

## STRESS PRONENESS OF TEACHERS IN THE FIELD OF WORK

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**ABSTRACT:** Life is a never-ending struggle especially in different workplaces. However, dealing with it comes with how people look at life itself. This study looked into the stress proneness of the teachers of the first district of Ilocos Sur in 2019-2020. The descriptive-correlation method of research was used. Randomized sampling of 50 teachers from the public, private and SUC schools were respondents. Frequency and percentage distribution, mean, Pearson Product Moment of Correlation and One Way Analysis of Variance were used to analyze the data collected. Results revealed that a great majority of the respondents are female, bachelor's degree holder, 20-30 years old, single, Roman Catholic, with Teacher 1-3 position, Grade 6 teachers, 1-5 years in teaching and had attended seminars/trainings. Their level of stress proneness, including its clusters, is low. There is no effect between the personal profile of the respondents and the different clusters of stress proneness. There is no significant difference between and among the group of respondents and the clusters of stress proneness. It is therefore recommended that teachers should be strengthen in terms of professional development as well as health and wellness programs to cope up with the demands of work and people in the 21<sup>st</sup> century.

**Keywords:** stress, cluster, assessment, personality, teachers, 21<sup>st</sup> century

### 1. INTRODUCTION

Life gets complicated almost every day. Meeting a lot of struggles and challenges seems to be an unending journey in life. There is this stress that is no longer a sudden or a make-up feeling that people experience. The demands of the field especially work, counting those in the teaching profession, seem to make matters worse. Job stress is a phenomenon that affects employees differently, in different work contexts [1].

Stress might be mistakenly perceived. The pressures and tensions brought by the environment or even created by the self, add weight hormones surging. In truth, stress is the body's response to a real or imagined threat.

Work stress appears, among others, unstable emotions feeling uneasy, being alone, having trouble sleeping, smoking excessively, not being able to relax, increasing blood pressure, and experiencing digestive disorders [2].

Oftentimes, people neglect to look into the real cause of the dangers that our physical safely place. The thinking reactions of an individual determine how much effort experienced just feeling lowly to possible threats that come with these dangers. The possibility of "stressing" oneself with just this thought will start to make them unfocused on a particular activity [3]. Work stress is a feeling of pressure experienced by employees in dealing with work.

Stress proneness of those in the teaching world, teachers especially, seem to be inevitable. In the advent of workloads in this present time, rattle accomplishment and achievements. Performance is sacrificed with the unstable feelings of what must be done including other areas of concerns to attend to. Excellence is a far cry and devotion is shallow. The present results of work may be due to the hassles of triggers of unstable feelings.

Teaching particularly, with the onslaught of the many demands of the change of curriculum and needs of the 21<sup>st</sup>-century world, in addition to the call of meeting the quality and excellence, is regarded inherently a stressful profession.

The call for these high-pressure work or job makes one's world crumble if it is not well taken care of. Sometimes, sustaining a

performance thought of well can even add pressure after the initial joy of the glory it brings. Satisfaction if not properly handled can, later on, turn out to pressure.

Different researches conducted were a mixture of quantitative and qualitative. Traditional researches on teacher stress have been carried out. It is, however, as the research states, unrepresentative of the true picture of stress in the teaching profession.

[4] Teacher's stress has an impact on the individual teacher, the organization, and the education system. This review examines the topic from a multifactorial perspective, defining it as a consequence of a range of interacting variables including person-specific and organizational factors. It contends that the problem of teacher stress requires a holistic approach and maybe most successfully managed in a systemic context.

Furthermore, research indicates that stress and burnout are pervasive problems among employees with teachers being especially vulnerable to feeling frequent stress from their jobs. Burnout is a syndrome of emotional exhaustion, depersonalization, and job dissatisfaction that has been found to contribute to lower teacher classroom performance and higher absenteeism and job turnover rates [5].

Teaching is a stressful job. Merely thinking the present situation will cause a stressful life. [6] Education undoubtedly represents one of the most critical sectors when speaking of work-related stress.

Not much, after as far as the readings of the researchers are concerned speak much on proneness of teachers to stress except that of study conducted of a similar study but limited on the stress proneness of CTE faculty members.

Stressful activities to one may be viewed variedly by another. How people take these as parts of their daily living will determine how to go on with life Mental health professionals believe personality plays a significant role in how people perceive stress. It is for these reasons why the researchers opt to further study stress proneness but will focus on the

elementary teachers. It will be beneficial to both the target participants, future teachers, and the University and the College of Teacher Education to plan for future actions with special mention to curriculum and instruction as well as extension programs to make the profession still a noble and worthy profession to look up to. And as a training ground for future teachers, it will be a better training ground to make them better and more stable emotionally, physically, mentally, and socially.

This study was conducted for teachers limited only to a randomized sample of 50 who were in the private, public and State Universities and Colleges (SUCs). It looked into the personal profile like sex, educational attainment, age, civil status, position rank, religion, grade level assignment, years in service and, number of seminars attended. The level of assessment of teachers in the stress proneness clusters suggested by Velasco (2010) [7]. The significant relationship between the personal profile and the different clusters of stress proneness and significant difference between and among the group of respondents and the different clusters of stress proneness were tested.

## 2. METHODS

The study used the descriptive-correlation method of research [8] that described and analyzed the assessment of teachers in the first district of Ilocos Sur, on stress proneness. Randomized sampling of 50 teachers in the first district of Ilocos Sur from the public, private, and SUC schools were the respondents of the study. There were 13 from the SUC, 19 from the public schools, and 18 from private schools. The main instrument used by the researchers in this study was a questionnaire adapted from the module of Human Behavior in Organization (Velasco, 2010). A 5-points Likert Scale was used to interpret and describe the stress proneness of the respondents.

Research ethics was properly observed in the conduct of the study. Permission to gather data was sought from proper authorities.

## 3. RESULTS AND DISCUSSION

The profile of the respondents that comes from State College Universities and College, Public and Private Schools, shows that a great majority of the respondents were female with the biggest number coming from the Public Schools; half of the respondents are still with bachelor's degree majority were from the Private Schools; a great number of are within the age bracket of 20-30 years old and mostly are from the Private Schools as well; another great number belong to the civil status as single and mostly are from the Private Schools as well; Half of the total number of respondents are with Teacher 1-3/Instructor positions, majority are from the Private Schools, more than half of the total number of respondents are Roman Catholic and those from the Private Schools; many of them are Grade 6 teachers with those teaching in SUCs having the most number of teachers, a number are still within 1-5 years in teaching and many of them are from the Private Schools; and a great number of teachers had attended seminars/trainings and mostly are those in the Private Schools.

**Table 1: Summary of the Mean Ratings of Respondents on the Different Clusters**

Item	SUC		Public Schools		Private Schools		Overall	
	X	DR	X	DR	X	DR	X	DR
Low/High Self-Esteem	2.14	L	2.40	L	2.07	L	<b>2.20</b>	<b>L</b>
Rigid/Flexible	2.53	M	2.67	M	2.21	L	<b>2.47</b>	<b>L</b>
Introvert / Extrovert	2.40	L	2.63	M	2.36	L	<b>2.46</b>	<b>L</b>
Outer/Inner Directed	1.81	L	2.58	M	2.36	L	<b>2.25</b>	<b>L</b>
Stress Prone/ Stress Reducer	2.32	L	2.72	M	2.48	L	<b>2.51</b>	<b>M</b>
Security Seeker/ Risk Seeker	2.36	L	2.82	M	2.37	L	<b>2.52</b>	<b>M</b>
Overall	2.26	L	2.64	M	2.31	L	<b>2.40</b>	<b>Low Little Stressed</b>

The respondents from Public School are almost moderate in all clusters except for Low/High Self Esteem (2.07); the Private Schools with all low rating on all clusters and the SUC with only one moderate result along with Rigid/Flexible Cluster. This means that those in the Public Schools are more to get prone to all the clusters as compared with their counterparts from the SUC and Private Schools. It can be noticed that although, both SUC and Private Schools got low, the former is lesser to get prone to all actions in general related to the different clusters, and more prone however to the Rigid/Flexible Cluster only. The latter is less prone to stress in all the clusters.

The results mean that those from the Public Schools tend to get stressed more than their colleagues from SUC and the Private Schools. This implies that there are more matters and things that bring teachers the tendency to get stressed. Although there may be more from SUC that cause them to get pressured much, they may be able to resolve them compared to those from the private schools. But as a whole, teachers from the private schools seemed to be not much strained at all. It explains that with the changes, we get to practice being flexible and going with the flow or being rigid and overly stressed out [9].

Though teachers are trained to the rigors of the profession, the idea that working too hard to the extent of even bringing the work at home or anywhere when they should be at rest or relaxing must be followed. After all, teachers being in the

noblest profession are aware of the demands of it. They must be regarded as other professions to get also time for themselves, for their families and other obligations.

With the present situation and condition, time must not be a hard thing for teachers. Respect to individual teachers, their preferences, work habits, attitudes, and other personal matters be done with utmost care. Individual differences must also be regarded and when personal aspects of life do not and will not interfere in the production and display of teaching, then they must be left with understanding and care. The support system must be a thing of the structure especially when teachers tend to feel and act and speak differently than the usual. We must be alert and sensitive toward changes and offer help instead of destroying others especially to those who do not open much of themselves. Going through some moments of hard times in life is inevitable to all.

When persons feel that they cannot cope with the number of abilities and skills in environmental requirements, is experiencing stress [10].

**Table 2: Correlation Coefficient Showing the Relationship Between the Personal Profile of the Respondents and Their Stress Proneness Clusters**

Clusters	High Self - Esteem	Rigid/Flexible	overt	ater/ Inner Directed	ress Proneness/ Stress Reducer	urity Seeker/Risk Seeker	Overall
<b>Personal Profile</b>							
Sex	.323	.071	.365	.342	.289	.254	.274
Educational Attainment	.035	-.087	.076	.089	.076	.176	.061
Age	.245	.089	.243	.123	.053	.393*	.191
Civil Status	.212	.343	.387	.129	.243	.165	.247
Position/ Rank	.324	.389*	.356	.365	.356	.345	.356
Religion	.243	.267	.343	.298	.343	.106	.267
Grade Level Assignment	.323	.071	.365	.342	.289	.254	.274
Years in Service	.367	.321	.392*	.365	.390*	.276	.352
Numbers of Trainings Attended	.142	-.176	.189	.176	.189	.255	.190

The table shows that age is significantly related to the Cluster of Stress Proneness particularly on Security Seeker/Risk Seeker as manifested by the correlation coefficient of .393\*. This means that age is related to factors that may bring stress along with security seeker/risk seeker.

The effects of stress and age are interactive. Psychological stress can both mimic and exacerbate the effects of aging, with older adults often showing greater immunological impairment to stress than younger adults. In addition, stressful experiences very early in life can alter [11] older peoples' responses to the demands of

work and the whole of life in general.

Coming out with a decision either singly or as a group inquire a lot of thinking, discussions, considerations, suggestions, and consultations. But having one best superior or supervisor will make things a lot easier and faster. Good communication again is a component that will make things light, understandable, and easy to facilitate. Knowledge of matters to decide on requires much in decision- making. Presentation of the matter in a language that is comprehensible must always be a matter of concern. It will bring the house in unison and doubts will be erased and actions will be immediate.

Most of us believe that stress comes only after certain years of lifespan. But it's not true. At any stage, stress can be a part of your life. Whether you are young or old, you have to face difficult situations and overcome them at every stage of life. Where young people find it difficult in finding jobs or building up careers, older people on the other hand face difficulties of declining health and financial security. So you can't say that stress comes and goes away at a certain age. [12].

Teachers of more power and authority and of course, age, will be more likely to delegate responsibilities to the so-called abled, better, and younger. While younger teachers have fewer chances to complain especially when they are young, too in the service, they will most likely to accept but sometimes because of force and no other options.

About the feeling of anxiety and caution, age will surely be a help. The feeling of worry, nervousness, or unease, typically about an imminent event or something with an uncertain outcome may depend on age too. Sometimes the older teachers get, the more stable and confident they become. The more prepared they do, the most likely to deliver better.

It is something to note however that when men are under stress, they have an increased tendency and willingness to take risks. When women are under stress, they have the tendency to get more conservative about risk. [13]

This suggests that activities that will establish a ground to know the new ones closer like outings, programs, seminars, parties or get-together, and other formal and informal activities be organized. Groupings and partnerships of varied reasons may also be used for doors to know more each other better. Mentor-mentee as part of the program along teaching or instruction must be observed.

**Table 3: Significant Difference in the Overall Level of Stress Proneness Between and Among the Group of Respondents**

Source of Variation	SS	df	Mean Square	F-Ratio	P-value	F crit
Between Groups	0.0737	2	0.03	0.2641	0.7763	5.143

Within Groups	0.8370	48	0.13			
Total	0.9106	50				

As reflected in the table that there is no significant difference between and among the group of respondents and the different clusters of stress proneness. This shows that whether the respondents are in-state colleges, in the Department of Education, and on private schools, they have the same level of the stress proneness. This is justified by the belief that perceived stress refers to how we think and feel about our lives. It's the way we interpret and react to the events happening around us. Everyone experiences stress, but how we each perceive it can be very different [14]. The amount of stress possibility among teachers most especially comes from how they look at the situations that may cause stress. The environment that they come from including the family, friends, administrators and other people that surround them, depending on the support or burden they give help or aggravate perceived stress.

#### 4. CONCLUSIONS AND RECOMMENDATIONS

The study conducted truly is a matter of concern today as we are battling for the many intricacies of life both personally and in the workplace. After careful study of the results, it is concluded that the respondents' stress proneness is generally low which means that they feel little stressed despite loads and tons of work. However, it was also noted that there is no significant difference among teachers when it comes to possibility of stress proneness. With this proneness of teachers to stress, they should undertake professional growth and mental health and wellness, more team-building activities, projects and programs must be designed to give them importance as they are the backbone of education.

Despite considerations of giving pupils or learners the center stage, without the teachers, there is not much to accomplish. With technology coming in between, teachers are still one important aspect in the cycle of education. Their welfare must be done a prime concern. Another important recommendation to delete or at least lessen the likelihood of struggles among teachers especially among new entrants who might be groping in the dark, mentor-mentee programs should be vital part in the profession especially in the delivery of instruction and curriculum. A personality test is also recommended for teachers for self-awareness and self-growth to the extent of their wellness for the world is continuously a competence where lots of struggles to be competitive are stake. Then finally, and most of all, other related studies may be administered using other variables that may affect stress proneness of teachers. Stress is not a simple factor to get by but something that will be constantly checked on for a healthier environment and people.

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