

# Work-Related Stress and Its Effects to Senior High School Teachers of Marcelo H. Del Pilar National High School, City of Malolos, Bulacan, Philippines

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**Abstract:** *This study primarily made use of the descriptive method of research to determine the common stressors experienced by the SHS teachers of Marcelo H. del Pilar National High School. The researchers 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 35 SHS teachers of MHPNHS. The teachers were asked to express their agreement/disagreement regarding the common stressors using a 5-point Likert Scale. The said instrument underwent both face and content validation from a panel of experts including the school's Research Coordinator, a statistician and Registered Psychometrician. The following were the significant conclusions derived: 1. Majority of the respondents were females and belong to the 20-29 age range. This could be attributed to the fact that in the Philippines, majority of those who enter the teaching profession are females. Another, since, the K-12 Program is still in its "childhood stage", so to speak, most teachers are still young, some of the respondents even said that being a teacher was their first job. It should be noted though that only one respondent belonged to the 60 and above age range, this is due to the fact normally, in teaching, that age is near retirement age. 2. The main causes of stress of the SHS teachers of MHPNHS-SHS Department are students with problems and inadequacy of facilities ; 3. The respondents Moderately Agree that the main effect of stress for them is Physical. 4. Respondents' sex has a positive correlation to Physical and Social Effects of Stress*

**Keywords:** *stressors, senior high school teachers*

## Introduction

It is said that teaching is a very noble profession. However, it cannot be denied that a teacher also wears many hats, so to speak. A teacher is mandated to render at least a six-hour teaching load and the remaining two hours which could be spent in and out of campus is devoted for lesson preparation, checking of assignments, exams, and performance tasks, computation of grades, and others. Aside from this, some teachers render "additional duties and responsibilities" such as but not limited to the following : advisorship, coordinatorship, and many others. Thus, these additional duties and responsibilities tend to "eat up" the teacher's time and not to mention, resources.

A study 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 [1]. 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 [2].

Corollary to these findings were found in a study 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 [3].

Also, the varied tasks that a teacher performs might have an effect on his/her health, particularly, stress. Although it is said that stress is part and parcel of a person's life, the way a person handle stress varies. However, medically speaking, it was pointed out that when stressors are always present and one feels that he/she is always under attack, that fight-or-flight reaction stays turned on [4][5].

The Senior High School (SHS) Program of Marcelo H. del Pilar National High School is relatively new since it just started in Academic Year 2016, by virtue of the implementation of Republic Act 10533 otherwise known as "Enhanced Basic Education Act" or the K-12 Program. Prior to the enactment of the aforementioned law, the Philippines was only among the three countries which only had ten-years for their Basic Education. The said program consisted of a Mandatory Kindergarten and a total of twelve years in Basic Education. R.A. 10533 also introduced an additional two years in high school (Grades 11 and 12) which was termed as Senior High School while the Junior High School consisted of Grades 7 to 10 (previously called First to Fourth Year High School).

The K-12 Program had introduced a lot of changes in the Philippine Educational System. Some faculty members who previously taught at colleges and universities all of a sudden became part of the Department of Education, the government agency in charge of the Basic Education Program. As such, the teacher had to make a lot of adjustments, from teaching methodologies to preparing lesson plans (DLLs) weekly and doing a lot of paperworks at the end of the year, which were not done before in the collegiate level.

That being said, the researcher, being a Senior High School Teacher himself sought to investigate whether these changes have contributed to the teachers distress and how they are affected by the same.

The general problem of the study is : What are the common stressors experienced by the faculty members of the Senior High School of MHPNHS and how it affects their productivity as teachers?

The study also sought to answer the following specific questions, to wit :

1. How can the demographic profile of the respondents be described in terms of:
  - 1.1. gender ; and
  - 1.2. age range?;
2. What are the common causes of stress of the respondents in terms of :
  - 2.1. demands of the job;
  - 2.2. students with problems ;
  - 2.3. inadequacy of resources ; and
  - 2.4. level of autonomy?
3. What are the effects of these stressors to the respondents with reference to :
  - 3.1. Physical ;
  - 3.2. Emotional/Psychological; and
  - 3.3. Social/Relational?
4. Is there a significant relationship between the respondents' demographic profile and the causes of stress?
5. Is there a significant relationship between the respondents' demographic profile and the effects of stress?

## **Methodology**

### **Design**

The study is primarily a descriptive type of research. A descriptive study describes and interprets. As what Best and Khan (1998) states, it is primarily concerned with the present, although it often considers past events and influences as they relate to current conditions. The researcher decided to employ the descriptive type research design in order to determine the relationship between variables, which in the present study will be the demographic profile of the teacher-respondents (age range and gender) and the causes and effects of stress to the teachers .

### **Respondents**

Respondents of the proposed study were the faculty members of the Senior High School Department of Marcelo H. del Pilar National High School. There are about seventy-seven faculty members in MHPNHS-SHS. From the said population, the researcher employed the purposive sampling technique wherein the respondents to be selected will be the ones who have rendered at least two years (2) of service. In that regard, newly-hired teachers, or teachers who have been just hired this Academic Year 2018-2019 will not be included as respondents. The researcher was able to gather data from thirty-five (35) respondents, accounting for 45.45 % of the total population. The researcher employed the purposive sampling technique since it was deemed suited to the present study. The respondents who were chosen have rendered as least two (2) years. In other words, they were the ones who were hired during the pioneering year of implementation of the SHS in MHPNHS, School Year 2016-2017.

### **Data Gathering**

Data from the respondents were primarily gathered from the respondents through a survey questionnaire which was crafted by the researcher. The questionnaire was adapted from another study which also discussed the same topic/problem. However, the researcher made some modifications in order to fit the present situation. Afterwards, the researcher sought the assistance of experts in the validation of the instrument. The respondents then answered the survey questionnaire which was composed of three parts. Part I is the Demographic Profile while the Part II consisted of the Different Causes of Stress in terms of the following variables : demands of the job, students with problems, inadequacy of resources, low self-esteem, and level of autonomy. Part III on the other hand, consisted of the different Effects of Stress to teachers which covered the following aspects : physical, emotional/psychological, and social\relational.

This study primarily made use of the descriptive method of research to determine the common stressors experienced by the SHS teachers of Marcelo H. del Pilar National High School. The researchers 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 35 SHS

teachers of MHPNHS. The teachers were asked to express their agreement/disagreement regarding the common stressors using a 5-point Likert Scale. The said instrument underwent both face and content validation from a panel of experts including the school's Research Coordinator, a statistician and Registered Psychometrician.

### Data Analysis

Data were analyzed using the Statistical Package for Social Sciences (SPSS). The researchers employed the following statistical tools : frequency, percentage count (for the demographic profile), mean and Point Biserial Correlation (BCORREL) to determine if there is a significant relationship between the respondents' demographic profile and causes and effects of stress.

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, Spearman's Rho and Point Biserial Correlation were utilized to analyze and interpret the gathered data.

### Results

**Table 2. Descriptive Statistics of the Respondents' Gender**

Gender	Freq	Percentage
Male	13	37.14 %
<b>Female</b>	<b>22</b>	<b>62.86 %</b>
Total	35	100 %

Table 2 illustrates the distribution of the respondents with reference to gender. It can be gleaned that from among the 35 respondents who took part in the present study, 13 were males which accounts for 37.14% while 22 were females, 62.86%. Thus, it could be surmised from the data that majority who took part in the present study were females.

**Table 3. Descriptive Statistics of the Respondents' Age Range**

Age Range	Freq	Percentage
<b>20-29</b>	<b>10</b>	<b>28.57%</b>
30-39	9	25.71%
40-49	9	25.71%
50-59	6	17.14%
60 and above	1	2.87%
<b>Total</b>	<b>35</b>	<b>100.0 %</b>

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 20-49 got the highest frequency of 10 which translates into 28.57%, while the age ranges of 30-39 and 40-49 both got a frequency of 9 which accounted for 25.71% . Hence, it can be gleaned from the data that majority of the teachers of MHPNHS - SHS are quite young.

**Table 4. Descriptive Statistics of the Respondents' Causes of Stress**

Causes of Stress	Mean	Verbal Interpretation
Demands of the Job	2.98	Slightly Disagree
<b>Students with Problems</b>	<b>3.53</b>	<b>Very Much Agree</b>
<b>Inadequacy of Facilities</b>	<b>3.46</b>	<b>Very Much Agree</b>
Level of Autonomy	3.17	Moderately Agree
<b>Grand Mean</b>	<b>3.29</b>	<b>Moderately Agree</b>

The foregoing table stress of the respondents. The categorized as follows : with problems, inadequacy of autonomy. It can be surmised *Very Much Agree* to two of the namely : **students with inadequacy of facilities** questions on students with "There are a lot of problematic have to deal with school-

On the other hand, for inadequacy of facilities, statement reads "The provision of instructional materials is not sufficient in our school". This means that for the SHS teachers of MHPNHS, students with problems is their main stressor. This could be

presents the different causes of different causes of stress were demands of the job, students facilities, and level of that the respondents answered above-mentioned stressors, **problems (3.53)** and **(3.46)**. From the instrument, problems are as follows : *students in our school*" and *related problems of students*".

attributed to the fact that aside from the usual teaching duties, if a teacher has an advisory class, he/she has to deal with school – related problems of his/her students, specifically on tardiness and/or absences. For instance, if a student has incurred more than the allowable absences in class, the Class Adviser conducts “*home visitations*” outside his/her official time spent in school in order to take with the parents and/or the guardians of the concerned students. The expenses incurred by the teacher will be defrayed through his/her own money and could be reimbursed to the school.

However, gleaning at the Grand Mean of 3.29 indicates that the respondents *Moderately Agree* with the causes of stress as stated in the instrument used in this study.

**Table 5. Descriptive Statistics of the Respondents’ Effects of Stress**

Effects of Stress	Mean	Verbal Interpretation
Physical	3.26	Moderately Agree
Emotional/Psychological	3.07	Moderately Agree
Social/Relational	3.01	Moderately Agree
<b>Grand Mean</b>	<b>3.11</b>	<b>Moderately Agree</b>

Table 5 illustrates the different effects of stress to the respondents which are as follows : physical, emotional/psychological, and social/relational. It can be gleaned from the data that the respondents *Moderately Agree* to the different perceived effects of stress, as revealed by the Grand Mean of 3.11. However, it could also be noted that from among the cited effects of stress, *Physical Effects* obtained the highest mean score of 3.26. Referring to the research instrument, statements on the above-mentioned effect of stress include : “*I become seriously sick when I am stressed*”, “*Stress reduces my productivity as a teacher*”, “*I am not able to attend regularly to my classes due to excessive stress*”, and “*I become aggressive when stressed*”

**Table 6. Point Bi-serial Correlation Between Profile and Causes and Effects of Stress**

Variables Compared	rb	Verbal Interpretation
Sex and Physical Effects	0.09969	Positive Correlation
Sex and Social Effects	0.056567	Positive Correlation

The last table depicts the correlation between the respondents’ gender and effects of stress. It can be surmised that gender has a positive correlation to physical and social effects.

## Conclusions

The following were the significant conclusions derived :

1. Majority of the respondents were females and belong to the 20-29 age range. This could be attributed to the fact that in the Philippines, majority of those who enter the teaching profession are females. Another, since, the K-12 Program is still in its “childhood stage”, so to speak, most teachers are still young, some of the respondents even said that being a teacher was their first job. It should be noted though that only one respondent belonged to the 60 and above age range, this is due to the fact normally, in teaching, that age is near retirement age.

2. The main causes of stress of the SHS teachers of MHPNHS-SHS Department are students with problems and inadequacy of facilities ;

3. The respondents Moderately Agree that the main effect of stress for them is Physical.

4. Respondents’ sex has a positive correlation to Physical and Social Effects of Stress

## Recommendations

In view of the foregoing conclusions, the following recommendations were made :

1. Since one identified major stressor of SHS Teachers of MHPNHS were students with problems, there should be a close coordination with the parents and/or guardians of the concerned students. Disciplining learners should not be the sole responsibility of the Guidance Counselor, Prefect of Discipline, or the Class Adviser alone. It should be a concerted effort on the various stakeholders.

2. On the matter of Inadequacy of Facilities also as an identified stressor of teachers. The Public-Private Partnership should be strengthened in terms of procurement of needed equipment and facilities. For example, instead of the facilities being purchased through the school's Maintenance and Other Operating Expenses (MOOE), prominent alumni could donate the need equipment of the school. In this manner, the savings may be used to spend for other equally important matters.

3. There should be a Seminar on Stress Management for Senior High School Teachers. Incidental expenses to this seminar may be disbursed through the MOOE and/or the Basic Education Research Fund (BERF).

4. This study should be replicated. The data obtained could be used as baseline data for subsequent studies involving a larger number of respondents.

5. A qualitative study may also be conducted to validate/amplify the findings obtained quantitatively.

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