Original Article

Strategic Stress Management Plan Of Three Campuses Of Batangas State University

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Abstract

The objectives of this study were to determine the strategic stress management plan of three (3) campuses of Batangas State University. The study utilized descriptive evaluative, descriptive comparative and descriptive correlation design. Census sampling was done in the selection of respondents. The respondents of the study were sixty (60) teachers. Questionnaire was the main instrument in this study. Statistics such as mean, weighted mean and ranking t-testwere utilized. The researcher based it on a specific demographic profile. The respondents strongly agree in the stress management practices in terms of interpersonal practices and physical practices; however, they disagree in intrapersonal practices. Respondents agree behavioral factors, emotional factors and physical factors causes stress to them while they disagree that cognitive factors cause stress to them. The respondents agree that they experienced challenges on the stress management practices. There is no significant difference on the stress management practices when profile is considered. There is no significant difference on the factors that cause stress when profile is considered. There is no significant difference on the challenges experienced on the stress management practices when profile is considered. There is a significant relationship between stress management practices and factors that cause stress to the respondents. There is a significant relationship between stress management practices and the challenges experienced on it. There is a significant relationship between factors that cause stress to the respondents and the challenges experienced on it. The Stress Management Practices Program is designed by the researcher based on the results of the study.

Keywords– Stress Management Practices, Stress, Occupational Stress, Education, Teachers.

I. INTRODUCTION

All learning institutions aim to provide quality education and employ qualified professionals and educators to facilitate the development of learners' potential and abilities to become competent in their chosen fields. Being in the academe entails responsibilities that may be rewarding but physically, mentally, and emotionally demanding and may lead to stress. Certain work which requires repetitive tasks and may cause worry and pressure can be highly stress-producing just like in the field of teaching. The effects of any form of pressure, big or small could be cumulative and people can tolerate so much stress only in a given period of time. [7]

Moreover, the feeling of stress happens when a person is involved in a particular situation that presses one to perform specific tasks with time constraints and under some restrictions. High expectation is at stake when the workload is heavy,or the tasks are set with tight schedules. Surveys and interviews among faculty members atBatStateU revealed a majority of teachers were exhausted and stressed during the blended learning setup at the university. Most of them suffered backpain due to long online sessions and felt worn out and stressed in adjusting to the new setup.

Proper stress management in the workplace will definitely lead to better teaching and learning outcomes. Healthier employees operating under manageable stress will help maintain a healthy workplace culture that reinforces productivity. Thus, educators should learn to cope with theirloads by reducing stress if not eliminating them completely in the workplace. The management of stress is important not because of the need to shelter educators from stress but primarily to help them develop the ability to respond to stressful events in a positive, constructive way; hence, stress management should be considered a parameter of a school support system. With this goal, the study was conceived to raise awareness of the different techniques in proactively managing stress in the academe and determining the impact of those techniques on the performance of teachers to offer bases for strategic workout plans for the university.

II. STATEMENT OF THE PROBLEM

The purpose of this research is to determine the views of professional teachers regarding the stress management practices of the faculty of the three (3) selected campuses of the Batangas State University.
Specifically, this study sought answers to the following questions:

1. What are the profile variables of the respondentsin terms of the following variables:
1.1 Age;
1.2 Sex;
1.3 Civil Status;
1.4 Highest Educational Attainment;
1.5 Number of Years in Teaching Profession;
1.6 Position; and
1.7 Performance Rating

2. What are the stress management practicesapplied by respondents in terms of:
2.1 Intrapersonal Practices;
2.2 Interpersonal Practices; and
2.3 Physical Practices

3. What are the factors that cause stress to therespondents in terms of:
3.1 Cognitive Factor;
3.2 Behavioral Factor;
3.3 Emotional Factor; and
3.4 Physical Factor

4. How significant is the difference on the stress management practices when profile isconsidered?
5. How significant is the difference on the factors that causes stress when profile is considered?
6. How significant is the relationship between stress management practices and the factors that cause stress to the teachers?

III. RESEARCH LITERATURES

It was also stated in the work of that physical practices of teachers hold a vital position within theeducational system of any country.[2] The ability of teachers to deliver knowledge and skills to the students is affected by the learning environment. Anarticle supported that "interpersonal practices" are commonly used to ward off an unpleasant internal state, often triggered by external sources or "stressors".[1] This description of interpersonal practices is fit when a person is with an early occurrence of stress. Based on the body's response to threat or danger, known as the "fight or flight" response through a process of alarm and exertion toescape or fend off an attack.[3] There are emotional factors that can cause work-related stress and can also have negative impacts on mental health. Work- related stress accounts for an average of 23.9 days of work lost for every person affected. Cognitive factors are internal to each person and serve to modulate behaviour, behavioural responses to external stimuli like stress. I. Fernandez added that most common sources of teacher stress are the physical factor.[5] It includes the large class sizes, poor physical space, inadequate resources, and high responsibility for others. [4] But according to study expounded that there is no significant difference on the challenges experienced by the respondents on stress management when profile is considered. Thecomputed p-value of 0.201 is greater that the significant value of 0.05. The CNN Philippinessuggested some intrapersonal practices on how to cope up with stress. [6] One of them is to smell niceperfume or menthol, as it exudes a comforting and relaxing scent. Scents can also bring back good memories. Also watching movies with something different may help too.

IV. RESEARCH METHODS AND PROCEDURES

This study used descriptive method of research to assess the stress management practices of the faculty in the three campuses of Batangas State University. Descriptive evaluative was used to determine the stress management, and factors that causes of stress. Descriptive comparative was used to determine the significant differences of the stress management practices and factor that cause tress onit when profile is considered.

Descriptive correlation was also used todetermine the significant relationships between stress management and factors that cause stress. According to Bautista, et.al. (2018), the descriptive
– correlational study aim to describe and measure the relationship between two or more variables. The correlational approach will determine whethersignificant relationship exists between the variablesor when their subcomponents are taken individually. Through this procedure, the researcherwill be able to make influences of important phenomena about relationship between two or morevariables.
The study was conducted in three (3) selected campuses of Batangas State University. There were twenty-one (21) faculty members in Balayancampus, seventeen (17) faculty members in Lemerycampus, and ninety-seven (97) faculty members in Nasugbu campus, with total of one hundred thirty –five (135) teachers. No sampling was used since there was a small number of respondents. Census was used to determine the number and personal attributes of the respondents.

A. Research Instruments

The main instrument used in the study was adapted from Laruta et. al.[8], which was modified by the researcher. The first part of the questionnaireasked the demographic profile of the respondents, and the second part showed the factors

that cause stress to the teachers' respondents in terms of cognitive, behavioural, emotional, and physical aspects. The recognized causes of stress to the teachers would serve as the backbone in constructing the proposed action plan in addressing stress and improving the performance of the teachers. The third part of the questionnaire was to evaluate how frequent the teachers applied the different stress management practices. Lastly, it showed the degree of improvement of teachers' performance after they have undergone stress management.

B. Construction, Validation and Test of Reliability of the Instrument

Statistics was utilized to get the reliability using Cronbach's Alpha. The part of the questionnaire regarding stress management practices of Batangas State University Faculty, received a Cronbach value of 0.921, interpersonal practices 0.911, physical practices 0.920, Cognitive factor 0.924. behavioural factors 0.912, emotional factors, 0.932 and, physical factors 0.922. Statistical showed that the prepared questionnaires were reliable with overall reliability of 0.22 or 92 percent.

C. Ethical Consideration

The study was subjected to Ethics Review by the Instrumental Ethics Review Committee (IERC) of the Dr. Francisco L. Calingasan Memorial Colleges Foundations Inc. This study passed the ethical standards of the institutional Research Ethics Board. Part of the ethical consideration of this study was to secure the consent of the respondents to voluntarily participate. Before the respondents participated in this study, each of them was given a copy of consent form. The researcher made sure that the consent form was carefully explained to each respondent. It was further emphasized to the respondents that participation in the study was voluntary, and that they have option not to participate in the study.
Ethical principles were considered to preserve the integrity and dignity of the respondents. This study was also subjected to similarity testing using Turnitin with similarity index of 18% to ensure that no part of this study was copied or plagiarized.

D. Data Gathering Procedure

A letter of approval was forwarded to the Dean of Colleges of the three (3) selected campuses of Batangas State University to get permission to conduct a survey to their faculty. Subsequent to the approval, approved questionnaires were administered to the respondents. The questionnaires were retrieved immediately, and the data were tallied according to the appropriated statistical techniques.

E. Statistical Treatment

Frequency Counts and Percentage were used to determine the profile of the teachers. Weighted Mean, Standard Deviation and Ranking were also used to assess the factors that causes stress to the teachers which are cognitive, behavioural, emotional, and physical factors. These methods were also used to assess the stress management practices applied by the teachers in terms of intrapersonal, interpersonal, and physical practices.

T-test and F-test were used to determine the significant difference on stress management practices. This was also used to compare the factors that causes stress when profile is considered.

To correlate the responses of the respondents, Pearson r was considered in this study. This method was used in regard to the factors that causes stress to the teachers and stress management practices.

V. RESULTS AND DISCUSSION

A. Profile of the Respondents

Age

Result was shown on table 1 that there were twenty-five (25) or 41.7 percent of the respondents ages belonged to 20-30; eighteen (18) or 30 percent of them belonged to the ages between 41-50; fourteen (14) or 23.3 percent of them belonged to ages 31-40 and three (3) or 5 percent of them belong to ages 51-60.

Table 1 Age of the Respondents

Age Group	Frequency	Percentage
20-30	25	41.7
31-40	14	23.3
41-50	18	30.0
51-60	3	5.0
Total	**60**	**100**

SEX

Majority of the respondents were male which covered thirty-two (32) 53.3 percent while the female covered twenty-eight (28) 46.7 percent. Result is shown on the table 2.

Table 2 Sex of the Respondents

Gender	Frequency	Percentage
Male	32	53.3
Female	28	46.7
Total	**60**	**100**

CIVIL STATUS

Out of 60 respondents, thirty-one (31) or 51.7 percent were married; twenty-two (22) or 36.7 percent of them were Single. Meanwhile, six (6) or 10 percent of the respondents were Widow/Widower and one (1) 1.7 percent of them are separated. Result is shown on the table below.

Table 3 Civil Status of the Respondents

	Frequency	Percentage
Single	22	36.7
Married	31	51.7
Widow/Widower	6	10.0
Separated	1	1.7
Total	**60**	**100**

HIGHEST EDUCATIONAL ATTAINMENT

Result was shown on table 4 and states that there are twenty-five (25) or 41.7 percent of the respondents had a Master's degree meanwhile, out of 60 respondents eleven (11) or 18.3 percent of them had a Bachelor's Degree. Also, ten (10) or 16.7 percent of them were with Master's Units. There were seven (7) or 11.7 percent of respondents were doctorate graduate and another seven (7) or 11.7 percent of the respondents had doctorate units.

Table 4 Highest Educational Attainment of the Respondents

	Frequency	Percentage
Bachelor's Degree	11	18.3
With MA/MS Units	10	16.7
MA/MS Graduate	25	41.7
With Doctoral Units	7	11.7
Doctoral Graduate	7	11.7
Total	**60**	**100**

YEARS OF TEACHING EXPERIENCE

Out of 60 respondents, twenty-eight (28) or 46.7 percent of the respondents had for at least 5 years and below years of teaching experience. Fourteen (14) or 23.3 percent of them had taught for at least 6 to 10 years. Ten (10) or 16.7 percent of them had taught for at least 16 to 20 years. Meanwhile, six (6) or 10 percent of the respondents had taught for at least 21 to 25 years. One (1) or 1.7 percent of them had teaching experience for 26 to 30 years and for 31 years and above respectively as shown on table 5.

Table 5 Number of Years in Teaching Profession of the Respondents

Length Teaching Service	Frequency	Percentage
5 years and below	28	46.7
6 to 10 years	14	23.3
11 to 15 years	0	0
16 to 12 years	10	16.7
21 to 25 years	6	10.0
26 to 30 years	1	1.7
31 years and above	1	1.7
TOTAL	**60**	**100**

POSITION

There were twenty-eight (28) or 46.7 percent of the respondents were in the position of Instructor I, thirteen (13) or 21.7 percent of them were in the position of Instructor II, ten (10) or 16.7 percent of them were in the position of Instructor III. Meanwhile, there were five (5) or 8.3 percent of the respondents were in the position of Assistant Professor I. Moreover, there were three (3) or 5 percent of them were in the position of Assistant Professor II. And there was one (1) or 1.7 percent of the respondent that was in the position of Assistant Professor III.

Table 6 Position of the Respondents

Position	Frequency	Percentage
1	28	46.7
2	10	16.7
3	13	21.7
4	3	5.0
5	5	8.3
6	1	1.7
Total	**60**	**100**

B. Stress Management Practices Applied By The Respondents

Results are shown on table 7 stating that the respondents disagreed in the stress management practices applied by the respondents in terms of intrapersonal practices with a composite mean of 2.09 and a standard deviation result of 0.771.

The respondents agreed in the stress management practices applied by the respondents in terms of interpersonal practices with a composite mean 3.20 and a standard deviation result of 0.673.

The respondents also agreed in the stress management practices applied by the respondents in terms of physical practices with a composite mean 3.29 and a standard deviation result of 0.666.

Table 7 Stress Management Practices Applied by the Respondents

	Composite Mean	Standard Deviation
Intrapersonal	2.09	0.77
Interpersonal	3.20	0.673
Physical Practices	3.29	0.666

C. Factors that Cause Stress to the Respondents

The respondents disagreed on factors that causes stress to the respondents in terms of cognitive factors with a composite mean of 2.47 and a standard deviation result of 0.848.

The respondents also agreed on the factors that causes stress to the respondents in terms of behavioural factors with a composite mean of 3.20 and a standard deviation result of 0.606.

The respondents agreed on the factors that causes stress to the respondents in terms of emotional factors with a composite mean of 2.94 and a standard deviation result of 0.724.

The respondents agreed on the factors that causes stress to the respondents in terms of physical factors with a composite mean of 3.16 and a standard deviation result of 0.687.

Table 8 Factors that Cause Stress to the Respondents

	Composite Mean	Standard Deviation
Cognitive Factors	2.47	0.848
Behavioral Factors	3.20	0.606
Emotional Factors	2.94	0.724
Physical Factors	3.27	0.578

D. Significant Difference on Stress Management Practices When Profile Is Considered

There was no significant difference on the perception of respondents on the stress management practices in terms of intrapersonal practices when profile was considered. This was shown by the computed p-value of 0.776 for age, 0.311 for sex, 0.465 for civil status, 0.887 for highest educational attainment, 0.731 number of years in teaching profession and 0.509 for position.

There was no significant difference on the perception of respondents on the stress management practices in terms of interpersonal practices when profile was considered. This was shown by the computed p-value of 0.419 for age, 0.182 for sex, 0.813 for civil status, 0.787 for highest educational attainment, 0.529 number of years in teaching profession and 0.806 for position.

There was no significant difference on the perception of respondents on the stress management practices in terms of physical practices when profile was considered. This was shown by the computed p-value of 0.981 for age, 0.834 for sex, 0.998 for civil status, 0.268 for highest educational attainment, 0.771 number of years in teaching profession and

0.450 for position.

Table 9 Significant Difference on Stress ManagementPractices When Profile is Considered

	Age	Sex	CivilStatus
Intrapersonal	0.776	0.311	0.465
Interpersonal	0.419	0.182	0.813
Physical Practices	0.419	0.182	0.998

Table 10 Significant Difference on Stress ManagementPractices When Profile is Considered

	Highest Educational Attainment	Number of Years in teaching Profession	Position
Intrapersonal	0.429	0.454	0.272
Interpersonal	0.892	0.117	0.345
Physical Practices	0.871	0.090	0.816

E. Significant Difference on the Perception ofRespondents on the Factors that Causes Stress

There was no significant difference on theperception of respondents on the factors that causesstress in terms of cognitive factors when profile was considered. Thiswas shown by the computed p-value of 0.229 for age, 0.214 for sex, 0.298 for civil status, 0.429 for highest educational attainment, 0.454 number of years in teaching profession and 0.272 for position.

There was no significant difference on the perception of respondents on the factors that causes stress in terms of behavioural factors when profile was considered. This was shown by the computed p-value of 0.934 for age, 0.915 for sex, 0.881 for civil status, 0.892 for highest educational attainment, 0.117 number of years in teaching profession and 0.345 for position.

There was no significant difference on the perception of respondents on the factors that causes stress in terms of emotional factors when profile was considered. This was shown by the computed p-value of 0.150 for age, 0.145 for sex, 0.589 for civil status, 0.871 for highest educational attainment, 0.090 number of years in teaching profession and 0.816 for position.

There was no significant difference on theperception of respondents on the factors that causesstress in terms of physical factors when profile is considered. This was shown by the computed p- value of 0.834 for age, 0.935 for sex, 0.597 for civil status, 0.174 for highest educational attainment, 0.609 number of years in teaching profession and 0.098 for position.

Table 11 Significant Difference on the Perception of Respondents on the Factors that Causes Stress

	Age	Sex	Civil Status
CognitiveFactors	0.229	0.214	0.298
BehavioralFactors	0.934	0.915	0.881
EmotionalFactors	0.150	0.145	0.589
PhysicalFactors	0.834	0.935	0.597

Table 12 Significant Difference on the Perception of Respondents on the Factors that Causes Stress

	Highest Educational Attainment	Number ofYears in teaching Profession	Position
CognitiveFactors	0.429	0.454	0.272
BehavioralFactors	0.892	0.117	0.345
EmotionalFactors	0.871	0.090	0.816
PhysicalFactors	0.174	0.804	0.098

F. Significant Relationship Between the Perception of Respondents on Stress Management Practices and Factors that Causes Stress

There was a significant relationship between stress management practices and factors that causes of stress. The computed p-value of 0.009 was less than the 0.05 level of significant set for this study.

VI. CONCLUSION

Majority of the respondents belong to 20-30 age range, male, female, master's degree holder, have 5 years and below years of teaching experienceand instructor III in position. The respondents agreed in the stress management practices in

terms of interpersonal practices and physical practices, however, they disagreed in intrapersonal practices. The respondents agreed behavioural factors, emotional factors and physical factors causes stress to them while they disagreed that cognitive factors cause stress to them. There was no significant difference on the stress management practices whenprofile is considered. There was no significant difference on the factors that cause stress whenprofile is considered. There was a significant relationship between stress management practices and factors that cause stress to the respondents. Thedesigned strategic work out plan was made by the researcher to enhance the stress management practices of the teachers.

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