

## **BIBLIOGRAPHY**

AGRIFINA PASCUAL COMPALA, October 2006. Stress Reaction and Management Practices of Elementary Teachers in Kapangan District Benguet State University, La Trinidad, Benguet, Philippines.

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## **ABSTRACT**

This descriptive study investigated the stress reactions experienced by 121 elementary teachers; and find out the management practices that they adopt as healthy practices; find out the felt effects of effectiveness of their coping skills or strategies on some identified variables.

The findings reveal that the respondents differ in their stress reactions and they sometimes react physically, emotionally and behaviorally according to their sex, civil status, age, nature of work and tenure. They differ in their stress management practices as they adopt their coping skills to stress. They occasionally put into practice the physical, emotional and relational practices as their coping skills but often adopt both mental and spiritual management practices.

The respondents differ in their perceptions of the degree of effectiveness of the management practices. They occasionally find physical and emotional practices effective but they find mental, spiritual and relational practices often effective.

Only few respondents attend seminars regarding stress management. Most of them state that there are no intervention programs related to stress management conducted within the district.



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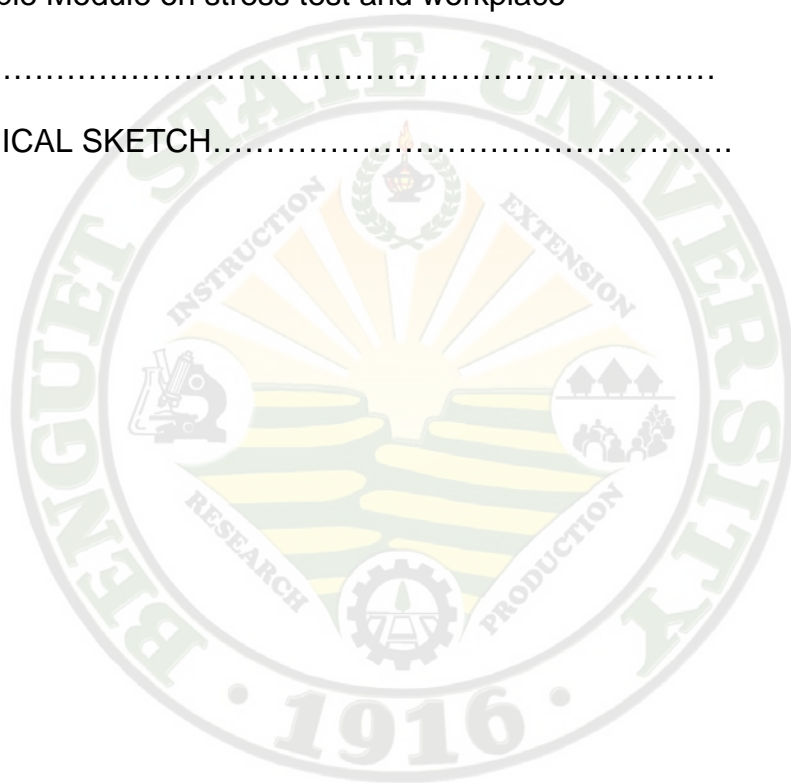
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## INTRODUCTION

### Background of the Study

Stress is a part of life and is generated by constantly changing situations that a person must face. It has been known since the beginning of the century that the experience of stress can have quite serious effects on health. Stress is defined as a psychological and physical response to the demands of daily life that exceed a person's ability to cope with successfully. Stress is often characterized by fatigue, sleep disorders, irritability and constant worrying. Depression often accompanies stress. The accumulated effects of stress can also lead to more serious medical problems.

On that definition, it is without question that many Filipinos are highly stress due to increasing fuel prices, tuition fees, water and electric utility bills; accompanied by jobs and incomes hanging on the balance. Even taxes are becoming excessively higher. It is no wonder then that many Filipinos have stress-related illnesses (Philippine Star, 2004).

Too little stress can be harmful. Researchers have discovered that there are basically two types of people: racehorses and turtles. Racehorses thrive on high stress levels. They are happy with vigorous, fast-paced lifestyles. Turtles are happier in peaceful, quiet environments. Either type, if placed in the opposite environment, will function poorly. Moderate stress may bring about improvements in



performance. Severe stress can lead to greater errors and even to accidents.

Stress is a complex phenomenon. It is a very subjective experience. What may be a challenge for one person will be a stress for another. It depends largely on background experiences, temperament and environmental conditions. Occupational stress is that which derives specifically from conditions in the workplace. In today's typical workplace, stress is seen as becoming increasingly more common. People appear to be working longer hours, taking on higher levels of responsibility and exerting themselves ever more strenuously to meet rising expectations about job performances.

Many teachers would agree. Teaching is not only hard work; it can be full of stress. Teachers stress has been documented by a number of researchers and identified stressors existing in the school setting such as relationship with students, colleagues, parents, and administrators, time pressures; workload, excessive societal expectations, and feelings of isolation in the classroom (Boyle, Borg, Falzon, and Baglioni, 1975). In addition, there are professional issues that influence teachers stress such as low salary concerns, departmental or school policy problems, demands for continuing education or training for recertification, and of opportunities for part-time employment (Tuetteman and Punch, 1992). Pressure due to school reform efforts, inadequate administrative support, poor working





condition, lack of participation in school decision making, the burden of paperwork and lack of resources have all been identified as factors that can cause stress among school staff (Hammond and Onikama, 1997).

As stated by Sito(1990)

For eight hours a day or more, five days a week, teachers are confined to their work. The rest of their time is divided between families and leisure time. They are expected to work at their peak efficiency at all times, taking the general responsibility of developing and molding their students.

Teachers are expected to show a high degree of effectiveness through their behavior. A teacher's day is indeed taxing. Students, working colleagues, and superiors, the organizational system, his family and even the people outside his work demand from him with such a challenging task, teachers have to maintain their mental, emotional and physical balance which are necessary for peak efficiency.

Numerous surveys confirm that people live in stressful times and job stress seems to be the leading cause of the problem. A 1992 United Nations report called job stress "the 20<sup>th</sup> century disease" while few years later the World Health Organization (WHO) responded that it had become a "worldwide epidemic". Statistics show that 40 percent of workers reported that their jobs were very or extremely stressful. 25 percent felt like screaming or shouting because of job stress; 65 percent workers said workplace stress had caused difficulties and more than 10 percent described these as having major effects; 62 percent





routine finds that they end the day with work-related neck pain; 44 percent reported stressed-out eyes; 38 percent complained of hurting hands and 34 percent reported difficulty in sleeping because they were so stressed out.

Although people talk about stress, it is often unclear what stress is really about. Many people consider stress to be something that happens to them, an event such as an injury or a promotion. Others think that stress is what happens to their bodies, minds and behaviors in response to an event (e.g. heart pounding, anxiety, or nail biting). While stress does involve events and their response to them, these are not the most important factors. The thoughts about the situations in which people find themselves are the critical factor.

When something happens to any people, they automatically evaluate the situation mentally. They decide if it is threatening to them, how they need to deal with the situation, and what skills they can use. If they decide that the demands of the situation outweigh the skills they have, then they label the situation as "stressful" and react with the classic "stress response." If people decide that their coping skills outweigh the demands of the situation, then they do not see it as "stressful."

According to Awingan (2005), sometimes life suddenly seems to have no joy and meaning. People are overwhelmed by their problems and they sink into extreme self-pity, misery and despair. Many people



go through occasional times of crisis. Feeling blue, low, sad, downhearted, discouraged, and unhappy are all common experiences that indicate crises. Almost everyone has experienced crisis at least in its mild forms sometime in his lifetime.

Everyone sees situations differently and has different coping skills. For this reason, no two people will respond exactly the same way to a given situation. Additionally, not all situations that are labeled "stressful" are negative. The birth of a child, being promoted or moving to a new home may not be perceived as threatening. However, people may feel that situations are "stressful" because they do not feel fully prepared to deal with them.

It therefore requires recognition of and an awareness of the problem. This particular study finds its concern in the identification of stress reactions and how teachers manage their stress when they experience it. Furthermore it is an opportunity to focus research effort along these line to investigate the felt reaction and what coping strategies and practices the elementary teachers of Kapangan District does in dealing with their stress.

### Statement of the Problem

The investigation attempted to find out stress reactions and management practices of the elementary teachers in Kapangan District. Specifically, the study sought answers to the following



questions:

1. What are the reactions of the respondents towards stress that they experience?
2. What are their strategies in coping with stress?
3. What are the effects of their stress management practices?

### Objective of the study

The primary objective of this investigation was to identify the stress reactions and management practices of elementary teachers in Kapangan District. This research was conducted with the following specific intent and purposes.

1. To find out the reactions of the respondents towards stress that they experience in terms of sex, civil status, age, nature of work and tenure.
2. To find out the strategies in coping with stress in terms of physical, mental, spiritual, emotional and relational practices.
3. To find out the physical, mental, spiritual, emotional and relational effects of stress management practices.

### Importance of the study

This study has certain implications upon students. Teachers have the responsibility to guide and direct students. They are not simply expected to teach subjects but are likewise expected to be



counselors. They see to it that they meet the comfort, success in academic goals and satisfaction. If the teacher is in distress, or if he copes with his distress in unhealthy manners, then he multiplies distress in the classroom. But if the teacher has an adequate knowledge of stress that is affecting him or his students, then he can develop a positive way of averting distress. In this case, the teacher can effectively contribute to student development.

It is expected that the results of this study will guide or help the respondents to face their problems and to find ways to solve their stressful situations. The respondents will be guided in having specific strategies, practices, or attitude that will help them manage themselves as well as their students, family members, relatives, friends and other clients. The findings of the study will help them realize that they can be instruments in leading others properly.

Furthermore, the results of this investigation will serve as a reference of classroom teachers in adopting stress management practices that provide better understanding of their behaviors and may help them modify or strengthen their practices in dealing with stress problem.

To the future researchers, this study will serve as their guide in undertaking related studies in stress management. This research will encourage them to conduct a more comprehensive study on the issues or problems related to stress management.



### Scope and Delimitation of the Study

The research is focused on the stress reactions and management practices of elementary teachers in Kapangan district. It was delimited to the elementary teachers since they are always in contact with their pupils and guidance is not only for pupils but for teachers as well.

The study included all teachers of the district during the first semester, school year 2006-2007 to get a wider scope of response regarding the stress reactions and management practices of elementary teachers in 27 small and big schools of Kapangan district.

The possible reactions of the respondents when they experience stress were limited to those related to physical, emotional, and behavioral. However, the common practices of teachers in dealing with workplace stress centered on the physical, mental, spiritual, emotional and relational management.



## REVIEW OF LITERATURE

### Stress Reactions

Family, marriage, work, and even one's own thinking can become sources of stress. Life today is filled with sources of stress much of which cannot be avoided. Often the best to do is find ways of effectively coping. To be effective we must recognize both sources of stress and appropriate techniques for dealing with it (Dreyfus, 1998).

Families are a complex network of interactions. Each family is a system and hence each interaction and each personality affects the entire system. If one person is ill in a family, it is clear that illness disrupts the everyday flow of the system. Likewise, it affects the system when one member of the family is angry or depressed. An alcoholic in the family disrupts the system and often leads to the system trying to adapt to the family member. Sometimes that adaptation creates difficulties as well.

A primary relationship is often stressful. Two people, each with different histories, different personalities, different needs, and different ways of doing things, are trying to live under the same roof and get along with each other on a daily basis.

During the course of a relationship, each partner may go through a series of transitions, such as the death of a parent, the loss of a job, or physical illness.





Stress increase as a function of how one thinks about events. Some folks tend to catastrophize events, making mountains out of molehills, or exaggerating the consequences. They tend to react to small things with larger than warranted feelings, exaggerating the event to match their feelings, rather than adjusting their feelings to the event. People with low stress reactions make molehill out of mountains.

Work is a significant source of stress for many people. Conflicts on the job, dissatisfaction with one's supervisor or with the job itself, insufficient financial compensation, fear of losing one's job, fear of changing a job for greater advancement, feeling stifled in a quest for power, not feeling appreciated or acknowledged, all produced significant stress. The degree of stress will vary depending on the personality of the individual and the amount invested in each issue.

Van Fleet (1988) and many others agree that working long hours is among those things that can induce stress. In addition to causing problems at work, stress also can result in physical problems. According to Laird, Laird, and Fruehling (1983):

Work-related stress is becoming a subject of increasing concern to public and private health officials. They have found that stress can cause many health problems, such as heart disease, hypertension (high blood pressure), alcoholism, drug abuse, ulcers, and anxiety. Some consider stress to be the number one health problem today . To achieve success at work, all workers must give things up at times. For the executive driven to reach the top, the cost can often be less time with the family. This can produce feelings of guilt and stress.. The nature of the work organization can contribute to the sense of stress workers feel.



With specific reference to teachers, and within the general concept of occupational stress, Kyriacou and Sutcliffe (1978) defined stress as

...a response of negative affect (such as anger or depression) by a teacher usually accompanied by potentially pathogenic. Physiological and biochemical changes (such as increased heart rate or release of adrenocorticotrophic hormones into the blood stream) resulting from aspects of the teacher's job and mediated by the perception that the demands made upon the teacher constitute a threat to his self-esteem or well being and by coping mechanisms activated to reduce the perceived threat.

Stress is caused by various factors-not all of which are work-related of course, (which incidentally does not reduce the employer's obligation to protect against the causes of stress at work). Causes of stress-known as stressors-are in two categories: External stressors are physical conditions such as heat or cold, stressful psychological environments such as working conditions and abusive relationships, e.g. bullying; and internal stressors are physical ailments such as infection or inflammation, or psychological problems such as worrying about something (Chapna, 2005).

According to Lefton (1985) stress at work usually occurs because a workload is too light and understimulating or because it is too heavy and burdensome. Coping strategies should begin at the biological level. Zimbardo (1985) added that stress effects competence and intelligence, and that it can actually lower a person's IQ. Zimbardo's stress model, slightly revised for burnout due to workload,



is shown in Figure 1.

Virtually all authorities agree that the result of too much stress (too much workload) over a long period of time is burnout.

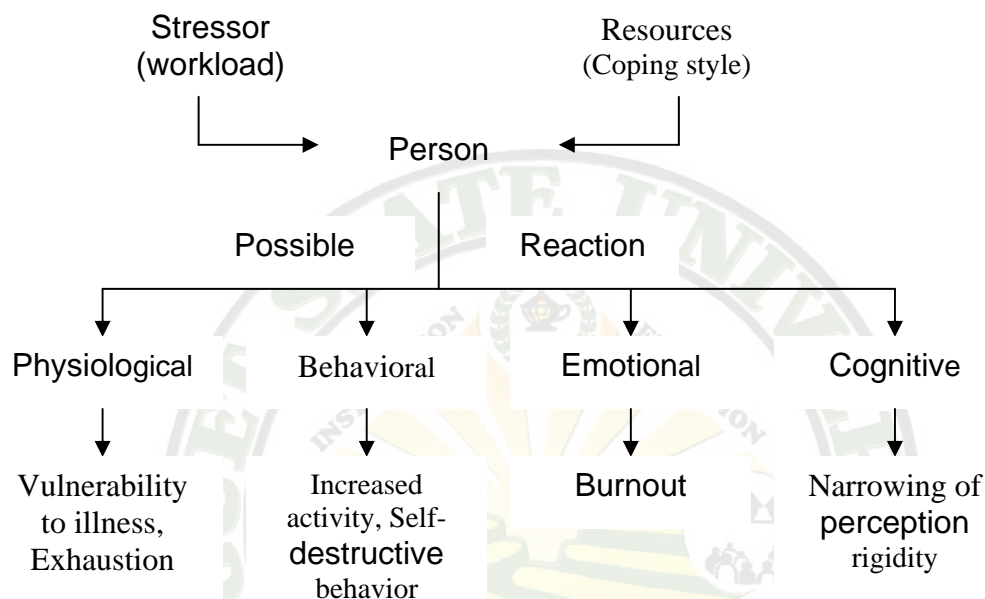


Figure 1. Stress Model by Zimbardo (1985)

### Physical Reactions

Physical reactions to strong emotions were designed to save people in the days of the cave man. To stone-age man, the bodily response, termed "flight-or-fight," prepared him for action. This reaction was very useful for the rare occasions when he was being chased by a saber-tooth tiger or was hunting a mammoth for food. Now, millions of years on, it has the same effect, but it is counterproductive with all the pressures face in the daily lives of modern men.



What happens to the body during the flight or fight response is that the pulse and blood pressure rises, breathing more rapidly and ears, eyes and nose become more alert. These changes are the result of the chemicals being released into the blood stream in response to the stressful state.

### Emotional Reactions

The most important changes to watch out for are increased tension, irritability and moodiness. Small irritations may be seen as unbearable. For example, the fact that the children want to play a board game, when they have just come in from work and all they want to do is sit down with a drink and relax in front of the television, may lead on wanting to put them up for adoption.

There may also be changes in appetite or weight. Some people lose interest in food, whereas others may have a constant desire to eat. Some lose their ability to cope at home and work may become extremely variable. People smoke or drink (or both) more, which seems to fill in time in the evenings as they seem to have difficulty sleeping.

### Behavioral Reactions

The antisocial behavior displayed in stressful situations can cause the rapid deterioration of relationships with family, friends, co-workers, or even strangers. A person under stress may manifest signs



such as disruptive eating patterns (overeat or undereat) , over-reacting, irritability, acting on impulse, increased smoking or alcohol consumption, withdrawing from relationships, feeling agitated most of the time, isolation, compulsive shopping, difficulty in communication. As found by Coon (1986), stress triggers bodily effects, upsetting thoughts, and ineffective behavior.

### Stress management practices

Some situations in life are stress-provoking, but it is the thoughts about situations that determine whether these are problems to a person. How people perceive a stress-provoking event and how they react to it determine its impact on their health. People may be motivated and invigorated by the events in their lives, or they may see some as "stressful" and respond in a manner that may have a negative effect on their physical, mental and social well-being. If they always respond in a negative way their health and happiness may suffer. By understanding themselves and their reactions to stress-provoking situations, people can learn to handle stress more effectively.

Stress should be viewed in much the same way as people view the weather. Although they might not be pleased with a rainy day, there is not much to be done about it. A man continues to go about his business in full acceptance of the rain. To deal with it he takes an umbrella, wears a raincoat and maybe even rubber boots. Maybe he





changes his plans a little so as to spend less time outdoors. The best way to battle stress is to deal with it in much the same way. Instead of trying to master stressful situations or make them go away, the best bet is to learn how to work around them.

According to Chapman (2005), when suffering from work-related stress begins to affect or already affecting the health, it is time to think why taking the risk with body and mind? Life is short enough as it is; illness is all around why make matters worse? Commit to change before one day change is forced upon individual.

If signs of stress is recognized and something can be done about it. Being incapable of dealing with the situation does not mean that it should be ignored. It may be referred to someone who can deal with it. Signs of non-related stressors or factors that increase susceptibility to stress should be looked into to avoid being vulnerable to them. These rules may apply to any individual.

Importantly, if the stress is causing serious health effects, a doctor must be consulted. Imagining things will improve by hoping that it will not somehow become more resilient, lungs can and probably will get worse.

The two simplest ways to reduce stress susceptibility, and in many situations alleviate stress itself (although not removing the direct causes of stress itself) are available to everyone, cost nothing, and are guaranteed to produce virtually immediate improvements. These are





diet and exercise. Diet is widely accepted that nutritional deficiency impairs the health of the body, and it is unrealistic not to expect the brain to be affected as well by poor diet. If the brain is affected, so are our thoughts, feelings and behavior. Physical exercise is immensely beneficial in managing stress. This is for several reasons: exercise releases helpful chemicals in our brain and body that are good for people; distracts from the causes of stress; warms and relaxes cold, tight muscles and tissues which contribute to stress feelings; develops and maintains a healthy body which directly reduces stress susceptibility. Exercise, like a better diet, is not difficult to adopt. The answer is simple, the opportunity is there-it is the personal commitment that makes the difference.

On the other hand, anger management is simply an aspect of managing stress, since anger in the workplace is a symptom of stress. Management of anger (and any other unreasonable emotional behavior for that matter) and the stress that causes it, can only be improved if the person wants to change, so awareness is the first requirement. Some angry people take pride in their anger and do not want to change; others fail to appreciate the effect on self and others. Without a commitment to change nobody can do to help; anger management is only possible when the angry person accepts and commits to the need to change. A big factor in persuading someone of the need to commit to change is to look objectively and sensitively with the other person at



the consequences (for themselves and others) of their anger. Often angry people are in denial ( “my temper is okay, people understand it’s just me and my moods...”), so removing this denial is essential. Helping angry people to realize that their behavior is destructive and negative, discuss the effects of stress on health and family, and seeing things outside one’s self are an important steps to be done.

In the same way that “ one is what he eats” recent research suggests that also “one is what he watches”. Given how the brain works it is logical - and increasingly proven-that if people subject themselves to miserable, negative experiences portrayed on film and television, and computer games, then they will feel unhappy or even depressed as a result. Negative, violent, miserable images, actions, language and sounds are in effect a form of negative conditioning. They produce stress, anxiety, and actually adversely affect a person's physical health.

Conversely, watching or listening to an amusing experience or portrayal in a variety of media (TV, film, even books) has a beneficial effect on mood. It tends to improve physical health, mental state, and reduces. Negative viewing and game-playing experiences are bad. Conversely, positive, funny experiences are good. Thinking about and controlling their influences upon will improve physical and mental health most certainly reduce stress levels.

Coon (1986) suggested exercise and meditation to eliminate



stress by relaxing, recommended music, taking nature walks, and hobbies, and proposed a method of "progressive relaxation." This method teaches stress victims to tighten each of their muscles and then voluntarily relax them.

Sex difference . Angiwan (2005) revealed that there are significant differences in occupational preferences of male and female employees and most employed women are affected by factors in the workplace because they occupy subordinate positions. This is supported by Patong (2003), who stated that there are more females in teaching profession than males but there are more male administrators than females.

Civil status differences . The employees experience life crises in different degrees at some point in their lives. But the factors of life crises related to family, social, and work problems somehow affect significantly all the single, married, and widowed employees on different levels , (Angiwan, 2003).

Age differences. Sito (1990) revealed that 83 percent among Filipino middle-aged managers said they experienced some crises during their mid-life and they considered job-career and family as two major areas where mid-life crises occurred.

Differences in nature of work. According to Calderon (1996), as stated by Awingan (2005), the most obvious thing about people is that they are all different and thus, most individuals cannot be treated alike



and get same results of performance level especially in the workplace.

Differences in tenure. Those who are still young in service and may also be young at age can easily manage themselves while those who have stayed ten years or more in service can easily be affected by any stressful situations in life.

### Conceptual Framework

Stress is a part of life and is generated by constantly changing situations that a person must face. Stress may be seen as having two dimensions to it. First, there is the experiential aspect. This can be described as an unpleasant feeling which people have when they feel a psychological state of distress or tension, This state relates to the way they perceive their present situation. Prolonged exposure to stressful situations where the individual begins to feel increasingly inadequate can be harmful. When the internal balance in a person's life is lost that person is suffering from stress.

Then there is the physiological aspect. According to some psychologists, in threatening situations the body responds with a "fight or flight" syndrome. Confronted by a challenging situation, a person's body releases a charge of adrenalin which helps to equip it to either face the danger or run. Muscles become tense in readiness for action. Hormonal responses such as a rise in adrenalin can also occur when a person encounters desirable demands or when physical or mental



effort is called for. Life without demands or excitement would be dull and boring. However, there is an optimal level of arousal beyond which physiological responses become unbalanced.

There are several categories of symptoms by which stress can be recognized. There are the emotional manifestations: irritability, anxiety, depression, nervousness, withdrawal or aloofness. Secondly, there may be a behavioral aspects: over-impulsiveness, aggressiveness, impaired ability to perceive and evaluate a situation, sometimes an excessive dependence on alcohol or analgesics. Thirdly, there are the interrelated cognitive and physiological aspects: anxious thinking-patterns which result in psychosomatic conditions such as excessive fatigue, high blood pressure, skin irritations, cardiovascular diseases and susceptibility to infection. The physical ailments induced by stress can be of a short-term nature, for example, regular headaches or palpitations of the heart. Or they may be of a more long-term character; for instance, high blood pressure, heart disease, nervous tics or prolonged sexual irregularities.

Stress in the workplace reduces productivity, increases management pressures, and makes people ill in many ways, evidence of which is still increasing. Workplace stress affects the performance of the brain, including functions of work performance, memory, concentration, and learning.

It was proven beyond doubt that stress make people ill, and





evidence is increasing as to number of ailments and diseases caused by stress. Stress is now known to contribute to heart disease; it causes hypertension and high blood pressure, and impairs the immune system. Stress is also linked to strokes, IBS (irritable bowel syndrome), ulcers, diabetes, muscle and joint pains, miscarriage during pregnancy, allergies, alopecia and even premature tooth loss.(Anon.,2005).

Evidence is growing that positive or negative images and sounds have a corresponding positive or negative affect on physical health and well-being. Watching a violent or miserable TV, films or playing violent computer games are experiences now proven to have a directly negative effect on a person's physical health, as well as mental state.

Teaching can be a stressful occupation. The daily interactions with students and co-workers and the incessant and fragmented demands of teaching often lead to overwhelming pressures and challenges, which may lead to stress. Where work stress is unrelenting, some negative physiological, psychological, and behavioral consequences may result (DeRobbio and Iwanichi 1996).

Given the foregoing theories and concepts, this study sought to determine the stress reactions and management practices of elementary teachers in Kapangan district. Figure 2 presents a paradigm of the study.





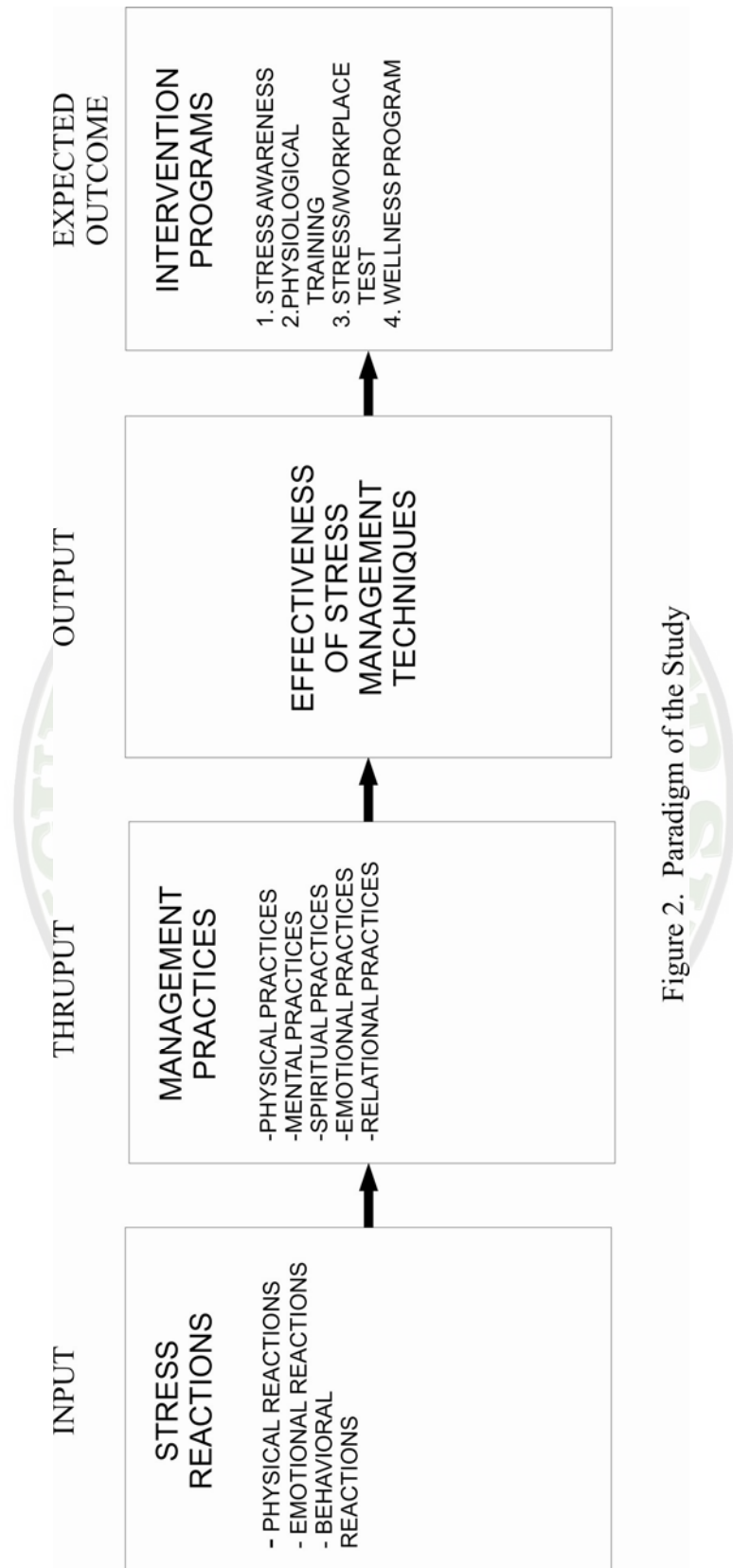


Figure 2. Paradigm of the Study



The schematic diagram of the study shows four major variables: the input, thrupt, output and the expected outcome. The input includes how respondents react to experienced stress physically, emotionally, and behaviorally. The thrupts are the management practices of the respondents in terms of physical, mental, spiritual, emotional and relational. The output deals with the effectiveness management practices techniques. Finally, the expected outcome includes the stress management intervention program in terms of stress awareness and other programs related to stress management that a teacher should undertake.

### Operational Definitions of Terms

The following words being defined are used in the research study:

Stress. can be any action or situation that places special physical or psychological demands upon a person. It may be physical, emotional or behavioral. Physical stress emanates from the environment. It is proven beyond to make people ill, and evidence is increasing as to number of ailments and diseases caused by stress. It is known to contribute to heart disease; it causes hypertension and high blood pressure, and impairs the immune system. It is also linked



to strokes, IBS (Irritable bowel syndrome), ulcers, diabetes, muscle and joint pain, miscarriage during pregnancy, allergies, alopecia and even premature tooth loss. Emotional stress is that which affects the capability to think clearly. It can also increase tension, irritability and moodiness. Behavioral stress relates to relationships towards family members, misunderstanding among co-workers, administrators, pupils or even to our Creator. Teachers Stress. The experience of teachers that are unpleasant emotions, such as tensions, frustrations, anxiety, anger, and depression, can result to it (Kyriaco ,1987).

Reactions to stress. This refers to the negative feelings that could be physical, emotional and behavioral in nature manifested by any individual.

Physical Reaction. This refers to other illnesses, so it is important to have a medical doctor to treat conditions such as ulcers, compressed disks, or other physical disorders.

Emotional Reaction. This refers to the anxiety or depression, frustrations, memory problems, lack of concentration, feeling out of control.

Behavioral Reaction, This refers to the antisocial behavior displayed in stressful situations that can cause the rapid deterioration of relationships with family, friend, co-workers, or even strangers.

Sex. Refers to a person either male or female.



Age Bracket. This refers to those early adult whose ages ranges from 21 to 35 years old; middle adult whose age ranges from 36 to 50 years old; late adult whose age ranges from 51 years old and above.

Civil status. Refers to respondents who are single, married or widowed.

Nature of work. Refers to what the teacher teaches either monograde, multi-grade or relieving teacher,

Monograde teacher. Refers to teachers who are teaching one grade level only.

Multi-grade teacher. Refers to the teachers who are teaching two to three different grade level in one classroom at a time.

Relieving teachers. Refers to the teachers who handles two to three different subjects only and teaches at the intermediate grades to relieve the classroom adviser.

Tenure. This refers to the length of service of teachers teaching in the institution, if they belong to 0-5, 6-10, 11-20, 21-30, 31-up years in service.

Management practices. The methodology used to alleviate stress which includes physical, mental, spiritual, emotional or relational practices.

Physical practices. This refers to the healthy behaviors of the



respondents that includes maintaining healthy eating habits, getting enough sleep, playing musical instruments, keeping self physically fit through regular exercise and enhancing personality with beauty and grooming tips. It also includes consulting a physician for regular health check check-up.

Mental practices. It refers to person's ability to accept that there are events that they can not control; assert feelings, opinions or beliefs instead of becoming; listen to music to relax; read newspapers and book related to life situations. It is also characterized by the ability to make sound decisions and think critically, set a positive outlook in life and optimistic attitude; watching funny jokes, activities in the television; watching information at TV programs or engaging in mentally challenging games.

Spiritual practices. It involves possessing a set of guiding beliefs, principles, or values that help give direction to one's life. It is characterized by establishing personal relationship with God; entrusting difficult situations to God; praying, going to church regularly and the like.

Emotional practices. It is characterized by the ability to feel and express human emotions such as happiness, sadness, and anger. It means having the ability to love and be loved and achieving a sense of fulfillment in life. It encompasses optimism. Self-esteem, self-acceptance, and the ability to share feelings (Angiwan,2005)



Relational practices. It refers to the person's ability to interact each other, family, colleagues, friends, and to any individual.

Degree of effectiveness. This refers to the felt effects of stress management practices techniques used by the respondents.

Barrio schools. Refers to small schools who offers multi-grade levels and some schools offers incomplete grade levels.

Complete elementary schools. Refers to big schools who offers monograde class from grades I to VI pupils.

#### Hypotheses of the Study

The following hypotheses were put forward for testing:

1. There are no significant differences in the reactions of the respondents towards stress that they experience.
2. There are no significant differences in the strategies in coping with stress in terms of physical, mental, spiritual, emotional, and relational practices.
3. There are no significant differences in the effects of their stress management practices.





## **METHODOLOGY**

### Locale and Time of the study

The study was conducted in all the 27 schools of Kapangan district. The district supervises 11 barrio schools and 16 complete elementary schools.

Kapangan is one of the 13 municipalities of Benguet. With 15 barangays, it is bounded at the east by the Municipality of Atok, at the north by the Municipality of Kibungan, at the south by the Municipality of Tublay, at the west by the Province of La Union and at the southwest by the Municipality of Sablan.

According to Palada (2006), elementary education in Kapangan district started during the American government. Cuba Barrio School was the first to offer primary grades only in 1906. It was followed by Balakbak Elementary School in 1908, then by Kapangan Central School who opened the school in early 1930's. After years passed by, different small and big schools were built in different barangays of Kapangan due to the growing population. The latest schools that were constructed in 1990's were Baguionas Barrio School of barangay Gaswiling and Pakawan barrio school of barangay Cuba.

Kapangan elementary educations provide basic education in elementary grades. There are three public secondary schools and one private secondary institution.



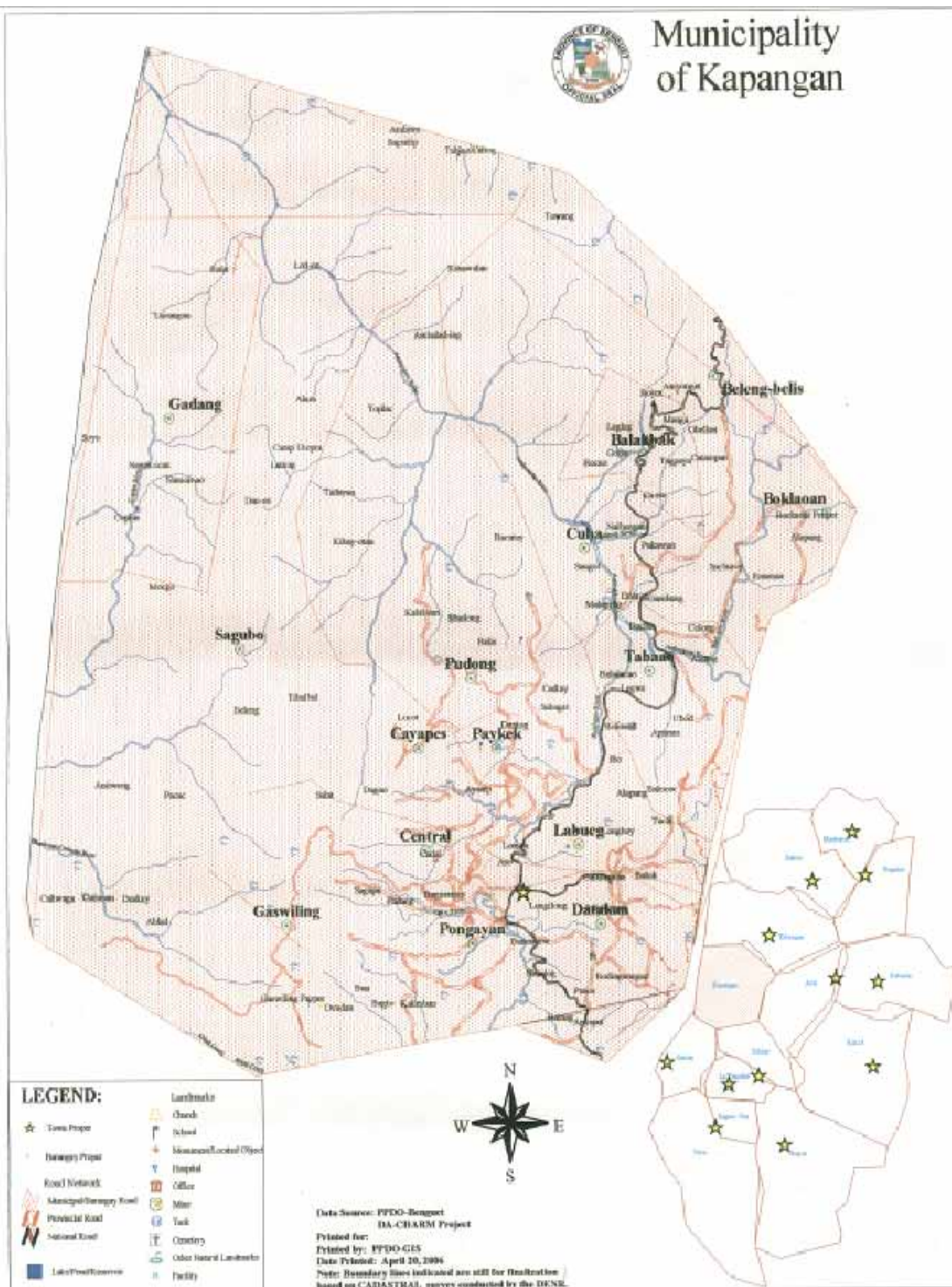


Figure 3. Map of the location of the study



## Municipality of Kapangan

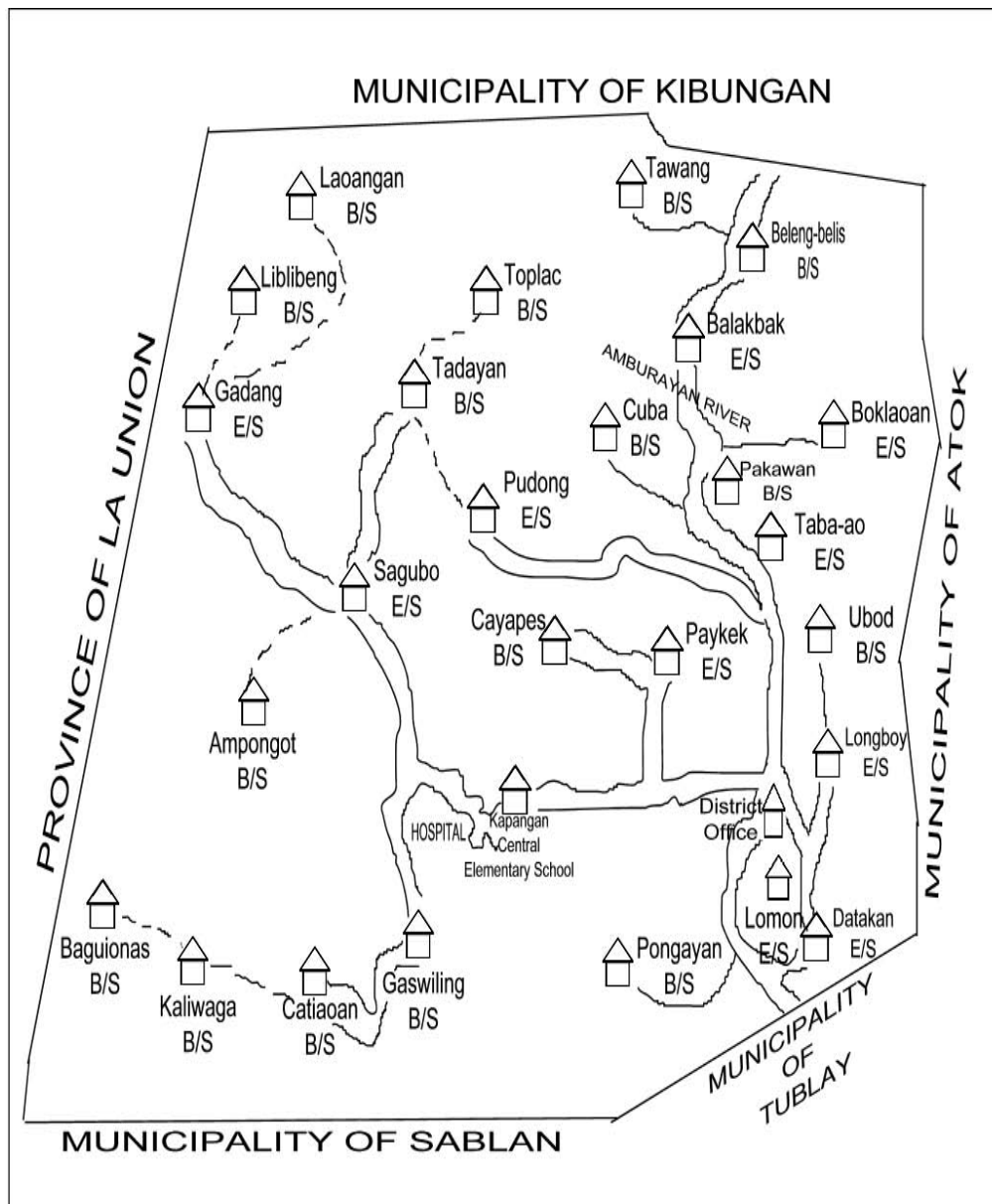


Figure 4. Map of the instructional area of the study

Legend: B/S – Barrio School  
 E/S – Elementary School  
 — - Road  
 - - - - Can be reach through hiking



There is also one technical college in Kapangan, Benguet which has been adopted by Benguet State University.

All the teachers are committed and are working hard for the development of a young individual, guiding pupils to do well academically, to be globally competitive, to be good persons to their community and to their environment and to maintain good moral character.

The study was conducted during the first semester of school year 2006-2007. Besides the fact that this researcher is employed in one of this schools, no study of this kind has been carried out yet in the Kapangan district and so this inspired her to do the research in this setting.

#### Respondents of the study

The respondents of the study were the elementary teachers of Kapangan District during the first semester of school year 2006-2007. There were 121 permanent teachers and substitute teachers. The different barrio schools and complete elementary schools are headed by appointed or designated teachers-in-charge, head teachers and principals.

Data were generated from a sample group among those permanent and substitute teachers during the first semester of school year 2006-2007 using the stratified random sampling technique. Table 1 shows the respondents' profile and percentage of distribution.





Table 1. Respondents' profile

PROFILE	TOTAL	PERCENT
Sex		
Male	18	14.88
Female	103	85.12
Age Bracket		
Early Adult (21-35)	55	45.45
Middle Adult (36.50)	43	35.54
Late Adult (51 and above)	23	19.01
Civil Status		
Single	26	21.59
Married	90	74.38
Widower	5	4.13
Nature of Work		
Monograde Teacher	77	63.64
Multi-grade Teacher	25	20.66
Relieving Teacher	19	15.70
Tenure		
0-5 years in service	36	29.75
6-10 years in service	28	23.14
11-20 years in service	24	19.83
21-30 years in service	25	20.66
31-40 years in service	8	6.61
<b>TOTAL</b>	<b>121</b>	<b>100</b>

Of the 121 respondents, 18 are male teachers and 103 are female teachers. Majorities are married and a few are either single or widowed. A great majority of them range in age from 21 to 35 years or



36 to 50 years. Few are aged 51 or more years.

The majority are monograde teachers, and most of them have been in service for six to 30 years. Some have been teaching for not more than five years or more than 31 years.

### Instrumentation

In gathering the needed data, this investigative and descriptive study employed a survey technique using a questionnaire constructed by the researcher to analyze and evaluate the relationships related to stress reactions and management practices of the respondents (Appendix C). It consists of five parts:

Part one centers on the demographic profile of teachers which includes sex, civil status, age, nature of work and tenure of the respondents;

Part two, on how the body reacts to the sources of stress in terms of physical, emotional and behavioral dimensions-the respondents were asked to indicate the felt reactions when they experience stress by using the following scale. 1-never happened to me (NH); 2-sometimes happened to me (SH); 3-occasionally happened to me (OCH); 4-often happened to me (OH); and 5-always happened to me (AH).

Part three relates to stress management practices used by the respondents as their coping skills to stress. They include physical, mental, spiritual, emotional and relational practices. They were asked





to rate each item according to the following scale 1- never adopted as healthy practices (NHP); 2-sometimes adopted as healthy practices (SHP); 3-occasionally adopted as healthy practices (OAHP); 4-often adopted as healthy practices (OHP); and 5-always adopted as healthy practices (AHP). They were also asked to rate the degree of effectiveness according to the following indicators. 1-never to not at all effective (NE); 2-sometimes effective (SE); 3-occasionally effective (OCE); and 4-often effect.

Part five requires the respondents to identify the seminars or trainings that they have attended with regard to stress management two years ago up to present.

#### Data Gathering Procedure

Before copies of the questionnaire were floated and administered, the researcher sought the permission from the Public Schools District Supervisor, Mr. Jimmy Cagas Wankey of Kapangan District (Appendix A). The communication was presented to the principals, head teachers and teachers-in-charge of the different complete elementary and barrio schools together with the copies of the questionnaire.

The researcher personally administered the questionnaires and the collection of the same through the assistance of the different school heads where she is teaching.

There were 140 questionnaires reproduced and given to all the



elementary teachers of the different big elementary and barrio schools. Out of 140 questionnaires, 121 questionnaires were properly accomplished, nine questionnaires were spoiled because some items were not properly answered and nine questionnaires were not retrieved.

The raw data gathered from the respondents were given the following weights using the Likert's five point rating system.

In frequency, stress may always happen (4.50-5.00), often happen (3.50-4.49), occasionally happen (2.50-3.49), sometimes happen (1.50-2.49), or never happen (1.00-1.49) to the person. Healthy practices as coping skills to stress may be always adopted (4.50-5.00), often adopted (3.50-4.49) occasionally adopted (2.50-3.49), sometimes adopted (1.50-2.49). or never adopted (1.00-1.49). Healthy practices may observed to be always effective (4.50-5.00), often effective (3.50-4.49), occasionally effective (2.50-3.49), sometimes effective (1.50-2.49), or never effective (1.00-1.49) to any individual.

### Statistical Analysis

This study used the t-test, Friedman test, frequency counts, percentage, ranking and weighted mean. T-test was used to compare perceptions of two groups. Friedman Test was used to compare perceptions from three or more groups as used in other tables.



Formula for t-Test:

$$t = \frac{X_1 - X_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

Where: t = t – Test

$X_1$  = mean of first group

$X_2$  = mean of second group

$S_1^2, S_2^2$  = Variances of groups 1 and 2

$N_1, N_2$  = No. of cases of each group

Formula for Friedman Test (ANOVA):

$$X^2_r = \frac{12}{Nc(C+1)} \sum (\sum R_j)^2 - 3N(C+1)$$

Where:  $X^2_r$  = symbol for Friedman Test

N = No. of cases / rows

C = No. of columns

12, 3, 1 = Constants

$R_j$  = ranks

$\sum$  = summation

The inferential statistics used to test the hypotheses was the t-test to compare two groups. The Friedman analysis of variance (ANOVA) was used to compare three or more groups. The research hypothesis was accepted if true differences existed among the groups but rejected if differences are too small and considered negligible.

All data gathered were objectively evaluated; statistically classified and tabulated in accordance with the objectives of this study.



## RESULTS AND DISCUSSION

This section presents the analysis and discussion of the data based on the objectives of the study. It includes the dimensions of stress reactions, management practices and degree of effectiveness experienced by the respondents in terms of sex, civil status, age, nature of work and tenure.

### Stress Reactions as Experienced by the Elementary Teachers of Kapangan District

Table 2 shows that the elementary teachers sometimes show or feel emotional, physical, and behavioral reactions to stress, as indicated by an average mean of 2.10. For emotional reactions, they feel nervous or anxious; depressed or moody and frustrated; suffer from stomach complaint; become irritable; trouble in thinking clearly; constant worry or frightened; feel out of control; experience phobias, were unable to make decisions; experience memory problems; lacks concentration. For physical reactions, they experiences fatigue, headache, back/shoulder or neck pain, gastrointestinal problem, sleep disturbance, hypertension, chest pain, heart problems (palpitation), immune system suppression on more colds, flue infections, reproductive problems, hair loss/ falling hair, sexual problems. On the other hand, on behavioral reaction, they overreact, have



disruptive eating patterns (over eat on under eat), become argumentative and angry, isolate themselves from school activities, practice absenteeism, give harshly treat others, start conflict with co-workers, argue with partner or family, and give in to compulsive shopping.

The finding agree with the conclusion of by Van Fleet et.al. (1988) long hours of working is of those things that can induce stress. In addition to causing problems at work, stress also can result in physical problems. According to HSE's stress Webpages (2005), pressure at work can be good for any individual, but if the experience of pressure gets too much, people may begin to feel stressed. The contributing factors might include eating on the run or in a disorganized manner, smoking, or drinking excessively, rushing, hurrying, being available to every one, doing several jobs at once, missing breaks, taking work home, having no time for exercise and relaxation. In some cases, prolonged stress can lead to physical and or mental ill health. This is also confirmed by an interview to Toribio (2006) that any individual going through personal or family problems tend to carry their worries and anxieties to the workplace. When one is in a depressed mood, his unfocused attention or lack of motivation affects his ability to carry out job responsibilities.





Table 2. Stress reactions as experienced by the elementary teachers of Kapangan district

REACTION	AVERAGE MEAN	RATING	RANK
1. <u>Physical Reaction</u> : headaches, fatigue, gastrointestinal problems, sexual problems, sleep disturbances, hypertension, hair loss/falling hair, reproductive problems, immune system suppression (more colds, flu infections), back or shoulder or neck pain, chest pain, heart problems (palpitation)	2.16	Sometimes happened to me	2
2. <u>Emotional Reaction</u> : nervousness or anxiety, depression or moodiness, suffering from stomach complaint, irritability or frustration, trouble in thinking clearly, constantly worried or frightened, feeling out of control, having phobias, being unable to make decisions, memory problems, lack of concentration, feeling depressed or sad.	2.26	Sometimes happened to me	1
3. <u>Behavioral reaction</u> : overreacting, disruptive eating patterns (overeating or under eating), harsh treatment of others, increased arguments/anger, conflict with co-workers or employees, withdrawing from relationship, absenteeism, chest pain, arguing with partner or family, compulsive shopping	1.89	Sometimes happened to me	3
Average	2.10	Sometimes happened to me	





Limits	Descriptive Interpretation	Symbol
4.50-5.00	Always happened to me	(AH)
3.50-4.49	Often happened to me	(OH)
2.50-3.49	Occasionally happened to me	(OCH)
1.50-2.49	Sometimes happened to me	(SH)
1.00-1.49	Never happened to me	(NH)

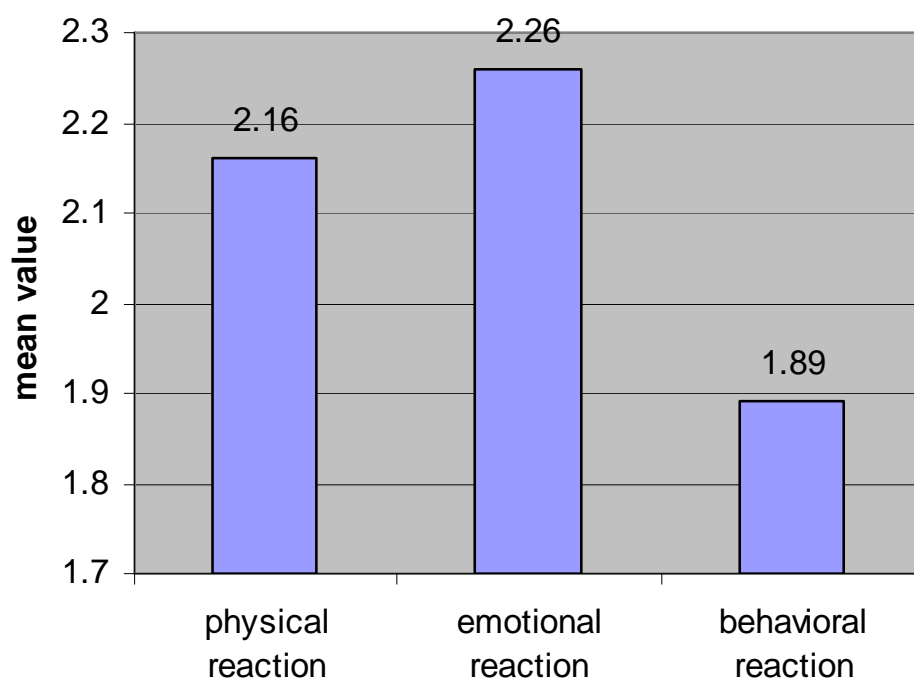


Figure 5. Stress reactions of the respondents

According to Munchinsky (1987), fatigue is quite elusive, yet it is a major symptom associated with poor worker/workplace fit. The symptoms of fatigue include tiredness, diminished willingness to work, and boredom.



However, fatigue is not synonymous with being bored or tired; such feelings may be short-lived and can be “cured” by a diversion or a good night’s sleep. Fatigue is more generalized and enduring. Also, distinguishing among various kinds of fatigue is difficult because of interrelated effects as follows: (1) muscular fatigue, caused by prolonged and demanding physical activity. This is associated with biochemical changes and consists of acute pain in the muscles; (2) mental fatigue is more closely aligned with feelings of boredom associated with monotonous work; (3) emotional fatigue results from intense stress and is generally characterized by dulling emotional responses; (4) skills fatigue is associated with a decline in attention to certain tasks. With skills fatigue, standards of accuracy and performance become progressively lower.

Some researchers say that unrealistic expectations, especially in the time of corporate reorganizations, which sometimes put unhealthy and unreasonable pressures on the teachers, can be a tremendous source of stress and suffering. Increase workload, extremely long work hours and intense pressure to perform at peak levels all the time for the same pay, can actually leave on employees physically and emotionally drained. Bacuso (2006) added that excessive travel and too much time away from family also contribute to a teacher’s stress.



Stress reactions of respondents  
classified by Identified Variables

Sex

Table 3 and Figure 6 present the three categories of reactions to stress and the comparison of responses by male and female respondents.

The computed value indicates that the respondents do not significantly differ in their reactions to stress. That is, both male and female teachers sometimes react to physical, emotional and behavioral stresses., and that both male and female teachers react equally but maybe in different ways to expressed stress. Female teachers may immediately react physically, then emotionally and behaviorally while male teachers may immediately react emotionally, physically and behaviorally.

As observed by James (1995), as stated by Angiwan (2005) reactions to crisis happen to both men and women in different ways but it will take for some men to break out of self-imposed shell.

This findings is in contrast with the report of the Manila Bulletin (1999) that women especially full time working mothers with children under the age of 13 suffer more stress in their lives than men, Angiwan (2005) added that the employees seldom react to life crises, but females



Table 3. Stress reaction of respondents classified by sex

REACTION	SEX		TOTAL AVERAGE
	MALE	FEMALE	
1. Physical Reactions	2.10	2.71	2.14
2. Emotional Reactions	2.17	2.27	2.22
3. Behavioral Reactions	1.93	1.86	1.90
Average	2.07	2.10	2.09

 $t_{.05} = 2.13$ 
 $t_c = 0.076^{ns}$  ns-not significant

Limits	Descriptive Interpretation
4.50 – 5.00	Always happened to me (AH)
3.50 – 4.49	Often happened to me (OH)
2.50 – 3.49	Occasionally happened to me (OCH)
1.50 – 2.49	Sometimes happened to me (SH)
1.00 – 1.49	Never happened to me (NH)

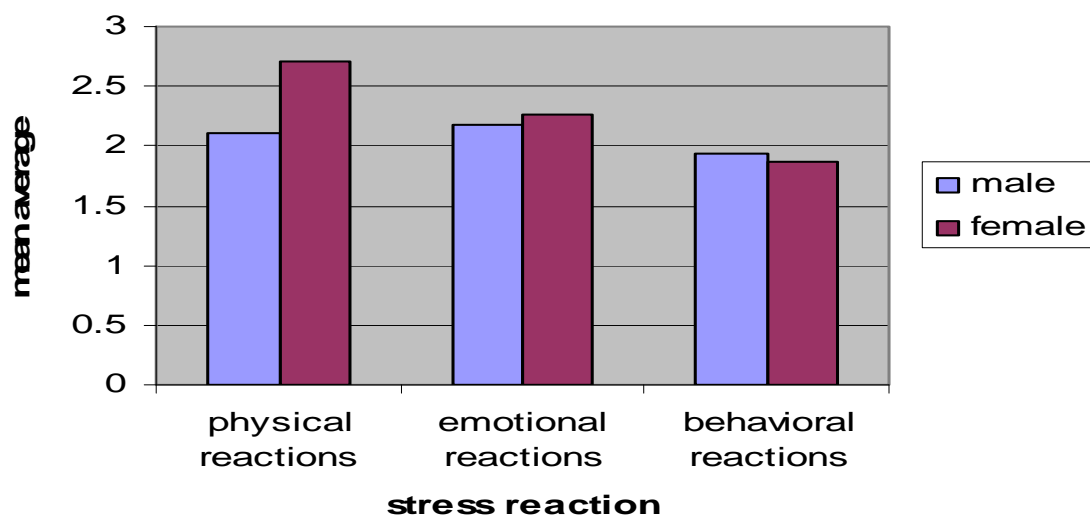


Figure 6. Stress reactions of respondents classified by sex



are more sensitive to issues and emotionally reactive. However, Hall (2000) said that men whose partners complain most frequently about work suffered a higher level of depression than those whose wives or girlfriends offloaded their work anxieties elsewhere.

### Civil Status

Table 4 and Figure 7 present reactions of single, married and widowed teachers to physical stress, emotional stress, or behavioral stress.

The computed value indicates that there are no significant differences in the respondents' reactions to stress according to civil status. That is, either single, married or widowed, the respondents have identical reactions towards physical, emotional and behavioral stresses that they sometimes react to it.

It is also observed that either single, married or widowed, they sometimes experience fatigue, back or shoulder or neck pain, sleep disturbances and headaches. For behavioral stresses, the respondents sometimes have disruptive eating patterns (over eating or under eating), overreact, and increased arguments or anger. They sometimes experience depression/moodiness, memory problem, and nervousness/anxiety.



Table 4. Stress reactions of respondents classified by civil status

REACTION	CIVIL STATUS			TOTAL AVERAGE
	SINGLE	MARRIED	WIDOWED	
1. Physical Reactions	2.02	2.19	2.08	2.10
2. Emotional Reactions	2.28	2.24	2.20	2.24
3. Behavioral Reactions	1.91	1.84	1.98	1.91
<b>Average</b>	<b>2.07</b>	<b>2.09</b>	<b>2.09</b>	<b>2.08</b>

$X^2_{.05} = 6.00$        $X^2_c = 0^{ns}$       ns- not significant

Limits	Descriptive Interpretation
4.50 – 5.00	Always happened to me (AH)
3.50 – 4.49	Often happened to me (OH)
2.50 – 3.49	Occasionally happened to me (OCH)
1.50 – 2.49	Sometimes happened to me (SH)
1.00 – 1.49	Never happened to me (NH)

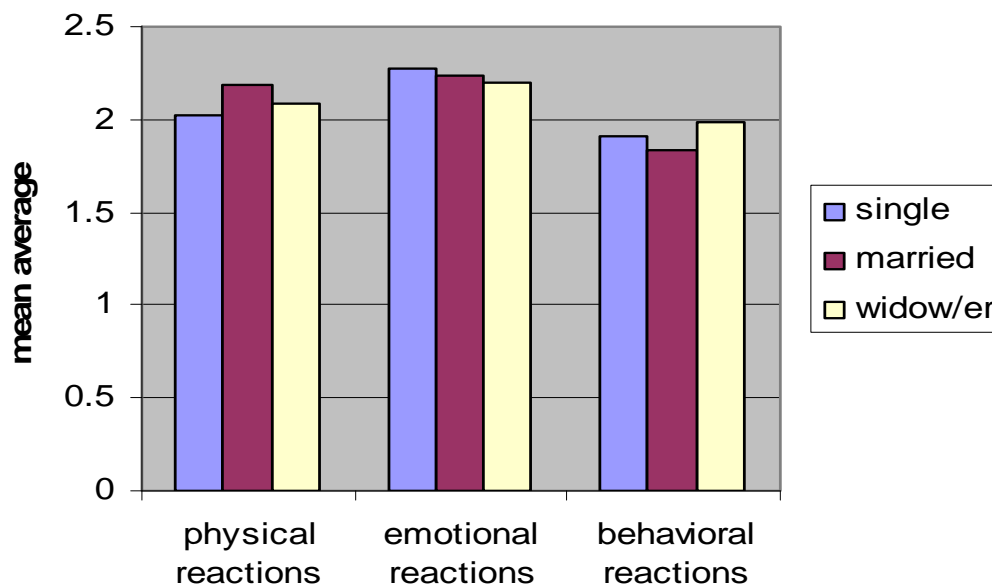


Figure 7. Stress reactions of respondents by civil status





This implies that the respondents have more or less equal experiences of stress reactions in terms of physical, emotional or behavioral since their average mean scores fall under the same statistical range. It also indicates that sometimes the reactions to stress happened to them.

### Age

Table 5 and Figure 8 show the possible reactions to stress when compared according to age. The computed value indicates that the respondents do not significantly differ in their reactions to stress. That is, either early adult, middle adult, or late adult teachers, they sometimes react to physical, emotional and behavioral stresses.

As to physical reactions, the respondents sometimes experience fatigue, back/shoulder or neck pain, headaches, sleep disturbances, Gastro intestinal problems and hypertension. Emotionally, they sometimes experience depression or moodiness, memory problems, nervousness or anxiety, irritability or frustration and suffer from stomach complaints. Behaviorally, they engage in arguments, display anger, enter into disruptive eating patterns (overeating or undereating), and experience chest pain.



Table 5. Stress reactions of respondents classified by age

REACTION	AGE			TOTAL AVERAGE
	Early Adult	Middle Adult	Late Adult	
1. Physical Reactions	2.06	2.16	2.10	2.11
2. Emotional Reactions	2.27	2.26	2.22	2.25
3. Behavioral Reactions	1.90	1.76	1.83	1.83
Average	2.08	2.06	2.05	2.06

$$X^2_{.05} = 6.00$$

$$X^2_c = 0.67^{ns}$$

ns-not significant

Limits

4.50 – 5.00

3.50 – 4.49

2.50 – 3.49

1.50 – 2.49

1.00 – 1.49

Descriptive Interpretation

Always happened to me (AH)

Often happened to me (OH)

Occasionally happened to me (OCH)

Sometimes happened to me (SH)

Never happened to me (NH)

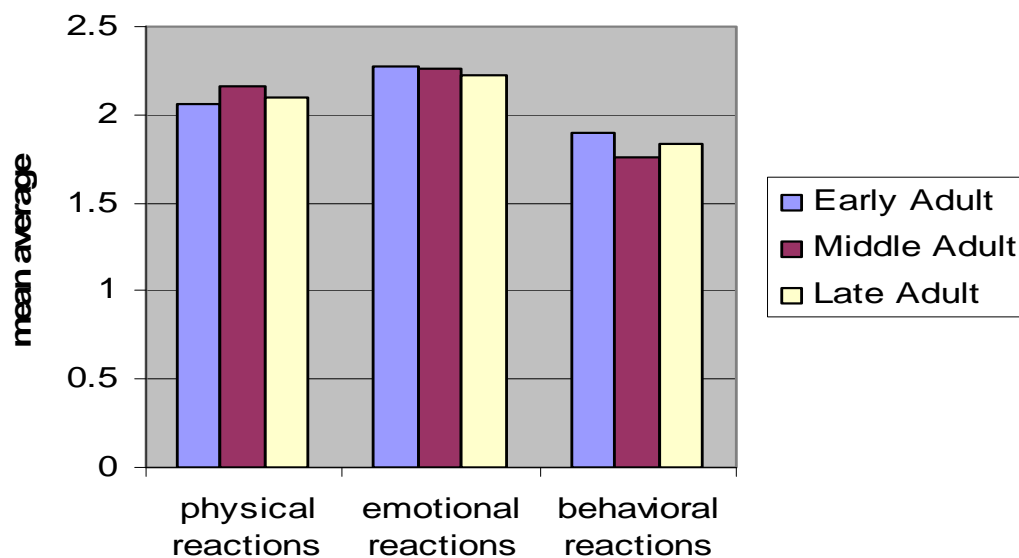


Figure 8. Stress reactions of respondents by age



### Nature of Work

Table 6 and Figure 9 presents the reactions of multigrade, monograde and relieving teachers to physical, emotional and behavioral stress.

The stress reactions of multigrade teachers significantly differ from those of monograde and relieving teachers. As a whole, they sometimes experience depression/ moodiness, nervousness/anxiety, constant worries or fright. Physically, they sometimes experience back/shoulder or neck pain, fatigue, sleep disturbances and behaviorally, they engage in arguments or anger, over-react or enter into disruptive eating patterns.

This finding jibe with the observation of Binay-an (2005) that in the multigrade setting, teachers encountered problems regarding too many paper works. Since there were many papers waiting to be checked at the end of the day, they oftentimes, brought these home for checking. In this process, they often neglect other duties at home and they would be left cramming for time for making other needed materials in school. In addition, teachers, especially those in the small schools, are often loaded with co-curricular assignments, committee meetings, various other assignments, unending reports and other clerical duties. Thus, Bowlby (1987) said:

...the problem of extra curricular duties is really enough to take your time, your health, and your breath away. Every teacher is expected to serve as a class adviser as well as a sponsor to two or more activities, plus a little coaching or dramatic work on the side.



Table 6. Stress reactions of respondents classified by nature of work

REACTION	NATURE OF WORK			TOTAL AVERAGE
	MONOGRADE TEACHER	MULTIGRADE TEACHER	RELIEVING TEACHER	
1.Physical Reactions	2.19	2.34	1.83	2.12
2.Emotional Reactions	2.24	2.42	2.00	2.22
3.Behavioral Reactions	1.95	2.04	1.62	1.87
Average	2.13	2.27	1.82	2.07
	$X^2_{.05} = 6.00$	$X^2_r = 6.00^*$	*-significant	

Limits	Descriptive Interpretation
4.50 – 5.00	Always happened to me (AH)
3.50 – 4.49	Often happened to me (OH)
2.50 – 3.49	Occasionally happened to me (OCH)
1.50 – 2.49	Sometimes happened to me (SH)
1.00 – 1.49	Never happened to me (NH)

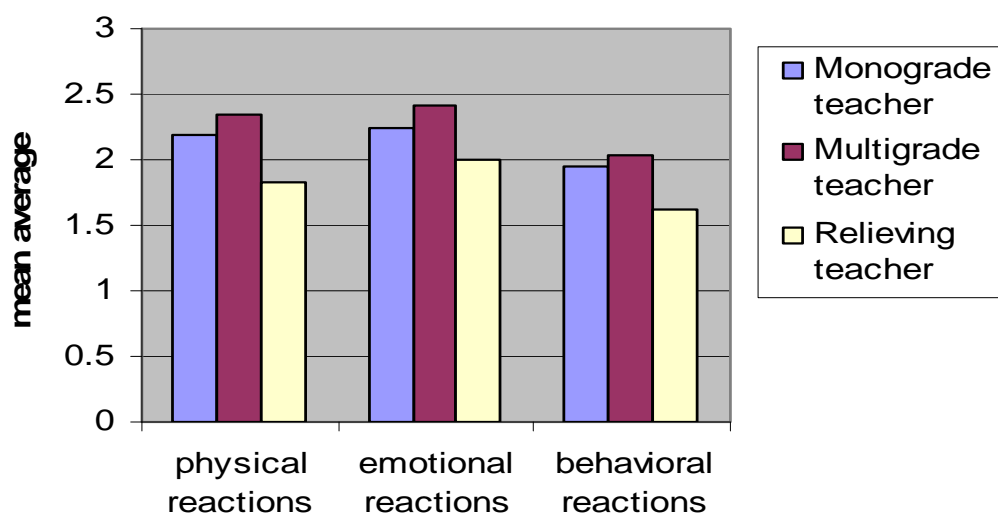


Figure 9. Stress reactions of respondents by nature of work



### Tenure

Table 7 and Figure 10 show that the computed value indicates that the respondents do not significantly differ in their reactions to stress in relation to their length of service.

Those who have been in service for 11-20 years 0-5 years, 6-10 years, 21-30 years or 31 and above years in service do not significantly differ. This findings indicates that the respondents sometimes experience fatigue, back or shoulder or neck pain, headaches; Emotionally, they feel depressed/ moody, experience memory problems and easily get irritable or frustrated. Behaviorally, they sometimes experience disruptive eating patterns, over-react and experience chest pain.

Table 7. Stress reactions of respondents classified by tenure

REACTION	TENURE					TOTAL AVERAGE
	0-5 yrs in service	6-10 yrs in service	11-20 yrs in service	21-30 yrs in service	31 up yrs in service	
1. Physical Reactions	2.18	2.06	2.33	2.21	2.14	2.18
2. Emotional Reactions	2.24	2.18	2.31	2.30	2.05	2.23
3. Behavioral Reactions	1.90	1.80	1.94	1.89	1.66	1.84
Average	2.11	2.01	2.19	2.13	1.95	2.08

$$X^2_{.05} = 9.50$$

$$X^2_r = 10.93^{ns}$$

ns- no significant



Limits	Descriptive Interpretation
4.50 – 5.00	Always happened to me (AH)
3.50 – 4.49	Often happened to me (OH)
2.50 – 3.49	Occasionally happened to me (OCH)
1.50 – 2.49	Sometimes happened to me (SH)
1.00 – 1.49	Never happened to me (NH)

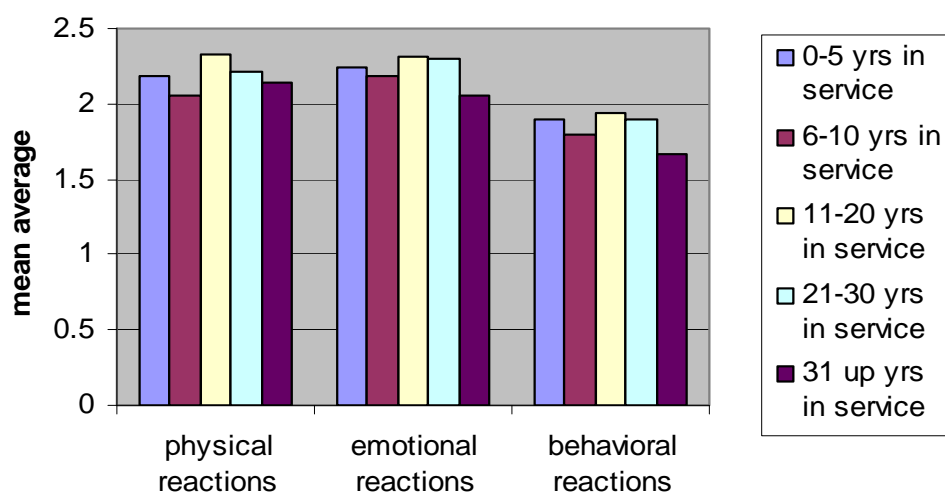


Figure 10. Stress reactions of respondents by tenure

### Management Practices as Experienced by the Elementary Teachers of Kapangan District

Table 8 and Figure 11 shows the physical, mental, spiritual, emotional or relational practices employed by the respondents in coping with stress.

The respondents significantly differ in their practices or coping skills to stress. They often adapt spiritual practices and mental practices as they





have entrust difficult situations to God; faith in the goodness of the Lord; have established personal relationship with God; spend time for prayer, meditation and reflection; go to church regularly; and attend spiritual renewal and retreats or join church organizational, gatherings and activities. They often set a positive outlook in life and optimistic attitude, accept that there are events that they cannot control, listen to music to relax, 'assert' their feelings, opinions or beliefs instead of becoming angry, combative or passive, watch informational TV programs, read newspapers and books related to life situations, engage in mentally challenging games, sit down and think critically to make sound decisions, watch funny jokes, funny activities in the television.

The respondents occasionally adopt physical, emotional and relational as healthy practices. This finding implies that they occasionally get enough sleep, maintain healthy eating habits, enhance personality with beauty and grooming tips, consult a physician for regular health check-up, dress up well to look smart and untroubled, keep self physically fit through regular exercise, play musical instrument in relation to physical practices. They occasionally price or maintain and accept themselves, accept and forgive themselves and others for shortcomings, show love, care and concern for others, find relief by crying it out, express sadness



Table 8. Management practices as experienced by the elementary teachers of Kapangan district

MANAGEMENT PRACTICES	AVERAGE MEAN	RATING	RANK
1. <u>Physical Practices</u> : maintain healthy eating habits, get enough sleep, dress up well to look smart and untroubled, play musical instrument, drink (alcohol) to let problems away, keep self physically fit through regular exercise, hit or throw objects, spend a lot of time on the cellular phone, consult a physician for regular health check-up, enhance personality with beauty and grooming tips.	2.96	Occasionally adopted as healthy practices	5
2. <u>Mental Practices</u> : accept that there are events that people cannot control, “assert” feelings or opinions and beliefs instead of becoming angry, combative or passive, listen to music to relax, read newspapers and book related to life situations, sit down or think critically and make sound decisions, set a positive outlook in life and optimistic attitude, solve puzzles and engage in mentally challenging games, watch funny jokes, funny activities in the television, watch informational TV programs, make use of talents and abilities productivity.	3.52	Often adopted as healthy practices	2
3. <u>Spiritual Practices</u> ; spend time for prayer or meditation and reflection, attend spiritual renewal and retreats, pray or say a novena, go to church regularly, entrust difficult situations to God, establish personal relationship with God, read the Bible, blame the Lord for any problems that happen, join church organizational gathering and activities, assure oneself of faith and belief to the Lord.	3.58	Often adopted as healthy practices	1



4. <u>Emotional Practices</u> : find relief by crying it out, price or maintain and accept themselves, become irritable and ill-tempered, curse or utter unpleasant words to other people, unburden by talking it out with trusted friends, accept and forgive themselves and others for short comings, ignore or refrain from thinking about the problem, sing or hum a tune to feel light emotionally, show love or care and concern for others, express sadness and anger naturally.	3.49	Occasionally adopted as healthy practices 3
5. <u>Relational Practices</u> : seek the company of friends/ spouse or family, seek advice from superiors or experts for matters concerning the problems, seek dialog with the person's concerned, talk/ tell to others about personal problems, share or crack jokes with friends, spouse or family, confront or deal with the source of the problems, stay calm and do not let problems become overwhelming, blame others for the situations when things go wrong, get out with friend for leisure activities, spend time with family members for outing.	3.27	Occasionally adopted as healthy practices 4
Average	3.36	Occasionally adopted as healthy practices



Limits	Descriptive Interpretation	Legend symbol
4.50-5.00	Always adopted as healthy practices	(AH)
3.50-4.49	Often adopted as healthy practices	(OH)
2.50-3.49	Occasionally adopted as healthy practices	(OCH)
1.50-2.49	Sometimes adopted as healthy practices	(SH)
1.00-1.49	Never adopted as healthy practices	(NH)

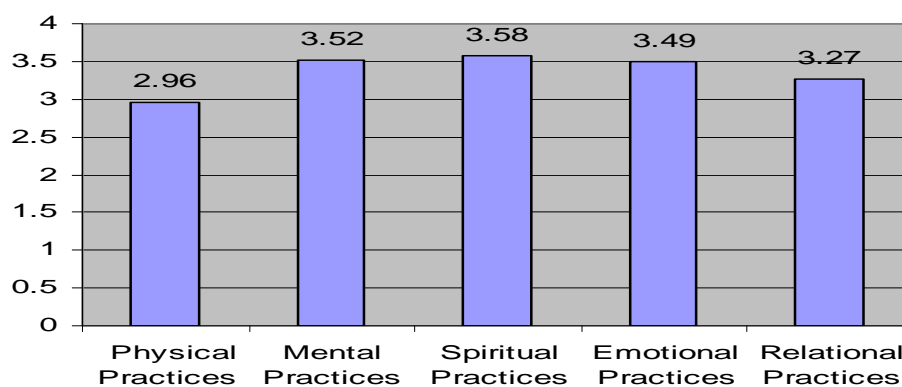


Figure 11. Management practices as experienced by the elementary teachers of Kapangan district

and anger naturally, sing or hum a tune to feel light emotionally, unburden by talking it out with trusted friends, ignore or refrain from thinking about the problem in relation to emotional practices. They also occasionally practice seeking advice from superiors or experts for matters concerning the problems, spend time with family members for outing, share or crack jokes with friends, spouse or family, get out with friends for leisure activities, stay calm and do not let problems become overwhelming, and



seek the company of friend/ spouse or family especially if it is related to personal problems.

The finding of this study jibes with the statement of Victor (1999) that teachers are expected to dress and behave in the manner a mature individual of their own position. They are models to the pupils and at all times and at all places. They are genial, amiable and friendly with pupils but always maintain a signified reserve.

### Management Practices and Identified Variables

#### Sex

Table 9 and Figure 12 present the five areas of stress management practices of the male and female elementary teachers.

The computed value indicates that the male and female teachers do not significantly differ in their management practices. That is, both male and female teachers occasionally employ physical, mental, spiritual emotional and spiritual practices; and although having identical practices, they normally do it differently.

As shown in the table, males often adopt mental practices. That is, they often listen to music to relax, set a positive outlook in life, and watch informational TV program. Females on the other hand, often adopt





Table 9. Management Practices of respondents classified by Sex

PRACTICES	SEX		TOTAL AVERAGE
	MALE	FEMALE	
1. Physical Practices	3.06	2.86	2.96
2. Mental Practices	3.68	3.39	3.54
3. Spiritual Practices	3.46	3.66	3.56
4. Emotional Practices	3.31	3.28	3.30
5. Relational Practices	3.30	3.35	3.34
Average	3.36	3.31	3.34

 $t_{.05} = 1.86$  $t_c = 0.304^{ns}$ 

ns- no significant

Limits	Descriptive Interpretation
4.50 – 5.00	Always adapted as healthy practice (AHP)
3.50 – 4.49	Often adapted as healthy practice (OHP)
2.50 – 3.49	Occasionally adapted as healthy practice (OAHP)
1.50 – 2.49	Sometimes adapted as healthy practice (SHP)
1.00 – 1.49	Never adapted as healthy practice (NHP)

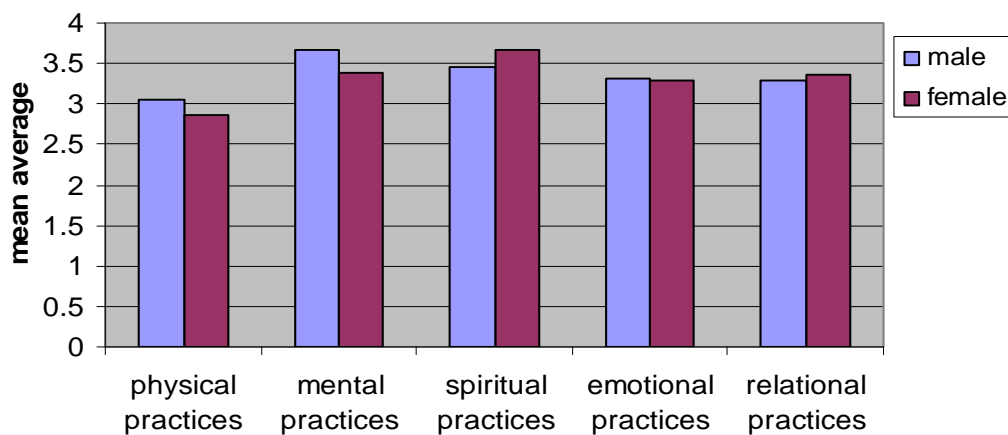


Figure 12. Management practices of respondents by sex



spiritual practices that include entrusting difficult situations to God, and establishing personal relationship with God.

This finding jibes with the observation of Angiwan (2005) that females have stronger dependence on God compared to males. Orino (1999) found that females could employ practices efficiently because of their flexible characteristics.

### Civil Status

Table 10 and Figure 13 present the management practices and comparison of responses by civil status (either single, married or widowed).

The computed value indicates that the respondents significantly differ in their physical, mental, spiritual, emotional and relational practices.

The findings imply that they occasionally adopt physical, mental, emotional and relational practices oftenly adopt spiritual practices as their coping skills to stress-that is, by placing their faith and belief in the goodness of the Lord. However, single teachers significantly differ because their mean score is high compared those of married and widowed teachers. It may be inferred that single teachers can easily adopt to stress since they can get enough sleep, dress up well to look smart and untroubled. On the other hand, the married teachers, who have



Table 10. Management practices of respondents by civil status

PRACTICES	CIVIL STATUS			TOTAL AVERAGE
	SINGLE	MARRIED	WIDOWED	
1. Physical	3.05	2.84	2.56	2.82
2. Mental	3.70	3.59	2.83	3.37
3. Spiritual	3.88	3.62	3.55	3.68
4. Emotional	3.26	3.28	2.82	3.09
5. Relational	3.44	3.38	3.04	3.29
Average	3.47	3.34	2.94	3.25

$$X^2_{.05} = 6.00$$

$$X^2_r = 8.4^*$$

\*significant

Limits	Descriptive Interpretation
4.50 – 5.00	Always adapted as healthy practice (AHP)
3.50 – 4.49	Often adapted as healthy practice (OHP)
2.50 – 3.49	Occasionally adapted as healthy practice (OAHP)
1.50 – 2.49	Sometimes adapted as healthy practice (SHP)
1.00 – 1.49	Never adapted as healthy practice (NHP)

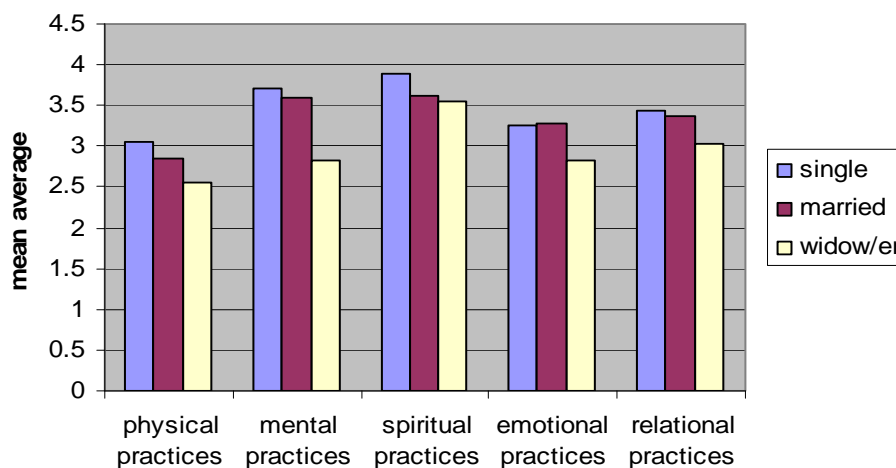


Figure 13. Management practices of respondents by civil status



under-five-years-old children or are nursing parents, occasionally adopt to stress especially if they can not get enough sleep in taking care of their children late at night or can not maintain healthy eating habits.

### Age

Table 11 and Figure 14 shows a comparison of management practices of the respondents classified by age group.

The computed value indicates that the respondents significantly differ in their management practices on stress.

The mean score of early adults and that of middle adults indicates that the areas of mental practices and spiritual practices are highly practiced. While physical, emotional and relational practices are occasionally adapted. On the other hand, late adults occasionally adapt all the healthy practices in coping with stress.

Table 11. Management Practices of respondents by Age

PRACTICES	AGE			
	EARLY ADULT	MIDDLE ADULT	LATE ADULT	TOTAL AVERAGE
1. Physical	3.03	2.92	2.64	2.86
2. Mental	3.53	3.56	3.28	3.46
3. Spiritual	3.71	3.63	3.47	3.60
4. Emotional	3.40	3.30	3.05	3.25
5. Relational	3.45	3.48	3.02	3.32
<b>Average</b>	<b>3.42</b>	<b>3.38</b>	<b>3.09</b>	<b>3.30</b>

$$X^2_{.05} = 6.00$$

$$X^2_r = 7.6^*$$

\*- significant



Limits	Descriptive Interpretation	Symbol
4.50 – 5.00	Always adapted as healthy practice	(AHP)
3.50 – 4.49	Often adapted as healthy practice	(OHP)
2.50 – 3.49	Occasionally adapted as healthy practice	(OAHP)
1.50 – 2.49	Sometimes adapted as healthy practice	(SHP)
1.00 – 1.49	Never adapted as healthy practice	(NHP)

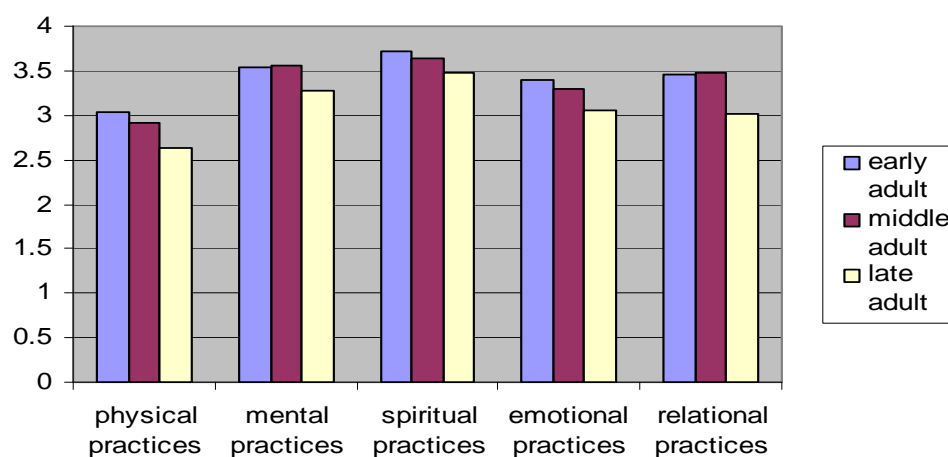


Figure 14. Management Practices of respondents by Age

This finding implies that teachers have established personal relationship with God. Thus, they attend spiritual renewal and retreats and spend time for prayer, meditation and reflection. However, comparing the average of the three age group, it is evident that the early adults significantly differ from middle adults and late adults. The difference indicates that the early adults can manage themselves easily when faced with stress.





### Nature of work

Table 12 and figure 15 presents the findings of the five identified stress management practices according to nature of work.

The computed value indicates that the respondents significantly differ in their management practices to stress in relation to nature of work.

The finding implies that whether monograde, multigrade, or relieving teachers occasionally adopt the identified healthy practices as their coping strategies in dealing with stress. However, the respondents often adopt both mental and spiritual practices.

Table 12. Management Practices by Nature of Work

PRACTICES	NATURE OF WORK			
	MONOGRADE TEACHER	MULTIGRADE TEACHER	RELIEVING TEACHER	TOTAL AVERAGE
1. Physical Practices	2.90	2.92	2.89	2.90
2. Mental Practices	3.49	3.50	3.77	3.59
3. Spiritual Practices	3.70	3.54	3.72	3.65
4. Emotional Practices	3.24	3.21	3.33	3.26
5. Relational Practices	3.33	3.31	3.45	3.37
Average	3.33	3.30	3.43	3.35

$$X^2_{.05} = 6.00$$

$$X^2_r = 2.8^{ns}$$

ns – not significant



Limits	Descriptive Interpretation	Symbol
4.50 – 5.00	Always adapted as healthy practice	(AHP)
3.50 – 4.49	Often adapted as healthy practice	(OHP)
2.50 – 3.49	Occasionally adapted as healthy practice	(OAHF)
1.50 – 2.49	Sometimes adapted as healthy practice	(SHF)
1.00 – 1.49	Never adapted as healthy practice	(NHF)

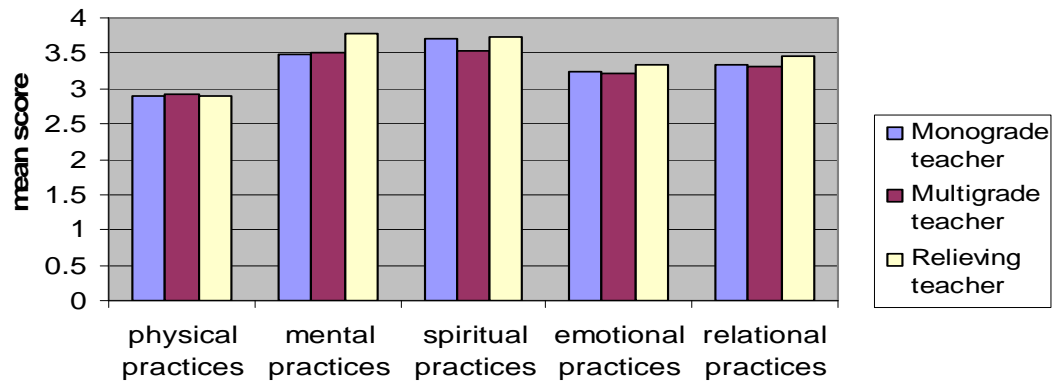


Figure 15. Management Practices by Nature of Work

### Tenure

Table 13 and Figure 16 present the stress management practices when compared according to the length of service of the respondents. The computed value indicates that the respondents significantly differ in their management practices to stress.

The average means scores of the respondents are high in mental practices and spiritual practices. This finding indicates that the respondents often adopt them as their coping mechanisms to stress.



Table 13. Management practices of respondents by tenure

PRACTICES	TENURE					TOTAL AVERA GE
	0 –5 YRS	6 – 10 YRS.	11 – 20 YRS.	21 – 30 YRS.	31-UP YRS.	
1. Physical	3.07	3.01	2.98	2.92	2.71	2.94
2. Mental	3.57	3.53	3.61	3.40	3.41	3.50
3. Spiritual	3.64	3.80	3.73	3.68	3.38	3.65
4. Emotional	3.34	3.30	3.26	3.18	3.00	3.22
5. Relational	3.40	3.44	3.37	3.32	3.00	3.31
Average	3.40	3.42	3.39	3.30	3.10	3.32

$$X^2_{.05} = 9.50$$

$$X^2_r = 14.08^*$$

\*- significant

Limits	Descriptive Interpretation
4.50 – 5.00	Always adapted as healthy practice (AHP)
3.50 – 4.49	Often adapted as healthy practice (OHP)
2.50 – 3.49	Occasionally adopted as healthy practice (OAFP)
1.50 – 2.49	Sometimes adapted as healthy practice (SHP)
1.00 – 1.49	Never adapted as healthy practice (NHP)

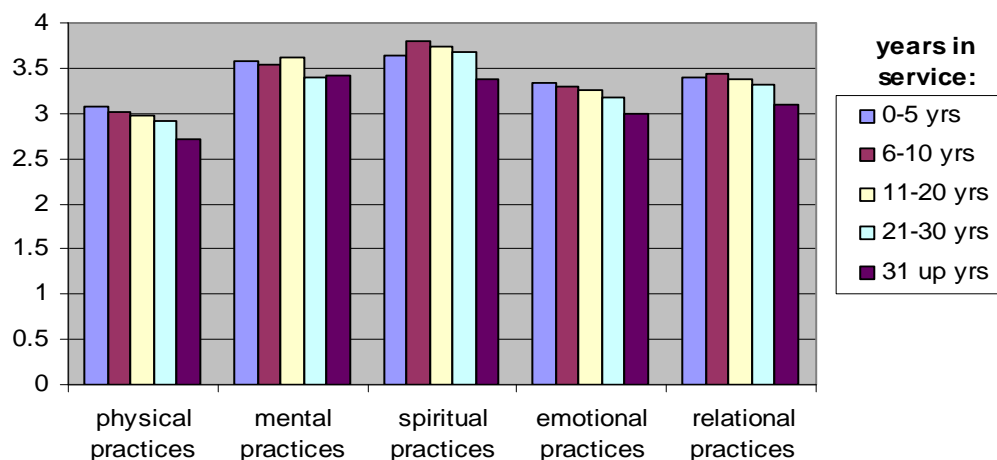


Figure 16. Management practices of respondents by tenure



However, the respondents occasionally adopt the physical, emotional and relational practices.

This finding implies that the tenure groups differ in employing their physical, mental, spiritual, emotional or relational practices. It is observed from the table that those who have been in service for 0-5 years, spiritual practices. This means that those who have been in service for 0-20 years often entrust their difficult situations to God; establish personal relationship with Him; sit down, think critically and make sound decisions; and assert their feelings, opinions or beliefs. Those who have been in service for 21 or more years occasionally adopt the healthy practices.

Degree of Effectiveness of Practices as Experienced  
by the Elementary Teachers of Kapangan District

Table 14 and Figure 17 shows the level of effectiveness of the coping skills employed by the respondents in relation to physical, mental, spiritual, emotional or relational practices.

The table shows that the mental, spiritual, emotional or relational practices experienced by the respondents are often effective. They find physical practices occasionally effective in coping with stress. This indicates that the respondents significantly differ in their perceptions of the degree of effectiveness.



The respondents find it often effective when they join church organizations, gatherings and activities, are assured of faith and belief in the goodness of the Lord, have established personal relationship with God, and entrust difficult situations to God. This finding agrees with the statements of Hudson (2001) to “ask the Lord to help relieve the harmful stress in life.” And to ask Him to help find ways to reduce the amount of pressure one faces every day. The respondents find that physical and emotional practices are occasionally effective.

The finding confirms the suggestion of Victor (1999) that teachers gain physical health through sufficient sleep and proper food which make them active in their daily routines. Santos (2005) added that relationship with others is necessary because working together brings about good and healthy interpersonal relationship and a healthy working environment.

Table 14. Degree of Effectiveness of Practices as Experienced by the Elementary Teachers of Kapangan District

PRACTICES	AVERAGE MEAN	RATING	RANK
1. <u>Physical practices</u> : maintain healthy eating habits, get enough sleep, dress up well to look smart and untroubled, play musical instrument, drink (alcohol) to let problems away, keep self physically fit through regular exercise, hit or throw objects, spend a lot of time on the cellular phone, consult a	3.09	Occasionally Effective	5



physician for regular health check-up, enhance personality with beauty and grooming tips.			
2. <u>Mental practices</u> : accept that there are events that people cannot control, “assert” feelings or opinions and beliefs instead of becoming angry, combative or passive, listen to music to relax, read newspapers and book related to life situations, sit down or think critically and make sound decisions, set a positive outlook in life and optimistic attitude, solve puzzles and engage in mentally challenging games, watch funny jokes, funny activities in the television, watch informational TV programs, make use of talents and abilities productivity.	3.66	Often Effective	2
3. <u>Spiritual practices</u> : spend time for prayer or meditation and reflection, attend spiritual renewal and retreats, pray or say a novena, go to church regularly, entrust difficult situations to God, establish personal relationship with God, read the Bible, blame the Lord for any problems that happen, join church organizational gathering and activities, assure oneself of faith and belief in the goodness of the Lord.	4.02	Often Effective	1
4. <u>Emotional practices</u> : find relief by crying it out, price or maintain and accept themselves, become irritable and ill-tempered, curse or utter unpleasant words to other people, unburden by talking it out with trusted friends, accept and forgive themselves and others for short comings, ignore or refrain from thinking about the problem, sing or hum a tune to feel light emotionally, show love or care and concern for others, express sadness and anger naturally.	3.35	Often Effective	3
5. <u>Relational practices</u> : seek the company of friends/ spouse or family,	3.52	Often Effective	4





seek advice from superiors or experts for matters concerning the problems, seek dialog with the person's concerned, talk/tell to others about personal problems, share or crack jokes with friends, spouse or family, confront or deal with the source of the problems, stay calm and do not let problems become overwhelming blame others for the situations when things go wrong, get out with friend for leisure activities, spend time with family members for outing.

Average 3.53 Often Effective

Limits	Descriptive Interpretation	Legend symbol
4.50-5.00	Always Effective	(AH)
3.50-4.49	Often Effective	(OH)
2.50-3.49	Occasionally Effective	(OCH)
1.50-2.49	Sometimes Effective	(SH)
1.00-1.49	Never Effective	(NH)

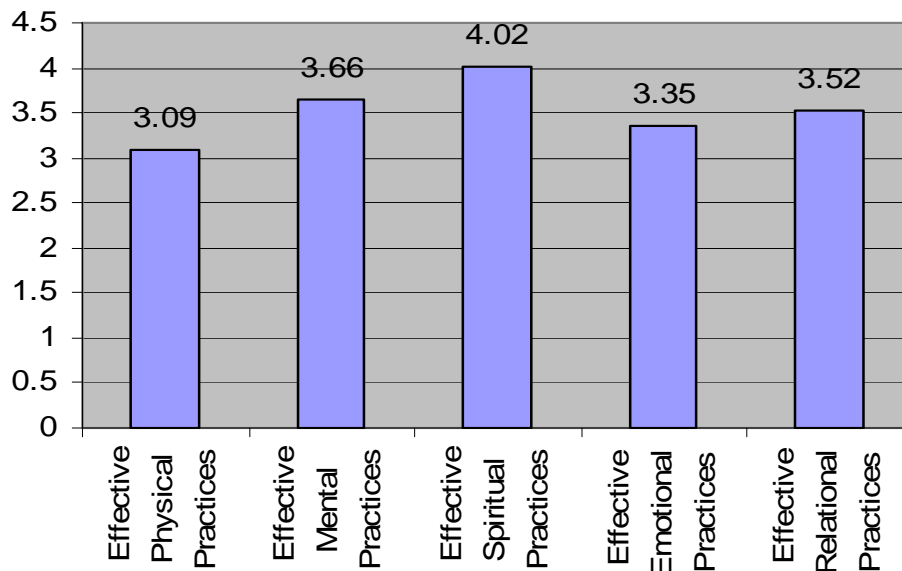


Figure 17. Degree of Effectiveness of practices as experienced by the elementary teachers of Kapangan district



Degree of Effectiveness of practices  
classified according to Identified Variables

Sex

Table 15 and Figure 18 present the degree of effectiveness of the management practices when compared according to sex. Both male and female teachers do not significantly differ in the effects of practices. They find spiritual and relational practices as often effective; and physical and emotional and relational practices as occasionally effective.

Table 15. Degree of effectiveness of practices classified by sex

PRACTICES	SEX		TOTAL AVERAGE
	MALE	FEMALE	
1. Physical	3.41	3.04	3.23
2. Mental	3.79	3.61	3.70
3. Spiritual	3.97	3.92	3.95
4. Emotional	3.48	3.07	3.28
5. Relational	3.72	3.55	3.64
Average	3.67	3.44	3.56

$$t_{.05} = 1.86$$

$$t_c = 1.166^{ns} \quad ns- \text{ not significant}$$

Limits	Descriptive Interpretation
4.50 – 5.00	Always Effective (AE)
3.50 – 4.49	Often Effective (OE)
2.50 – 3.49	Occasionally Effective (OCE)
1.50 – 2.49	Sometimes Effective (SE)
1.00 – 1.49	Never to not at All Effective (NE)



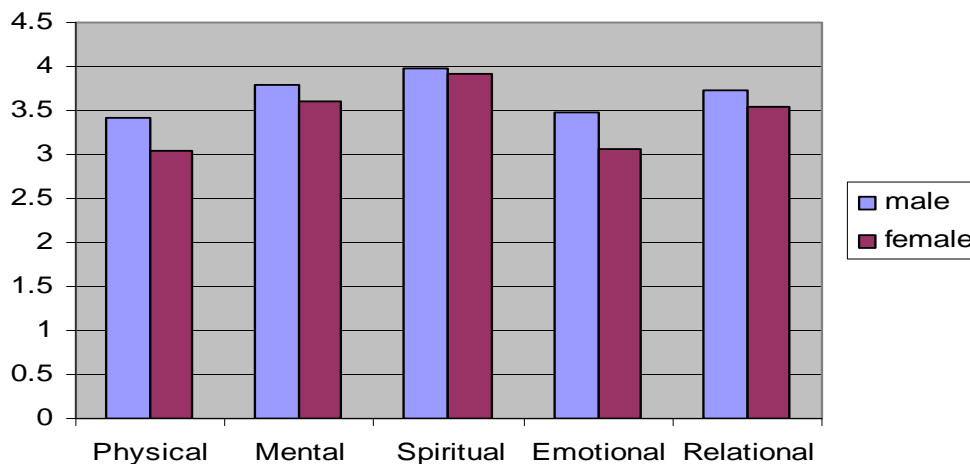


Figure 18. Degree of effectiveness of practices classified by sex

This findings implies that a practice is often effective if they will entrust difficult situations to God, “assert” their feelings, opinions or beliefs instead of becoming passive by listening to music to relax, and it is also often effective if they seek the company of friends/spouse or family or seek advice from superiors or experts for matters concerning the problems.

### Civil Status

Table 16 and Figure 19 presents the degree of effectiveness of the management practices according to civil status. The computed value indicates that the respondents significantly differ in the felt effects of physical, mental, spiritual, emotional and relational practices.



Table 16. Degree of effectiveness of practices classified by civil status

PRACTICES	CIVIL STATUS			TOTAL AVERAGE
	SINGLE	MARRIED	WIDOWED	
1. Physical	3.29	3.07	2.67	3.01
2. Mental	3.71	3.64	2.95	3.43
3. Spiritual	4.01	3.90	3.62	3.84
4. Emotional	3.46	3.34	2.74	3.18
5. Relational	3.67	3.52	2.97	2.16
Average	3.63	3.49	2.99	3.12

$$X^2_{.05} = 6.00$$

$$X^2_r = 10.00^*$$

\* - significant

Limits	Descriptive Interpretation
4.50 – 5.00	Always Effective (AE)
3.50 – 4.49	Often Effective (OE)
2.50 – 3.49	Occasionally Effective (OCE)
1.50 – 2.49	Sometimes Effective (SE)
1.00 – 1.49	Never to not at All Effective (NE)

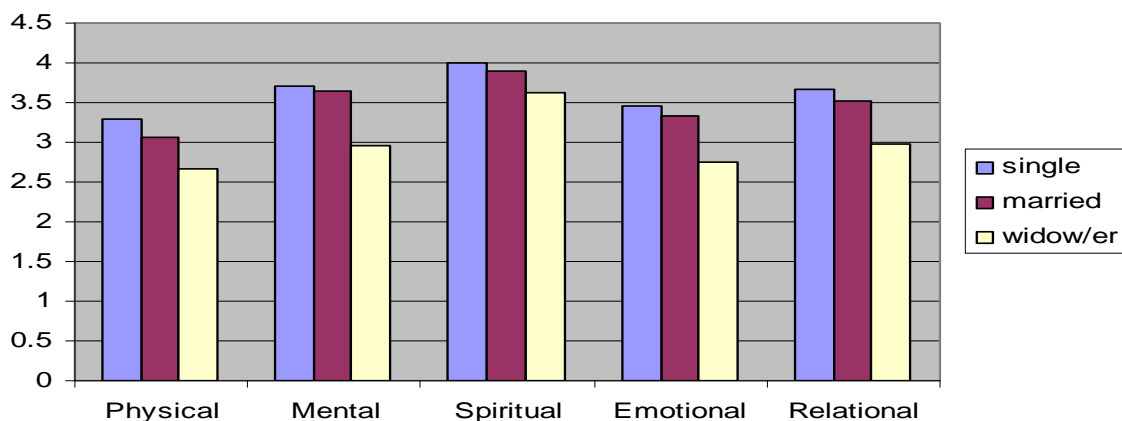


Figure 19. Degree of effectiveness of practices classified by civil status



Generally, single, married and widowed teachers have a high mean score on the area of spiritual dimension. This finding implies that the teachers find it often effective. It also indicates that the teachers entrust difficult situations to God and have assured their faith and belief in the goodness of the Lord whatever religious affiliations they belong.

### Age

Table 17 and Figure 20 show the physical, mental, spiritual, emotional or relational effectiveness of practices when compared to age.

It is evident from the table that the respondents significantly differ in the effectiveness of practices that they employ as their coping strategies to stress. The three age groups find that spiritual and mental practices are oftenly effective when compared to physical, emotional and relational practices which are perceived as occasionally effective.

Generally, the management practices of middle adults are often effective especially when it comes to mental, spiritual and relational practices. The early adults find physical, emotional and relational practices as occasionally effective. This implies that the respondents differ in their perceptions on the degree of effectiveness of management practices.



Table 17. Degree of effectiveness of practices classified by age

PRACTICES	AGE			TOTAL AVERAGE
	EARLY ADULT	MIDDLE ADULT	LATE ADULT	
1. Physical	3.08	3.22	2.76	3.02
2. Mental	3.68	3.57	3.33	3.53
3. Spiritual	3.93	3.96	3.60	3.83
4. Emotional	3.39	3.30	3.03	3.24
5. Relational	3.35	3.63	3.13	3.37
Average	3.47	3.53	3.17	3.40

$$X^2_{.05} = 6.00$$

$$X^2_r = 7.6^*$$

\*- significant

Limits	Descriptive Interpretation
4.50 – 5.00	Always Effective (AE)
3.50 – 4.49	Often Effective (OE)
2.50 – 3.49	Occasionally Effective (OCE)
1.50 – 2.49	Sometimes Effective (SE)
1.00 – 1.49	Never to not at All Effective (NE)

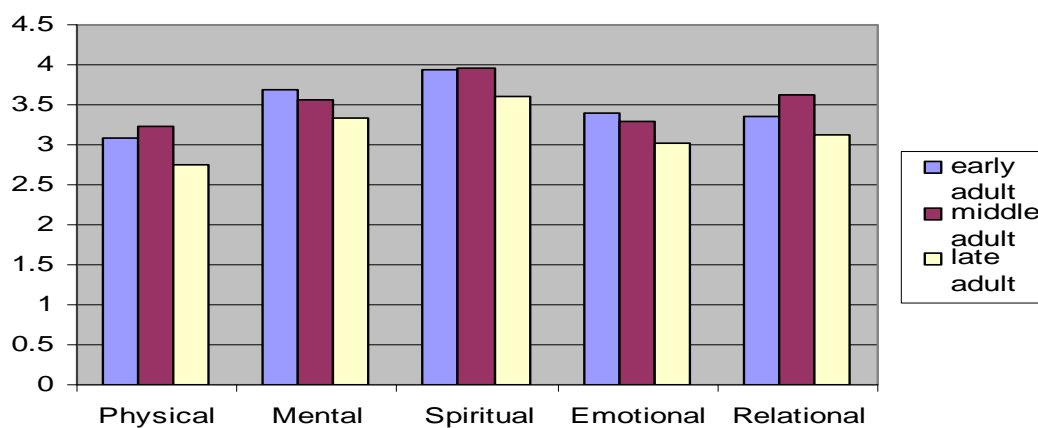


Figure 20. Degree of effectiveness of practices by age





This finding implies that middle adults are mature enough to handle stressful situations. As found by Angiwan (2005), adults have gone through the test of time with their many experiences in life.

### Nature of work

Table 18 and Figure 21 shows the effectiveness of physical, mental, spiritual emotional or relational practices employed by the respondents classified according to nature of work.

Table 18. Degree of effectiveness of practices classified by nature of work

PRACTICES	NATURE OF WORK			TOTAL AVERAGE
	Monograde teacher	Multigrade teacher	Relieving teacher	
1. Physical	3.18	3.02	2.57	2.92
2. Mental	3.64	3.57	3.21	3.47
3. Spiritual	3.89	3.91	3.28	3.69
4. Emotional	3.19	3.22	2.84	3.08
5. Relational	3.40	3.45	3.09	3.31
Average	3.46	3.43	3.00	3.29

$$X^2_{.05} = 6.00$$

$$X^2_r = 7.6^*$$

\*-significant

Limits

Descriptive Interpretation

4.50 – 5.00	Always Effective (AE)
3.50 – 4.49	Often Effective (OE)
2.50 – 3.49	Occasionally Effective (OCE)
1.50 – 2.49	Sometimes Effective (SE)
1.00 – 1.49	Never to not at All Effective (NE)



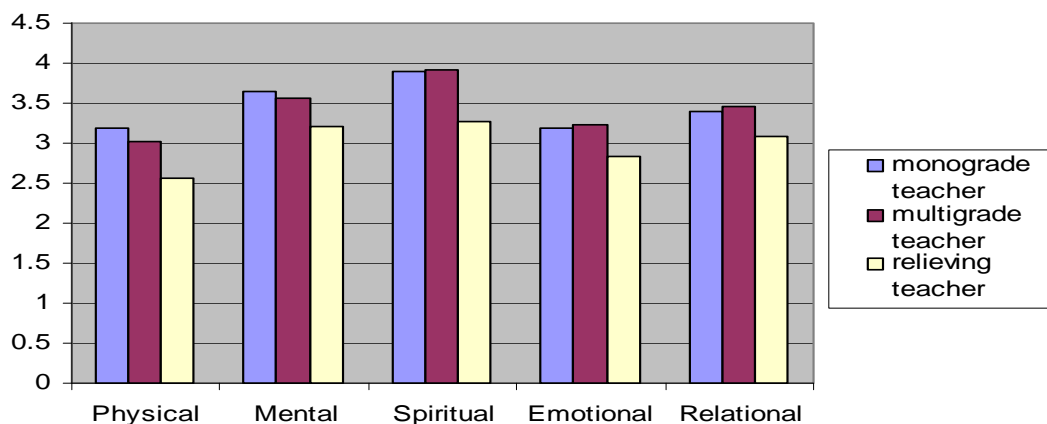


Figure 21. Degree of effectiveness of practices by nature of work

The respondents significantly differ in their perception of the effectiveness of management practices in coping with their stress.

Generally, the monograde teachers and multigrade teachers find mental and spiritual practices as often effective in coping with stressful situations. The monograde and multigrade teachers find physical, emotional and relational practices occasionally effective while relieving teachers find all the dimensions of management practices occasionally effective.

### Tenure

Table 19 and Figure 22 present the five dimensions of stress management practices and its degree of effectiveness employed by the respondents classified according to tenure.



Table 19. Degree of effectiveness of practices classified by tenure

PRACTICES	TENURE					TOTAL AVERAGE
	0 – 5 yrs in service	6 – 10 yrs in service	11 – 20 yrs in service	21 – 30 yrs in service	31 - up yrs in service	
1. Physical	3.15	3.31	3.09	3.11	2.78	3.09
2. Mental	3.06	3.67	3.61	3.51	3.55	3.48
3. Spiritual	3.82	3.97	3.96	3.84	3.49	3.82
4. Emotional	3.31	3.47	3.37	3.28	3.16	3.32
5. Relational	3.54	3.56	3.50	3.55	3.30	3.49
Average	3.38	3.60	3.51	3.46	3.26	3.44

$$X^2_{.05} = 9.50$$

$$X^2_r = 61.60^*$$

\* - significant

Limits	Descriptive Interpretation
4.50 – 5.00	Always Effective (AE)
3.50 – 4.49	Often Effective (OE)
2.50 – 3.49	Occasionally Effective (OCE)
1.50 – 2.49	Sometimes Effective (SE)
1.00 – 1.49	Never to not at All Effective (NE)

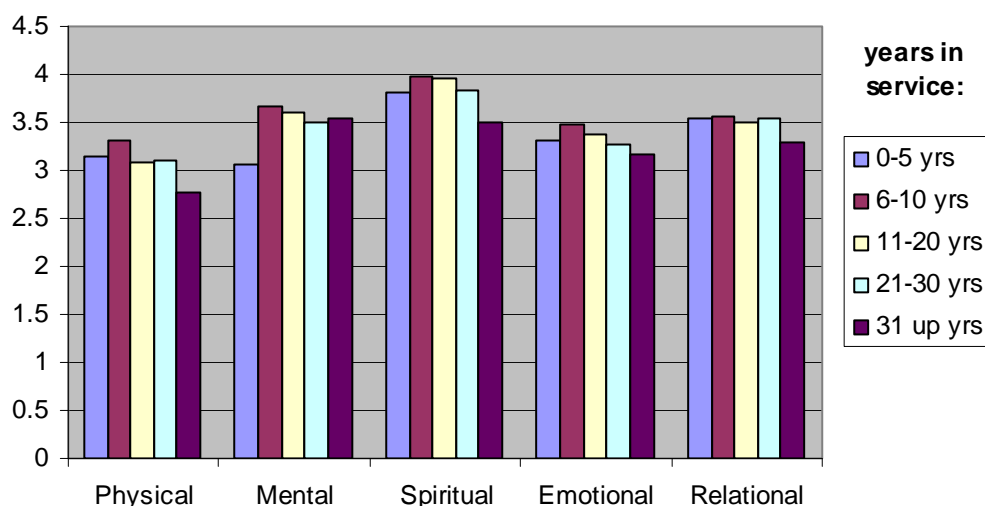


Figure 22. Degree of effectiveness of practices classified by tenure



The average score of the teachers who have been in service for 6-10 years or 11-20 years significantly differ from that of those who have been in service for 0-5, 21-30, or 31-up years. This finding implies that those who have been in service for 6-10 or 11-20 years find the management practices oftenly effective, and the other tenure groups find them occasionally effective.

However, all the tenure groups except those who have been in service for 0-5 years find mental practices as oftenly effective. Spiritual practices are also found by all the tenure group as oftenly effective, This finding implies that entrusting difficulties situations to God; establishing personal relationship with Him; praying; attending spiritual renewal and retreats; going to church regularly; joining church organizational, gatherings and activities are very helpful when faced with stress. Blaming the Lord for any problems that happen to any individual is never at all effective.



## **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

### Summary

This research study intended to find out the stress reactions and management practices experienced by the 121 elementary teachers of Kapangan district. Specifically, the study aimed to find out the reactions of respondents towards stress that they experience; their strategies in coping with stress in terms of physical, mental, spiritual, emotional and relational practices; and the effects of their stress management practices. Differences are described in terms of the respondents sex, civil status, age, nature of work and tenure.

The descriptive type of research was used with a structured questionnaire for gathering the needed data. The statistical tools used were computation of mean scores, frequency counts, percentage, ranking, t-Test, Friedman analysis of variance (ANOVA).

The salient findings are as follows:

1. The respondents differ in their reactions to stress. They sometimes react to health problems like fatigue, headaches, back or shoulder or neck pain, sleep disturbances, immune system suppression, colds, flu, They also react emotionally when they



experience depression, nervousness or anxiety, memory problems, irritability or frustration, stomach complaints. Sometimes most of the respondents have disruptive eating patterns (overeating or undereating), increased arguments or anger, overreacting, chest pain, isolates from social activities.

2. The respondents differ in their stress management practices. They often employ physical, emotional and relational practices. They are more conscious with their mental and spiritual management practices which include often setting a positive outlook in life and optimistic attitude, accepting that there are events that they cannot control, listening to music to relax, watching informational TV programs, reading newspapers and book related to life situations. On the other hand, they often entrust difficult situations to God, assure faith and belief to the goodness of the Lord, establish personal relationship with God, go to church regularly and spend time for prayer, meditation and reflection.

3. The respondents differ in their perception of the degree of effectiveness of the management practices. They find physical and emotional practices occasionally effective but find mental, spiritual and relational practices as often effective. These practices include seeking the company of friend/ spouse or family, seeking advice from superiors





or experts for matters concerning the problems, spending time with family members for outing, sharing or cracking jokes with friends, spouse of family, confronting or dealing with the source of the problems or seeking dialog with the person's concerned.

### Conclusions

Based on the foregoing findings, the following conclusions are drawn:

1. The respondents according to their sex, civil status and age group do not significantly differ along the felt effects or reactions they manifest towards stressful situations. They sometimes experience physical, emotional or behavioral reactions. In terms of nature of work and tenure, they significantly differ in their physical, emotional and behavioral reactions.

2. The respondents according to sex and nature of work does not significantly differ in their management practices. They occasionally adopt physical, emotional and relational practices but often adopt mental and spiritual as healthy practices. According to civil status, age and tenure they significantly differ along the areas of physical, mental, emotional and relational practices since they occasionally adopt them as healthy practices but they often adopt spiritual as healthy practices.



3. The respondents significantly differ in their perceived degree of effectiveness in terms of civil status, age, nature of work and tenure. However, they find spiritual practices as often effective in coping with stress.

### Recommendations

Based on the conclusions, the recommendations are:

1. The teachers are considered guidance counselors by themselves inside the classroom but there should be at least one from the district who is designated as guidance counselor/psychology to accommodate the teachers' personal problems.

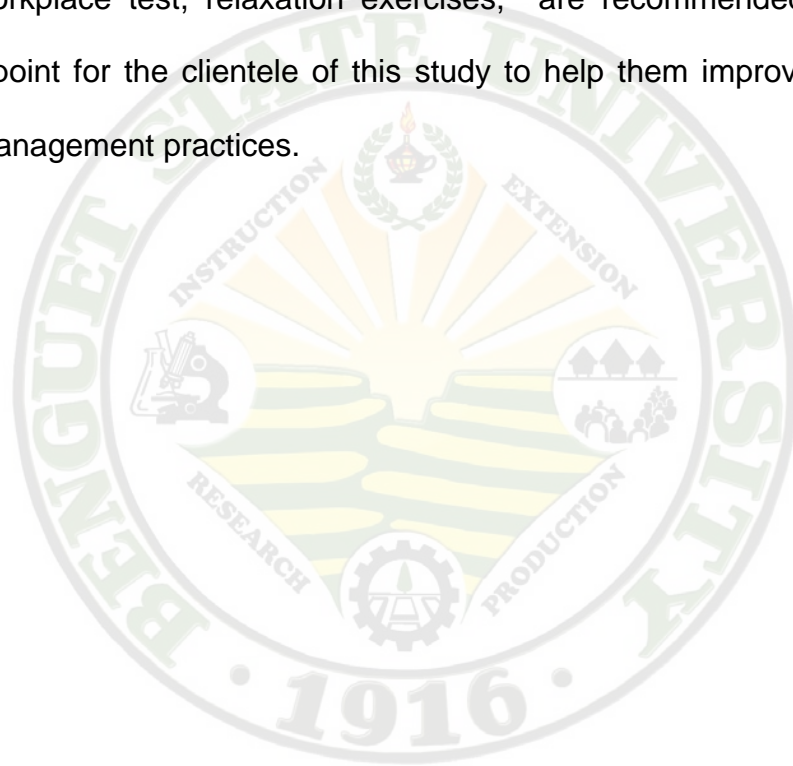
2. There should be guidance counselor from the district who will be conducting guidance programs, In-service-training (IN-SET) or seminars about stress management at least once a year before the start of the school year or at the middle of the school year to enhance the awareness on stress problems.

3. Teachers should develop positive attitudes towards stressful situations in life; give up negative mental traits such as fear, anger and revengeful attitudes, which actually germinates stress; to try to revert to holistic relaxation and personal growth techniques such as meditation, breathing and exercises; and to remodel their lifestyles.



4. The district staff should also give importance to the physical, emotional, behavioral practices of teachers so that they will always be effective in teaching not only in terms of academics but mentally, physically, and emotionally as well.

Finally, the activities for intervention programs like stress/workplace test, relaxation exercises, are recommended as a starting point for the clientele of this study to help them improve their stress management practices.



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Appendix A

COMMUNICATION  
Letter to the District Supervisor  
Department of Education Kapangan District  
Kapangan, Benguet

June 10, 2006

JIMMY C. WANKEY  
Public Schools District Supervisor  
Kapangan District  
Kapangan, Benguet

Sir:

In connection with my thesis entitled, "Stress Reactions and Management Practices of Elementary teachers in Kapangan District" as a requirement for the degree of Masters of Arts in Education in Guidance and counseling at the Benguet State University, may I request from your good office to allow me to administer my questionnaires to all the elementary teachers of Kapangan District to gather data and information.

Enclose herewith is a copy of questionnaire.

Your favorable action to this request will be very greatly appreciated.

May God bless you all!

Very truly yours,

(Sgd.) AGRIFINA P. COMPALA  
Researcher

Noted: ( Sgd.) WILFREDO B. M1NA, MS.GC  
Adviser

(Sgd) TESSIE M. MERESTELA, D. Agr.  
BSU Graduate Dean

Recommending approval:(Sgd) JIMMY C. WANKEY  
PSDS



Letter to the School Heads  
Department of Education Kapangan District  
Kapangan, Benguet

June 10,2006

Principal/Head Teachers/TIC's  
Kapangan District Kapangan, Benguet

Sir/madam:

I am a graduate student pursuing the degree of Masters of Arts in Education in Guidance and counseling at the Benguet State University.

I would like to request from your good office to assist me in administering my questionnaires to all the teachers in Kapangan District.

My thesis centers on Stress Reactions and Management Practices of Elementary Teachers in Kapangan District.

Attached herewith is a letter of permission approved by the Public Schools District Supervisor.

The assistance you can give me with regards to this research study will be most valuable.

Very respectfully yours,

(Sgd) AGRIFINA P.COMPALA  
Researcher

Noted: (Sgd) WILFREDO B. MINA, MS.GC  
Adviser

Noted: (Sgd) TESSIE M MERESTELLA, D.Agr  
Dean Graduate School

Appendix B  
QUESTIONNAIRE

Department of Education  
Kapangan District  
Kapangan, Benguet

June 10, 2006

Dear Respondents,

Stress is common to everyone. Our bodies are designed to feel stress and react to it. We can feel trapped and unable to cope. When stress persists, the body begins to breakdown and illnesses can occur. The key to coping with stress is identifying stressors in your life and learning ways to direct and reduce stress.

I am a graduate student at the Benguet State University pursuing my Masters of Arts in Education in Guidance and counseling.. My research study is entitled: Stress Reactions and Management Practices of the Elementary Teachers of Kapangan District.

May I earnestly solicit your help, cooperation and assistance by honestly supplying the needed data to the attached questionnaire. Please avoid discussing the items in order to preserve credence in your responses. Be assured that your response will be treated with strict confidentiality.

Thank you very much for your participation and full cooperation in this study. May God bless you!

Very sincerely yours,

(Sgd) AGRIFINA P.COMPALA  
Researcher

(Administered to respondents)

Part I PERSONAL INFORMATION

Kindly answer all the items honestly and frankly by putting a check mark or by providing the needed information's.

1. Sex: \_\_\_\_\_ Male \_\_\_\_\_ Female \_\_\_\_\_

2. Civil Status: \_\_\_\_\_ single  
 \_\_\_\_\_ married  
 \_\_\_\_\_ widow/er

3. Age bracket:  
 \_\_\_\_\_ early adult (21-35 years old)  
 \_\_\_\_\_ middle adult (36 - 50 years old)  
 \_\_\_\_\_ late adult (51 and above)

4. Nature of work:  
 \_\_\_\_\_ monograde teacher  
 \_\_\_\_\_ multi-grade teacher  
 \_\_\_\_\_ relieving teacher

5. Tenure:  
 \_\_\_\_\_ 0-5 years in service  
 \_\_\_\_\_ 6-10 years in service  
 \_\_\_\_\_ 11 - 20 years in service  
 \_\_\_\_\_ 21-30 years in service  
 \_\_\_\_\_ 31 - up years in service

Part II POSSIBLE REACTIONS / RESPONSE TO STRESS

This portion of the questionnaire will provide you on how your body reacts to these changes with physical, emotional and behavioral responses.

Please indicate how often with which you experienced them by encircling the number that corresponds to your answer.

1. Never happened to me (NH)
2. Sometimes happened to me (SH)
3. Occasionally happened to me (OCH)
4. Often happened to me (OH)
5. Always happened to me (AH)

1. Headaches					
2. Nervousness / anxiety					
3. Over-reacting					
4. Fatigue					
5. Depression, moodiness					
6. Disruptive eating patterns (over eat or					
7. Gastrointestinal problems					
8. Suffer from stomach complaints					
9. Harsh treatment of others					
10. Sexual problems					
11. Irritability, frustration					
12. Increased smoking or alcohol					
13. Sleep disturbances					
14. Trouble thinking clearly					
15. Isolation from social activities					
16. Hypertension (high blood pressure)					
17. Constantly worried or frightened					
18. Increased arguments/anger					
19. Hair loss / falling hair					
20. Feeling out of control					
21. Conflict with co-workers or employers					
22. Reproductive problems					
23. Phobias.					
24. Withdrawing from relationships					
25. Immune system suppression (colds, flu)					
26. Being unable to make decisions					
27. Absenteeism					
28. Back, shoulder or neck pain					
29. Memory problems					
30. Unreasonable anger or blaming others					
31. Chest pain					
32. Lack of concentration					
33. Argue with partner of family					
34. Heart problems (palpitation)					
35. Feel depressed/sadness					
36. Compulsive shopping					
37. Others (Please specify)					

### Part III. STRESS MANAGEMENT PRACTICES

This portion of questionnaire is designed to find out the different stress management practices and the degree of effectiveness which you have adapted as coping strategies.

Please indicate your response as to how the aspect affected your management of stress and level of effectiveness by encircling the number that corresponds to your answer.

The Indicators for management practices

1. Never adapted as healthy practices (NHP)
2. Sometimes adapted as healthy practices (SHP)
3. Occasionally adapted as healthy practices (OAHP)
4. Often adapted as healthy practices (OHP)
5. Always adapted as healthy practices (AHP)

The indicators for the degree of effectiveness:

1. Never to not at all effective (NE)
2. Sometimes effective (SE)
3. Occasionally effective (OCE)
4. Often effective (OE)
5. Always effective (AE)

	Management Practices					Degree of effectiveness				
	AHP	OHP	OAH	SHP	NHP	AE	OE	OC	SE	NE
1. Maintain healthy eating habits	5	4	3	2	1	5	4	3	2	1
2. Accept that there are events that you cannot	5	4	3	2	1	5	4	3	2	1
3. Spend time for prayer, meditation and reflection	5	4	3	2	1	5	4	3	2	1
4. Find relief by crying it out	5	4	3	2	1	5	4	3	2	1
5. Seek the company friends/spouse or family	5	4	3	2	1	5	4	3	2	1
6. Get enough sleep	5	4	3	2	1	5	4	3	2	1





7. "Assert" your feeling, opinions or beliefs instead of becoming angry, combative or passive	5	4	3	2	1
8. Attend spiritual renewal and retreats	5	4	3	2	1
9. Price, maintain and accept myself	5	4	3	2	1
10. Seek advice from superiors or expert for	5	4	3	2	1
11. Dress up well to look smart and untroubled	5	4	3	2	1
12. Listen to music to relax	5	4	3	2	1
13. Pray or say the novena	5	4	3	2	1
14. Become irritable and ill-tempered	5	4	3	2	1
15. Seek dialogue with the person's concerned	5	4	3	2	1
16. Play musical instrument.	5	4	3	2	1
17. Read newspapers and books related to life	5	4	3	2	1
18. Go to church regularly	5	4	3	2	1
19. Curse or utter unpleasant words to other	5	4	3	2	1
20 Talk/ tell to others about your personal	5	4	3	2	1
21. Drink (alcohol) to let problems away	5	4	3	2	1
22. Sit down, think critically and make sound	5	4	3	2	1
23. Entrust difficult situations to God	5	4	3	2	1
24. Unburden by talking it out with trusted friends	5	4	3	2	1
25. Share or crack jokes with friends, spouse or	5	4	3	2	1
26. Keep self physically fit through regular	5	4	3	2	1

5	4	3	2	1
5	4	3	2	1
5	4	5	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1



27. Set a positive outlook in life and optimistic	5	4	3	2	1	5	4	3	2	1
28. Have established personal relationship with	5	4	3	2	1	5	4	3	2	1
29. Accept and forgive self and others for short	5	4	3	2	1	5	4	3	2	1
30. Confront or deal with the source of the	5	4	3	2	1	5	4	3	2	1
31. Hit or throw objects	5	4	3	2	1	5	4	3	2	1
32. Solves puzzles, and engage in mentally	5	4	3	2	1	5	4	3	2	1
33. Read the Bible	5	4	3	2	1	5	4	3	2	1
34. Ignore or refrain from thinking about the	5	4	3	2	1	5	4	3	2	1
35. Stay calm and do not let problems overwhelm	5	4	3	2	1	5	4	3	2	1
36. Spends a lot of time on the cellular phone	5	4	3	2	1	5	4	3	2	1
37. Watch funny jokes, funny activities in the	5	4	3	2	1	5	4	3	2	1
38. Blame the Lord for any problems that happen	5	4	3	2	1	5	4	3	2	1
39. Sing or hum a tune to feel light emotionally	5	4	3	2	1	5	4	3	2	1
40. Blame others for the situations when things go	5	4	3	2	1	5	4	3	2	1
41. Consult with a physician or regular health	5	4	3	2	1	5	4	3	2	1
42. Watch informational TV programs	5	4	3	2	1	5	4	3	2	1
43. Join church organizational, gatherings and	5	4	3	2	1	5	4	3	2	1
44. Show love, care and concern for others	5	4	3	2	1	5	4	3	2	1
45. Get out with friends for leisure activities	5	4	3	2	1	5	4	3	2	1
46. Enhance my personality with beauty and	5	4	3	2	1	5	4	3	2	1
47. Make use of talents and abilities productivity	5	4	3	2	1	5	4	3	2	1



48. Assured faith belief in the goodness of the	5	4	3	2	1	5	4	3	2	1
49. Express sadness and anger naturally	5	4	3	2	1	5	4	3	2	1
50. Spend time with family members for outing.	5	4	3	2	1	5	4	3	2	1
51. Others (Please Specify) _____										

Part IV. Please identify the stress management programs that are implemented in the elementary schools of Kapangan district.

- \_\_\_\_\_ 1. Stress awareness
- \_\_\_\_\_ 2. Physiological training
- \_\_\_\_\_ 3. Stress test /workplace stress test
- \_\_\_\_\_ 4. Wellness program
- \_\_\_\_\_ 5. Others (Please specify) \_\_\_\_\_

**Thank you very much for your cooperation and participation!**



## Appendix C

## SAMPLE COMPUTATIONS

Table 2 .Reactions to Stress experienced by the respondents

REACTION	1	2	3	4	5	Weighted Mean
<b>A. PHYSICAL REACTION</b>						
1. Head aches	2	79	26	9	5	2.49
4. Fatigue	1	42	40	31	14	3.12
7. Gastrointestinal problems	10	72	27	7	3	2.34
10. Sexual problem	73	31	3	2	2	1.46
13. Sleep disturbances	9	56	33	8	4	2.47
16. Hypertension	63	35	12	9	2	1.78
19. Hair loss or falling hair	59	46	12	3	1	1.69
22. Reproductive problems	57	44	9	3	2	1.69
25. Immune system suppressions colds, flu	15	64	26	10	5	2.38
28. Back pr shoulder or neck pain	6	51	33	19	13	2.85
31. chest pain	36	57	17	7	1	1.98
34. Heart problems (palpitation)	57	51	5	5	3	1.73
Average						2.16
<b>B. EMOTIONAL REACTION</b>						



2. Nervous or anxiety	9	80	25	6	3	2.30
5. Depression or moodiness	1	58	47	9	4	2.64
8. Suffer from stomach complaint	7	82	20	8	2	2.29
11. Irritability or frustration	8	73	26	11	2	2.38
14. Trouble in thinking clearly	13	74	27	3	1	2.19
17. Constantly worried or frightened	24	63	23	5	3	2.15
20. Feeling out of control	19	76	15	6	3	2.14
23. Phobias	35	13	13	2	6	2.00
26. Being unable to make decisions	12	82	22	5	1	2.19
29. Memory problems	10	64	27	14	3	2.46
32. Lack of concentration	10	87	20	2	1	2.14
35. Feel depressed or sadness	11	82	22	4	4	2.25
Average						2.26
<b>C. BEHAVIORAL REACTION</b>						
3. Overreacting	21	70	17	6	3	2.15
6. Disruptive eating patterns (overeat or undereat)	13	74	26	7	3	2.29
9. Harsh treatment of others	38	67	6	1	2	1.79
12. Increased smoking or alcohol consumption	81	24	3	3	1	1.38
15. isolation from social activities	34	63	13	6	1	1.95
18. increased arguments or anger	13	80	28	2	2	2.20
21. conflict with co-workers or employees	45	66	3	1	1	1.68
24. withdrawing from relationship	49	57	3	4	2	1.72



27. absenteeism	40	71	3	2	2	1.77
31. chest pain	36	53	17	7	1	1.98
33. Argue with partner or family	26	80	2	4	2	1.91
36. Compulsive shopping	36	59	10	4	1	1.86
Average						1.89

Table 8. Management Practices Experienced by respondents

PRACTICES	1	2	3	4	5	Weighted Mean
<b>A. PHYSICAL PRACTICES</b>						
1. Maintain healthy eating habits	2	18	18	32	52	3.93
6. Get enough sleep	1	9	26	35	50	4.02
11. Dress up well to look smart and untroubled	10	30	26	35	22	3.24
16. Play musical instrument	15	25	33	19	14	2.92
21. Drink (alcohol) to let problems away	89	8	4	4	4	1.40
26. Keep self physically fit through regular exercise	1	22	31	32	31	3.60
31. Hit or throw objects	60	38	3	7	3	1.69
36. Spends a lot of time on the cellular phone	53	37	18	5	1	1.81
41. Consult a physician for regular health check-up	8	34	32	14	26	3.44
46. enhance p[personality with beauty and	2	22	32	32	32	3.58





grooming tips						
Average						2.96
<b>B. MENTAL PRACTICES</b>						
2. Accept that there are events that people can not control	0	22	17	44	33	3.76
7. "Assert" feelings, opinions or beliefs instead of becoming angry, combative or passive	0	23	31	36	28	3.58
12.Listen to music to relax	1	19	32	30	33	3.65
17. Read newspapers and book related to life situations	3	22	30	31	31	3.56
22. Sit down, think critically and make sound decisions	4	29	24	34	27	3.43
27. Set a p[positive outlook in life of optimistic attitude	1	13	21	38	38	3.89
32. Solve puzzles, and engage in mentally challenging games	5	34	31	28	16	3.14
37.Watch funny jokes, funny activities in the television	10	32	34	24	15	3.02
42.Watch informational TV programs	5	15	29	32	30	3.60
47.Make use of talents and abilities productive	2	17	40	26	29	3.55
Average						3.52
<b>C. SPIRITUAL PRACTICES</b>						



3. Spend time for prayer, meditation and reflection	1	16	23	42	41	3.86
8. Attend spiritual renewal and retreats	2	28	32	37	19	3.36
13. Pray or say a novena	8	17	17	31	43	3.72
18. Go to church regularly	2	15	22	31	46	3.90
23. Entrust difficult situations to God	0	10	9	18	77	4.42
28. Have established personal relationship with God	1	5	9	30	67	4.40
33. Read the Bible	5	19	33	27	28	2.59
38. Blame the Lord for any problems that happen	75	30	3	2	6	1.57
43. Join church organizational, gathering and activities	0	23	26	37	27	3.60
48. assured faith and belief in the goodness of the lord	0	7	12	28	69	4.37
Average						3.58
<b>D. EMOTIONAL PRACTICES</b>						
4. Find relief by crying it out	12	38	35	30	18	4.03
9. Price, maintain and accept themselves	3	21	25	32	37	4.67
14. Become irritable and ill-tempered	25	48	31	15	1	2.32
19. Curse or utter unpleasant words to other people	43	50	12	1	4	1.85
24. Unburden by talking it out with trusted friends	2	23	29	35	28	3.55
29. Accept and forgive self and others for	1	8	13	27	59	4.25



short comings						
34. Ignore or refrain from thinking about the problem	11	29	34	23	13	2.98
39. Sing or hum a tune to feel light emotionally	7	32	30	21	24	3.20
44. Show love, care and concern for others	1	4	16	47	52	4.20
49. Express sadness and anger naturally	3	18	7	39	34	3.82
Average						3.49
F. RELATIONAL PRACTICES						
5. Seek the company of friend/ spouse or family	1	13	30	39	35	3.46
10. Seek advice from superiors or experts for matters concerning the problems	4	18	19	36	42	3.79
15. Seek dialog with the person's concerned	6	21	37	39	21	3.39
20. Talk/ tell to others about personal problems	5	38	28	28	15	3.09
25. Share or crack jokes with friends, spouse or family	1	16	32	33	34	3.72
30. confront or deal with the sources of the problems	4	18	33	37	25	3.54
35. Stay calm and do not let problems overwhelm anybody						
40. Blame others for the situations when things go wrong	45	51	8	3	4	1.83
45. Get out with friends for leisure activities	2	25	39	31	22	3.39



50. Spend time with family members for outing	4	28	26	21	29	3.74
Average						3.27

Table 14. Degree of Effectiveness of practices Experienced by the respondents

PRACTICES	1	2	3	4	5	Weighted Mean
<b>A. PHYSICAL</b>						
1. Maintain healthy eating habits	0	16	28	24	48	3.90
6. Get enough sleep	0	6	12	34	54	4.28
11. Dress up well to look smart and untroubled	8	21	31	17	36	3.46
16. Play musical instrument	10	29	24	31	13	3.07
21. Drink (alcohol) to let problems away	82	9	5	2	9	1.57
26. Keep self physically fit through regular exercise	1	16	26	29	40	3.81
31. Hit or throw objects	60	23	6	8	7	1.84
36. Spends a lot of time on the cellular phone	46	27	12	12	4	2.02
41. Consult a physician for regular health check-up	8	17	20	28	31	3.55
46. enhance p[ersonality with beauty and grooming tips	1	27	31	22	22	3.36
Average						3.09



B MENTAL						
2. Accept that there are events that people can not control	1	23	19	35	35	3.71
7. "Assert" feelings, opinions or beliefs instead of becoming angry, combative or passive	0	13	18	36	40	3.96
12. Listen to music to relax	0	20	29	28	37	3.72
17. Read newspapers and book related to life situations	2	14	30	25	37	3.75
22. Sit down, think critically and make sound decisions	2	12	30	33	29	3.71
27. Set a p[positive outlook in life of optimistic attitude	1	12	23	27	33	3.82
32. Solve puzzles, and engage in mentally challenging games	6	22	33	26	17	3.25
37. Watch funny jokes, funny activities in the television	9	28	25	26	14	3.41
42. Watch informational TV programs	4	13	35	22	31	3.60
47. Make use of talents and abilities productive	1	18	30	21	35	3.68
Average						3.66
C. SPIRITUAL						
3. Spend time for prayer, meditation and reflection	3	7	18	27	58	4.15
8. Attend spiritual renewal and retreats	0	16	24	27	45	3.90
13. Pray or say a novena	4	14	14	30	49	3.95



18. Go to church regularly	1	12	10	23	60	4.22
23. Entrust difficult situations to God	0	9	7	18	77	4.47
28. Have established personal relationship with God	0	8	4	27	66	4.44
33. Read the Bible	3	11	20	32	42	3.92
38. Blame the Lord for any problems that happen	66	18	3	3	10	1.73
43. Join church organizational, gathering and activities	1	10	22	33	41	4.96
48. assured faith and belief in the goodness of the lord	0	6	7	19	69	4.50
Average						4.02
<b>D. EMOTIONAL</b>						
4. Find relief by crying it out	4	32	21	26	26	3.35
9. Price, maintain and accept themselves	2	17	23	25	38	3.76
14. Become irritable and ill-tempered	32	32	22	13	7	2.35
19. Curse or utter unpleasant words to other people	60	26	8	3	8	1.79
24. Unburden by talking it out with trusted friends	2	14	30	37	27	3.66
29. Accept and forgive self and others for short comings	0	9	6	32	62	4.35
34. Ignore or refrain from thinking about the problem	12	29	24	29	19	3.12





39. Sing or hum a tune to feel light emotionally	7	30	23	17	24	3.21
44. Show love, care and concern for others	0	6	16	34	49	4.20
49. Express sadness and anger naturally	4	14	28	25	36	3.70
Average						3.35
F. RELATIONAL						
5. Seek the company of friend/ spouse or family	0	9	16	32	41	4.07
10. Seek advice from superiors or experts for matters concerning the problems	1	13	22	34	45	3.95
15. Seek dialog with the person's concerned	3	17	29	31	27	3.58
20. Talk/ tell to others about personal problems	3	32	25	25	23	3.32
25. Share or crack jokes with friends, spouse or family	1	15	30	31	31	3.70
30. confront or deal with the sources of the problems	2	17	29	28	35	3.69
35. Stay calm and do not let problems overwhelm anybody						
40. Blame others for the situations when things go wrong	5	16	23	25	35	3.66
45. Get out with friends for leisure activities	0	19	28	29	27	3.62
50. Spend time with family members for outing	1	16	24	24	40	3.82
Average						3.52



## Appendix D

## STRESS TEST

The following chart will help you to determine your current level of stress. Simply select whichever option is the nearest for you from the four offered.

	1 -Never	2-Seldom	3-Often	4-Always
1. Do you miss meals?				
2. Do you suffer from stomach complaints?				
3. Do you bite your nails?				
4. Are you restless when relaxing?				
5. Do you suffer from depression?				
6. Do you work late too often?				
7. Do you suffer road rage?				
8. Do you win at sports?				
9. Do you argue with your partner and family?				
10. Do you struggle for perfection?				
11. Does your family complain that they don't see you enough?				
12. Do you have difficulty sleeping?				
13. Do you drink?				
14. Do you smoke?				
15. Do you feel trapped by life?				
16. Are you too busy to enjoy doing the things you like doing?				
17. Do you find it hard to make decisions/				
18. Does your future worry you?				
19. Do you find it hard to				



concentrate?				
20. Do you suffer from head aches?				
Totals				
Grand Totals				

### WORKPLACE STRESS TEST

The following will help you determine the level of stress you are currently undergoing in the workplace. Simply elect whichever option is the nearest for you from the four offered.

	1 - Never	2- Seldom	3-Often	4-Always
1. Are you dissatisfied with your job?				
2. Are you dissatisfied with your home social life?				
3. Do you have problems sleeping?				
4. Do you drink too much tea and coffee?				
5. Do you race around feeling you are getting nowhere?				
6. Is time management a problem?				
7. Do you feel your workload is unfair?				
8. Is your training sufficient for your role?				
9. Do you eat many fatty or sugary foods?				
10. Are you missing meals?				
11. Do you work on PC's all day?				
12. Are requests for time				



off for family requirements given?				
13. Do you worry about money?				
14. Do you smoke?				
15. Do you drink after work?				
16. Do you spend a lot of time on the cellular phone?				
17. Are you encouraged to work from home or outside normal hours?				
18. Do you get overlooked for promotion?				
19. Do you fear for the company being taken over?				
20. Do you argue with your partner about work?				
21. Do you often argue with your boss?				
22. Do you find you suffer from depression?				
23. How often do you think about a change of career?				
Totals				
Grand Totals				

Now check the results!

If you scored more than 45.

Your score is too high. You need to look at a Stress Management Program and or seek medical advice.

If you have scored between 35 and 44.

You need to review your work/ life balance.



If you scored between 25 and 34.

You are coping with your stress levels but could benefit from additional relaxation.

A score below 25.

CONGRATULATIONS! You have the balance right. But don't become complacent.

Reference: How to manage sources of stress. Los Angeles-Santa Monica, www.selflielpmagazine.comp. By: Dreyfus, A (1998)



## BIOGRAPHICAL SKETCH

The author was born on October 16, 1977 at Abkel, Gaswiling, Kapangan, Benguet. She is the eldest child of Mr. Tirso Tocnoy Tomas and Mrs. Irene Bantas Tomas, who both hail from Benguet and are of Ibaloi.

She acquired her primary education at Catiaoan Barrio School and transferred at Gaswiling Barrio School to complete her intermediate grades and graduated in March 1989.

She continued her high school education at Saint Theresita's High School, Labueg, Kapangan, Benguet and graduated in March 1993.

Despite the fact that her family lacked financial support because her father was bedridden for almost a year and under medication for almost six years, she insisted to pursue her college education and enrolled at Benguet State University in June 1993 with the course of Bachelor of Secondary Education major in Values Education. Through her strong determination, and sticking to her motto, "Patience coupled with strong faith in God is the key to success", she finally graduated in March 1997.

After her graduation in college, she was appointed as barangay secretary in their place. Given the opportunity, she took minor units in



Guidance and Psychology and Elementary Education while she is at the same time serving her community. Two years after her graduation, she passed the Licensure Examination for Teachers.

She became a vegetable seller for almost two years at the New Market, Baguio city. Then, she went to volunteer as an elementary teacher at Kapangan Central School on January-March 2001 and continued on June 2001 to March 2002. Her term as barangay secretary ended in June 2002. She was again re-appointed for the next term but she refused since she wanted to practice her profession. After five years in serving her barangay, she was given a Civil Service Eligibility under RS # 3666 by the Civil Service Commission on August 2002.

She substituted as a teacher for one month at Kapangan Central School in August 2002. She was hired as permanent teacher on March 2003. She is now presently teaching at Catiaoan Barrio School, Gaswiling, Kapangan, Benguet where she spent her primary grades.

She is happily married to Jefferson Bugnay Compala of Banengbeng, Sablan, Benguet on December 2002. They are blessed with one daughter, whom they named Aveline Claire. She and her partner want to bear more children if God permits.

She desires to be given her master's degree this October 2006.

