ns}	0.381
	BS with MA Units	76	2.70			
Relationship with Students	BS Graduate	20	3.70	0.37	1.488 ^{ns}	0.144
	BS with MA Units	76	3.33			
Relationship with Parents	BS Graduate	20	3.57	0.55	2.231 [*]	0.030
	BS with MA Units	76	3.02			
School Physical Environment	BS Graduate	20	3.15	0.09	0.536 ^{ns}	0.594
	BS with MA Units	76	3.24			
Other School Responsibilities	BS Graduate	20	3.21	0.06	0.287 ^{ns}	0.775
	BS with MA Units	76	3.15			

ns – not significant, * - significant at 0.05

Length of Service

Table 21 presents the differences in the extent of stress experienced by teachers across their length of service using the Analysis of Variance.

Analysis of variance revealed that the extent of stress experienced by teachers under each of the stressors when compared along their length of service, namely those teachers who

have rendered 20 years and above, between 10-20 years and below 10 years produced the computed-F values of 0.369 for job pressure, 0.251 for job assignment, 0.954 for relationship with school personnel, 0.374 for relationship with fellow teachers, 0.469 for relationship with students, 0.248 for relationship with parents, 0.769 for school physical environment, and 0.123 for other school activities with significance levels between 0.389 to 0.781 which are higher than the 0.05 level of significance. Thus, the above findings have led to the acceptance of the null hypotheses

on the perception of teachers' extent of stress under each stressor across their length of service. This means that the teachers' perceptions of the extent of stress experienced by them under each stressor are comparable when grouped according to their length of service.

This means that the teachers' length of service whether they have rendered shorter or longer services in their teaching profession did not influence their level of perceptions of the extent of stress they experienced under the different stressors.

Table 21
Analysis of Variance of the Extent of Stress Experienced by the Teachers Across Length of Service

Extent of Stress	Source of Variation	Sum of Squares	df	Mean Squares	F _{comp}	Sig
Job Pressure	Length of Service	0.486	2	0.243	0.369 ^{ns}	0.692
	Error	61.168	93	0.658		
	Total	61.654	95			
Job Assignment	Length of Service	0.455	2	0.228	0.251 ^{ns}	0.779
	Error	84.434	93	0.908		
	Total	84.890	95			
Relationship with School Personnel	Length of Service	1.415	2	0.707	0.954 ^{ns}	0.389
	Error	68.970	93	0.742		
	Total	70.385	95			
Relationship with Fellow Teachers	Length of Service	0.640	2	0.320	0.374 ^{ns}	0.689
	Error	79.656	93	0.857		
	Total	80.296	95			
Relationship with Students	Length of Service	0.926	2	0.463	0.469 ^{ns}	0.627
	Error	91.787	93	0.987		
	Total	92.713	95			
Relationship with Parents	Length of Service	0.516	2	0.258	0.248 ^{ns}	0.781
	Error	96.817	93	1.041		
	Total	97.333	95			
School Physical Environment	Length of Service	0.752	2	0.376	0.769 ^{ns}	0.466
	Error	45.451	93	0.489		
	Total	46.204	95			
Other School Responsibilities	Length of Service	0.183	2	0.091	0.123 ^{ns}	0.884
	Error	68.907	93	0.741		
	Total	69.090	95			

ns – not significant

Monthly Family Income

Table 22 presents the differences in the extent of stress under each stressor experienced

by teachers across the monthly income of the family using the Analysis of Variance.

In the extent of stress under each of the stressors experienced by teachers, the analysis of

variance revealed that when compared along their monthly family income, those teachers who received P25,001 and above, between P20,001-P25,000, between P15,001-P20,000 and those who received P10,000-P15,000 do not differ significantly in their perceptions as evidenced by following computed-F values of 0.354 for job pressure, 2.485 for job assignment, 0.432 for relationship with school personnel, 1.634 for relationship with fellow teachers, 0.671 for relationship with students, 1.361 for relationship with parents, 1.126 for school physical environment, and 0.874 for other school

activities. These values have corresponding significance levels between 0.066 to 0.786 which are all higher than the 0.05 tested level of significance. This led to the non-rejection of the null hypothesis on the differences between perception of teachers' extent of stress under each stressor across their family monthly income.

This means that the teachers' monthly family income whether they have received lower or higher salary in their teaching profession did not cause any significant variation in their level of perceptions of the stress they experienced under the different stress.

Table 22
Analysis of Variance on the Extent of Stress Experienced by the Teachers
Across Monthly Family Income

Extent of Stress	Source of Variation	Sum of Squares	df	Mean Squares	F _{comp}	Sig
Job Pressure	Monthly Family Income	0.704	3	0.235	0.354 ^{ns}	0.786
	Error	60.950	92	0.662		
	Total	61.654	95			
Job Assignment	Monthly Family Income	6.363	3	2.121	2.485 ^{ns}	0.066
	Error	78.526	92	0.854		
	Total	84.890	95			
Relationship with School Personnel	Monthly Family Income	0.977	3	0.326	0.432 ^{ns}	0.731
	Error	69.408	92	0.754		
	Total	70.385	95			
Relationship with Fellow Teachers	Monthly Family Income	4.062	3	1.354	1.634 ^{ns}	0.187
	Error	76.235	92	0.829		
	Total	80.296	95			
Relationship with Students	Monthly Family Income	1.985	3	0.662	0.671 ^{ns}	0.572
	Error	90.728	92	0.986		
	Total	92.713	95			
Relationship with Parents	Monthly Family Income	4.135	3	1.378	1.361 ^{ns}	0.260
	Error	93.198	92	1.013		
	Total	97.333	95			
School Physical Environment	Monthly Family Income	1.636	3	0.545	1.126 ^{ns}	0.343
	Error	44.568	92	0.484		
	Total	46.204	95			
Other School Responsibilities	Monthly Family Income	1.915	3	0.638	0.874 ^{ns}	0.458
	Error	67.175	92	0.730		
	Total	69.070	95			

ns – not significant

Relationship Between the Extent of Stress that Affect the High School Teachers and the Extent of Effectiveness of Various Coping Mechanisms Adopted by Them

Table 23
Correlation Analysis between the Extent of Stress that Affect the High School Teachers and the Extent of Effectiveness of Various Coping Mechanisms Adopted by Them

Extent of Stress Experienced by Teachers	Extent of Effectiveness of Various Coping Mechanisms				
	Self-Knowledge	Varied Interests	Varied Reactions	Acceptance of others' Values	Varied Productive Activities
Job Pressure	0.214 * (0.036)	0.185 ^{ns} (0.072)	0.209 * (0.041)	0.163 ^{ns} (0.114)	0.206 * (0.044)
Job Assignment	0.116 ^{ns} (0.259)	0.220 * (0.031)	0.120 (0.243)	0.085 ^{ns} (0.409)	0.184 ^{ns} (0.073)
Relationship with School Personnel	0.104 ^{ns} (0.312)	0.191 ^{ns} (0.063)	0.099 ^{ns} (0.337)	0.115 ^{ns} (0.264)	0.199 ^{ns} (0.052)
Relationship with Fellow Teachers	-0.048 ^{ns} (0.639)	0.197 ^{ns} (0.054)	0.045 ^{ns} (0.663)	0.058 ^{ns} (0.576)	0.176 ^{ns} (0.086)
Relationship with Students	0.335 ** (0.001)	0.330 ** (0.001)	0.297 ** (0.003)	0.166 ^{ns} (0.107)	0.222 * (0.030)
Relationship with Parents	0.185 ^{ns} (0.072)	0.414 ** (0.000)	0.230 * (0.024)	0.180 ^{ns} (0.080)	0.316 ** (0.002)
School Physical Environment	0.504 ** (0.000)	0.361** (0.000)	0.365** (0.000)	0.277** (0.006)	0.320 ** (0.001)
Other School Responsibilities	0.309 ** (0.002)	0.372 ** (0.000)	0.308 ** (0.002)	0.179 ^{ns} (0.080)	0.289 ** (0.004)
Over-all Stress	0.332** (0.001)				

ns – not significant, * - significant, ** - highly significant

Table 23 presents the correlation between the extent of stress due to job pressure, and coping mechanisms such as self knowledge ($r=0.214$), varied reactions ($r=0.209$) and productive activities ($r=0.206$) have significance levels of 0.036, 0.041 and 0.044 respectively. The hypothesis of no significant relationship is therefore rejected at the 0.05 level of significance for the relationships indicated. Hence, there is a significant relationship between extent of stress due to job pressure and the extent of use of self-knowledge, varied reactions, and productive activities at 0.05 level of significance

The correlation between the extent of stress in their job assignment, and coping mechanism on varied interest ($r=0.220$) was found to have positive correlation with corresponding significance level of 0.031. This means that the extent of stress experienced by the teachers due to their job assignment is significantly related to their extent of use of varied interests as coping mechanism at the 0.05 level of significance. Therefore there is a significant relationship between the teachers, extent of stress due to job assignment and their extent of use of varied interests as coping mechanism at the 0.05 level of significance.

The table reveals further that the correlations between extent of stress due to relationship with school personnel and extent of use of the different coping mechanisms have significance levels ranging from .052 to .337 indicating that the relationships are not significant at the .05 level.

The same is true with extent of stress due to relationship with fellow teachers and the extent of uses of the different coping mechanisms where the significance levels ranges from .054 to .639.

The correlation between extent of stress due to relationship with students and extent of use as coping mechanism, of self knowledge ($r=0.335$), varied interest ($r=0.330$), varied reaction ($r=0.297$), and varied productive activities ($r=0.222$) have significance levels of .001, .001, .003, and .030 respectively. The hypotheses of no significant relationship are therefore rejected at the .05 level of significance. This means that there is a significant relationship between the extent of stress due to relationship with students and the extent of use of self-knowledge, varied interests, varied reactions, and varied productive activities as coping mechanism.

The correlations between extent of stress due to relationship with parents and the extent of use as coping mechanisms of varied interests ($r=0.414$), varied reactions ($r=0.230$), and varied productive activities ($r=0.316$), have significance levels of .000, .024, and .002 respectively. The null hypotheses on the relationships indicated are therefore rejected at the .05 level of significance. This means that there is a significant relationship between the teachers' extent of stress due to relationship with parents and their extent of use of varied interests, varied reactions and productive activities as coping mechanisms.

The correlation between teachers' extent of stress due to the school physical environment and their extent of effectiveness as coping mechanisms of self knowledge ($r=0.504$), varied interest ($r=0.361$), varied reactions ($r=0.365$), acceptance of others' values ($r=0.277$) and varied productive activities ($r=0.316$) have significance levels ranging from .000 to .006. The relationships were all significant at the 0.05 level.

The hypotheses of no significant relationship are thus rejected at the .05 level of significance. Therefore, there are significant relationships between the extent of stress due to the school physical environment and there extent of effectiveness of each of the coping mechanisms.

As to the extent of stress that may arise from other school responsibilities, teachers find the correlation with the extent of effectiveness of the following coping mechanisms to be self knowledge ($r=0.309$), varied interest ($r=0.372$) and varied reactions ($r=0.308$) and varied productive activities ($r=0.289$). The significance levels are .002, .000, .002, and .004. The relationships were all significant at the 0.05 level of significance. The null hypotheses are rejected at the .05 level and this means that there are significant relationships between extent of stress due to other school responsibilities and the extent of effectiveness of self-knowledge, varied interests, varied reactions, and varied productive activities.

In general, there was a positive correlation between the extent of stress experienced by teachers and the extent of effectiveness of the various coping mechanisms with a correlation coefficient of $r=0.332$ at 0.001 level of significance lower than the 0.05 level. Hence, these findings have led to the rejection of the null hypothesis at the 0.05 level. This means that there is a significant relationship between the extent of stress experienced by teachers due to the different stressors and the extent of effectiveness of the coping mechanisms employed by them.

Relationship Between the Teacher's Teaching Performance with the Extent of Stress that Affect the High School Teachers and the Extent of Effectiveness of Various Coping Mechanisms Adopted by Them

Relationship with Stress Experienced by Teachers

Table 24 presents the correlation analysis between the teacher's teaching performance and the extent of stress experienced by the teachers indicating the corresponding correlation

coefficients, the significance and the description of the relationship indicated by the correlation coefficients.

Among the stress factors considered in the study, correlation analysis revealed that extent of stress experienced by the teachers with relation to students ($r=-0.214$) was inversely correlated with teachers' teaching performance and the relationship is significant. This means that as the intensity of stress due to their students increases, there is a corresponding decrease in the teaching performance of the teachers.

The extent of stress due to the other stressors like job pressure ($r=-0.001$), job assignment ($r=-0.082$), relationship with school personnel or administration ($r=-0.009$), relationship with fellow teachers ($r=0.002$),

relationship with parents ($r=-0.168$), school physical environment ($r=-0.038$) and other school responsibilities ($r=-0.048$) were not significantly related with teachers' teaching performance as indicated by the significance levels. This means that the performance of the teachers is not affected with these different stress factors. The study further implies that teachers have already adopted themselves to a great variety of stress which no longer affect their teaching performance.

In general, the extent of stress experienced by the teachers due to the given stressors does not affect the teachers' teaching performance.

Table 24
Correlation Analysis between the Teaching Performance and the Extent of Stress Experienced by the Teachers

Extent of Stress	Correlation Coefficient (Pearson-r)	Significance	Description
Job Pressure	-0.001 ^{ns}	0.994	Negligible Negative Correlation
Job Scope/Assignment	-0.082 ^{ns}	0.426	Negligible Negative Correlation
Relationship with School Personnel	-0.009 ^{ns}	0.933	Negligible Negative Correlation
Relationship with Fellow Teachers	0.002 ^{ns}	0.986	Negligible Positive Correlation
Relationship with Students	-0.214 [*]	0.036	Slight Negative Correlation
Relationship with Parents	-0.168 ^{ns}	0.101	Very Slight Negative Correlation
School Physical Environment	-0.038 ^{ns}	0.713	Negligible Negative Correlation
Other School Responsibilities	-0.048 ^{ns}	0.639	Negligible Negative Correlation
Over-all Extent of Stress	-0.091^{ns}	0.376	Negligible Negative Correlation

* Correlation is significant at the 0.05 level (2-tailed).
 ns – not significant

Relationship with Various Coping Mechanisms

Table 25 presents the correlation analysis between the teacher’s teaching performance and the extent of effectiveness of various coping mechanisms adopted by teachers indicating the corresponding correlation coefficients, the significance and the description of the relationships indicated by the correlation coefficients.

The correlation between the extent of effectiveness of the various coping mechanisms and teaching performance are as follows: self-knowledge ($r=0.037$), varied interests ($r=-0.086$), varied reactions ($r=-0.031$), acceptance of others’ values ($r=0.048$), and varied productive activities ($r=0.022$), with significance levels of 0.718, 0.406, 0.768, 0.642, and 0.833. These indicate

that the hypotheses of no significant relationships should not be rejected at the 0.05 level of significance. This means that there is no significant relationship between teaching performance and the teachers’ effectiveness in using self- knowledge, varied interests, varied reactions, acceptance of others’ values, and varied productive activities as coping mechanisms.

Overall, the correlation coefficient - 0.002 between teaching performance and the effectiveness in the use of the various coping mechanisms whose significance is 0.986 indicates that there is no relationship between teaching performance and the effectiveness in the use of the different coping mechanisms.

Table 25
Correlation Analysis between the Teaching Performance and the Extent of Effectiveness of Various Coping Mechanisms Adopted by the Teachers

Extent of Coping Mechanisms	Correlation Coefficient (Pearson-r)	Significance	Description
Self-Knowledge	0.037 ^{ns}	0.718	Negligible Positive relationship
Variied Interests	-0.086 ^{ns}	0.406	Negligible Negative relationship
Variied Reactions	-0.031 ^{ns}	0.768	Negligible Negative relationship
Acceptance of Others’ Values	0.048 ^{ns}	0.642	Negligible Positive relationship
Variied Productive Activities	0.022 ^{ns}	0.833	Negligible Positive relationship
Over-all Extent of Coping Mechanisms	-0.002^{ns}	0.986	Negligible Negative relationship

ns – not significant

CONCLUSIONS AND RECOMMENDATIONS

In consideration of the findings obtained, the following conclusions are drawn: 1) Most of the high school teachers are female, within the age group of 36-50 years old and married with highest educational attainment of BS Graduate with Masteral units who have been teaching for 10-20 years and who receive a monthly family income of P10, 000.00-P15, 000.00; 2) The high school teachers experienced moderate stressed in their job, in their relationships and in their other school responsibilities; 3) The high school teachers experience moderate extent of effectiveness of the various coping mechanisms which they adopted; 4) The teachers with only BS degrees are more stressed than the teachers with MA units; 5) There is a significant relationship between the overall extent of stress of the teachers and their overall extent of effectiveness in the use of coping mechanisms; 6) The teachers' teaching performance is affected by their extent of stress due to their relationship with students.

RECOMMENDATIONS

Based on the findings, it is recommended that: 1) School administrators should help the teachers eliminate stress by providing seminars/trainings/conferences on stress management; 2) Administrators should provide clinical supervision regarding on the responsibilities of teachers to inculcate in their mind that teaching is a noble calling that they need to have coping techniques so that it will not affect their teaching performance; 3) Build more confidence among teachers by giving opportunities for development such as having masteral units with generous incentives to be able to gain knowledge on how to lessen the stress encountered due to the different stressors; 4) The government should provide conducive classrooms, sufficient teaching devices, and other instructional materials, as well as higher compensation to relieve them of certain stressors; 5) Private sectors and civil societies be tapped for donations/ contributions; 6) Social gatherings

which include the family members be adopted by the faculty club; 7) Have social hour among teachers; 8) Further studies should be conducted with elementary teachers as respondents to compare their stress level with secondary teachers and the effectiveness of their coping mechanisms.

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