

Teaching Effectiveness and Coping Occupational Stress as Basis for Intervention Program

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Abstract - *Teachers spent long hours in supervision, evaluation, preparing lessons and testing materials inside the school and even at home purposely for the profession's effectiveness. With this fact, the amount of stress is higher in which resulted to occupational stress and unfortunately could affect their work. This study is intended to determine the relationship between teaching effectiveness and coping occupational stress of teachers with the aim of creating an intervention program within the results. This study will make use of universal purposive sampling techniques in selecting its respondents wherein only the general education and professional subject teachers were included as respondents and – randomly selected students from the University for a total 819. The method used correlation-descriptive survey applying modified occupational roles questionnaire and authenticated teaching effectiveness using weighted mean percentage and computed r . The result on the relationship of the respondents' profile has no direct influence on teaching effectiveness, while the relationship of occupational stress and teaching effectiveness, found a slight negative relationship; this implies an increase on teachers' occupational stress is associated with a decrease on teaching effectiveness. Otherwise, when teachers have less amount of occupational stress, their performance improves. It can be inferred from the result that the respondents' performance was not affected by the occupational stress but evidently an effectiveness by dedication and commitment of teachers to their profession in the 21st century teaching and learning and significantly played a very significant responsibility with the use of their knowledge, skills and values in dealing with the learners in school. To ensure the continuation of effective services to the clientele, there should be a design activity to relieve stress through monitoring and evaluation on the working conditions among the workforce including the faculty members and support staff of the university.*

Keywords: *Occupational Stress, Teaching Effectiveness, Teachers*

INTRODUCTION

Teachers are prone to stress and this has been a major issue at present generation due to its effect can be high in physical, emotional, and psychological tension that might bring risk and big problems not only on their personal being but also to the students who are looking for a good future and success in their journey.

Like all other occupation, teaching is one of the most important professions in the world that provides an art of living. Teachers play an important role in molding and constructing wholesome personality of students [1] wherein they consume effort, time and energy in order to give the best for the development of the students.

The key lies in the hands of teachers as they play a cardinal role in the transformation of the society, they are beset with bottle-necks among which are, lack of recognition in the society, miserable economic

conditions and inadequate teaching and learning facilities [2].

The amount of stress they experience is higher as compared to any other field of works where they take upon physical, emotional and intellectual possessions in order to be successful in the classroom. They offered their life as sacrifice and dedicated much time to their work than their own personal pleasures. They spend long hours at work in supervision, monitoring, evaluating the work of the students, preparing lessons and testing materials in school or even at home. With this, teachers reported greater stress was less satisfied with teaching [3].

In the Philippines, teachers are experiencing huge problems on societal, emotional and economic crisis. Societal problems include corruption in the government offices, and the change of educational leadership and its system particularly K to 12 program which is impulsive implementation even the schools

and the teachers were not yet ready to assume and this is the challenge to tertiary education especially teacher education have been raised [4]. On other hand, emotional problems are based on teacher's depression; number of students in the classrooms, occupational acceptance and satisfaction, and appropriate occupation to one's personality [5]. The most serious economic problems of the teachers encountered at present are poverty, which is because of low salary they received and that is why some of them made unethical manner. The concerns and issues on salaries, working conditions, status, and other extrinsic motivators are not being met, they will be unable to work at their full potential have been raised by the ordinary teachers to the highest authority but unfortunately majority of these has been neglected [6]. With this scenario, many of them experienced too much occupational stress and may become ineffective in their profession.

With this situation and need, the researchers wish to find out the level of occupational stress and teaching effectiveness among faculty members at Bohol Island State University- Candijay Campus, Cogtong, Candijay, Bohol, Philippines. Another thing is, in order to make necessary measures that could possibly help the faculty and to fellow instructors as the 21st century teachers in maintaining its teaching effectiveness, and also for the students' common good that for them to become the best that they can be in the facing the challenges in the 21st century, and to the institution itself in order to create in ideal home of knowledge.

According to Hans Selye [7], identifying the body's reaction to stress with a syndrome he called the general adaptation syndrome, which has three phases, as evidenced by the level of stress hormones. One is alarm, the body first organizes physiological responses (similar to fight-or-flight responses) to threat; Second is resistance, stress-activated responses continue, stabilizing the body's adaptations to stress; and Third is exhaustion, the body has depleted its reserves and can no longer maintain responses to the stressors. With this, a response based approach was developed under the impact of the psychobiological approach and a stimulus-based approach was affected by the behavioral approach.

However, social learning theory emphasized the fact that people can learn from the experience of others or through a model [8]. Moreover, teachers are models to the students that they should exercise in deeds not only in words as they are the best visual aids [9] for the students to see, so they should act properly, dressed appropriately and observed a dignified and well-

mannered that is appealing to the eyes of the students. Hence, the teachers should control and minimize stress as they serve as role model to their students where they play an important role in improving students' academic achievement, students' discipline and students' wholesome behavior.

Stress is one of the most interesting and mysterious subjects since the beginning of time, its study is not only limited to what happens to the body during a stressful condition, but also to what occurs in the psyche of an individual. It may be defined as a nonspecific response to perceive environmental threats called the stressors. But a particular environmental change a demand or an event may be perceived by one person as stressful and by another as benevolent [10]. Furthermore, it causes rapid breathing, increased heart rate, sweating, and dilation of the pupils.

The cognitive-relational theory of stress emphasizes the continuous, reciprocal nature of the interaction between the person and the environment. Since it has not only been further developed and refined [11] but it has also been expanded recently to a meta-theoretical concept of emotion and coping processes [12] that conceives the complex processes of emotion as composed of causal antecedents, mediating processes, and effects.

The more stress the person is likely to perceive many people having irrational beliefs. If somebody strongly desires to have a safe, comfortable, and satisfying life which they believed is achieved by everything being absolutely easy, convenient and gratifying then the slightest inconvenience would be seen as harmful or threatening [13].

According to Moos and Schaefer [14], life transitions tend to be stressful like the changing from one phase to another in life is called a transition. These transitions could be stressful wherein an individual need to adjust on the particular situation [15].

In the pursuant to the provision of Article 11 of Republic Act No. 7836 otherwise known as the Philippines Professionalization Act of 1994, the Code of Ethics for the Professional Teachers. In Article 1, Section 3 states the interest of the State and of the Filipino people as much as of his own, every teacher shall be physically, mentally and morally fit. Furthermore, in Article IV, section 2 declares, every teacher shall uphold the highest possible standards of quality education, shall make the best preparations for the career of teaching, and shall be at his best at all times and in the practice of his profession. Teachers must be ready in whatever it takes especially while

inside the classroom and most of all uphold its dignified profession for the best interest of the students.

According to Antoniou et.al [16] in their research on occupational stress and professional burnout in teachers of primary and secondary education indicated that women reported significantly higher level of occupational stress and lower level of personal accomplishment. Furthermore, teachers of primary education experience more stress as compared to the teachers of secondary education. The stressors linked to teacher stress are working conditions and low support from the government. This result indicated that levels of occupational stress experienced by teachers may be dependent on the coping strategies that the teachers employ and the effective use of coping strategies could serve as a factor which helps prevent work-related stress and burnout. Concurring to French Rodgers and Cobb [17], they saw stress and resulting strain as a product of the interaction between the individual and the potential sources of stress in the environment.

In other research conducted to find out the relationship of work performance job satisfaction and among the 200 public school teachers of Cotabato City, Philippines [18]. The study found out a significant relationship between teacher respondents' personal profile in terms of age, length of service, educational attainment and job satisfaction and others. The study yielded that the work performance rating was rated very satisfactorily. Teachers were still effective in performing their duty even in overloaded work.

On other hand, job-provided autonomy enhanced motivation and growth in blue collar, white collar and professional positions [19]. Workers whose jobs rated high in job demands yet low in employee control as measured by latitude over decisions reported significantly more exhaustion after work, trouble awakening in the morning, depression, nervousness, anxiety, and insomnia or disturbed sleep than other workers [20]. When workers facing high demands and they had more control, then their stress becomes lower and this major insight affect the health and well-being has led to ongoing improvements in the workplace.

Aftab & Khatoon [21] examined the relationships of a set of independent variables (gender, qualification, teaching experience, salary, subjects taught and marital status) with occupational stress among secondary school teachers in India. The results of the analysis, nearly half of the secondary school teachers experience less stress towards their job and males display more occupational stress towards job than the females.

Moreover, the trained graduate teachers are found to have higher occupational stress than post-graduate and untrained teachers. Teachers with an experience of 6-10 years face occupational stress the most, and 0-5 years the least; while those falling in the remaining two groups slide in between these two. Findings also reveal no significant differences between monthly salary, subjects taught, marital status and occupational stress of secondary school teachers. Thus, teachers' job satisfaction is evident while maintaining effectiveness in handling job.

On other hand, teaching effectiveness reflects a combination of commitment of a teacher to his profession, knowledge of the subject, teaching for independent learning, and management of learning that creates opportunities for intensive and extensive contribution of students in the class activities.

The Commission on Higher Education (CHED) implemented guidelines of quality contribution evaluation of the NBC 461 which clarifies the term instruction as the teaching effectiveness and its delivery that eventually results in academic excellence. Teaching effectiveness of the faculty members is evaluated using the assessment areas which are the commitment, knowledge of the subject matter, teaching for independent learning and management of learning [22].

Teacher commitment and dedication to student learning [23], that the degree of commitment of the workers is the strength of any profession. Teaching is not exempted [24] as it is widely accepted that a unique feature that teachers have is their dedication and commitment to the development of student achievement. Relationship is important between teacher commitment and student achievement [25]-[26]. Moreover, passionate teaching and the quality of students have a strong connection [27].

Furthermore, the teacher's knowledge of the subject will add to the students of proficiency and understanding of the content [28]. It is really necessary for every teacher to study and well educated of the subject matter. The teacher is the facilitator of learning wherein the students were given the chance to discuss things or the topic while the teacher supervises and monitor, the teacher also prepares guidelines which will serve as the hub of discussion and activities.

According to the analytical assumption states that social interaction [29] plays a very important role in the cognitive development of an individual and could not be understood without looking into the social and cultural context. The learner needs appropriate

assistance given by the teacher to accomplish a task and that is management of learning.

Effective teaching is characterized by the results of focusing on the outcomes of education [30]. These outcomes include clear goals, objectives, and performance tasks that students are to assume. Teachers modify their lessons based on evaluations of students' performance.

On other hand, occupational stress can be defined as the harmful physical and emotional responses [31] that occur when the requirements of the job do not match the capabilities, resources, or needs of the worker. The stress experienced by most of the teachers is unpleasant emotions such as tension, frustration, anger and depression resulting from aspects of his work as a professional teacher [32].

Occupational stress can be determined through an Occupational Stress Inventory (OSI) which is a concise measure of three dimensions or domains of occupational adjustment: Occupational Stress, Psychological strain, and Coping resources. For each of these domains, scales measuring specific attributes of the environment provide detailed information or individual that represents important facts of domain [33]. For the present study, the researchers used Occupational Role Questionnaire (ORQ) to measure the extent to which job demands exceed resources (personal and work place), and the extent to which an individual is able to accomplish expected workloads.

The occupational stress domain is measured by a set of six scales, which are collectively called the Occupational Role Questionnaire (ORQ). These scales are: Role ambiguity (RA) measures the extent to which the priorities, expectations, and evaluation criteria are clear to the individual [34]. Role boundary (RB) measures the extent to which the individual has or feels a great deal of responsibility for the performance and welfare of others on the job [35]. Responsibility (R) measures the extent to which the individuals ha or feels, a great deal to responsibility for the performance and welfare of others on the job [36], Physical Environment (PE) measures the extent to which the individual is exposed to high levels of environmental toxins or extreme physical conditions [37]. Role overload (RO) is having too much to do in a given qualitative and quantity of time and effort [38]. It is commonly accepted that an optimal level of job burden will encourage individuals to endeavor the challenging tasks. As long as the amounts of demands are within their capacity, the teachers will work hard to achieve

the given responsibilities that lead to teaching effectiveness [39].

OBJECTIVES OF THE STUDY

This study assessed the teaching effectiveness and occupational stress with an outcome of formulating a stress reduction management within the realm of the data gathered.

Specifically, on the profile of respondents; level of occupational stress in the context of role overload, role insufficiency, role ambiguity, role boundary, responsibility, and physical environment; and the teaching effectiveness on commitment, knowledge of subject, teaching for independent learning and management of learning.

METHODS

Correlation descriptive survey method of research with the aid of modified questionnaires on Occupational Roles Questionnaires (ORQ) [33] and authenticated teaching performance developed by Commission on Higher Education (CHED) for the National Budget Circular (NBC) No. 461 practices of the State University and Colleges (SUC) wherein it measured the level of occupational stress among the respondents of Bohol Island State University (BISU), Candijay Campus, Cogtong, Candijay, Bohol, Philippines specifically its collegiate departments of College of Fisheries and Marine Sciences, College of Technology and Allied Sciences and College of Teacher Education. It also utilized the documentary analysis on teaching performance of the faculty of BISU as assessed by their students.

Respondents

Through universal purposive sampling techniques in selecting its respondents wherein only the general education and professional subject teachers were included as respondents in this study and randomly selected students from three departments of the University for a Total of 819.

Table 1. Distribution of the Respondents

	CTE	CTAS	CFMS	Total
Dean	1	1	1	3
Faculty	21	21	18	60
Students	318	121	317	756
Total	340	143	336	819

Data Gathering Procedure

Questionnaires were distributed personally to the respondents and explained thoroughly the importance of this study and provided assistance for the difficulties in answering the questionnaires. The said respondents

were given ample time to answer the questions with utmost honesty.

The gathered data were then tallied, tabulated, collated and subjected to descriptive and inferential statistics for the purposes of analysis and interpretation in accord to the specific problems of the study. Thus, adding empirical data and interpretation. Data analysis was done using the descriptive statistics, specifically the computation of the weighted mean percentage, weighted means, and computed r to measure the degree of correlation between occupational stress and performance among the 63 faculty members and 756 selected students. The weighted mean and the composite mean were then be interpreted according to the following arbitrary scale: For teaching effectiveness: 5- Outstanding- The performance almost always exceeds the job requirements; 4- Very Satisfactory- The Performance meets and often exceeds the job requirements; 3- Satisfactory- The performance meets job requirements; 2- Fair-The performance needs some development to meet job requirements; 1- Poor-The faculty fails to meet job requirements

For occupational stress:

- 1- If the statement is rarely or never true.
- 2- If the statement is occasionally true.
- 3- If the statement is often true.
- 4- If the statement is usually true.
- 5- If the statement is true most of the time.

RESULTS AND DISCUSSIONS

Data analysis was done using the descriptive statistics, specifically the computation of the weighted mean percentage, Chi square value, and computed r to measure the degree of correlation between occupational stress and teaching effectiveness among the respondents.

It can be assumed from the data, relatively young faculty members made up the roll of faculty at Bohol Island State University Candijay Campus. The age bracket of 21- 25 has the highest percentage of 19.94% while the age bracket of below 21 is the lowest percentage of 4.54. Majority of the respondents were females (37 or 58.73%) and (26 or 41.27%) were males and were married. Their educational qualifications of faculty were classified into two, namely: baccalaureate and post graduate courses attained.

It denotes in table below that the faculty members of the university performed well in their job and teach the lessons effectively as students recognized that they exceed the job requirements with a composite mean of 4.32 interpreted as Outstanding.

Table 2. Performance of the Faculty Members

	CFMS N= 317		CTE N= 239		CTAS N= 121		OVERALL N= 756		R
	WM	DV	WM	DV	WM	DV	WM	DV	
1. Commitment	4.21	O	4.32	O	4.59	O	4.37	O	1
2. Knowledge of Subject	4.24	O	4.2	O	4.53	O	4.32	O	3
3. Teaching for Independent Learning	4.24	O	4.27	O	4.55	O	4.35	O	2
4. Management of Learning	4.15	VS	4.12	VS	4.50	O	4.25	O	4
Composite Mean							4.32	O	

The respective H-computed values of 2.28, 1.81, 1.97, 0.70, 2.52 and 0.16 for “role overload”, “role insufficiency”, “role ambiguity”, “role boundary”, “responsibility” and “physical environment” are lesser than the critical value of 5.99. Likewise, on the overall, the H-computed value of 3.40 which is lesser than the critical value of 5.99. This implies that there are no significant differences among the perception of the three sets of respondents on the specific categories of occupational stress. Occupational stressors can affect health and well-being that led to ongoing improvements in the workplace. However, the participants in this study responded well on the different stressors encountered in performing their job as teachers as evident by insignificant result on occupational stress among the respondents.

Table 3. Occupational Stress among the Three Colleges

Category	df	α	H value	Critical Value	Interpretation
Role Overload	2	0.05	2.28	5.99	Insignificant
Role Insufficiency	2	0.05	1.81	5.99	Insignificant
Role Ambiguity	2	0.05	1.97	5.99	Insignificant
Role Boundary	2	0.05	0.70	5.99	Insignificant
Responsibility	2	0.05	2.52	5.99	Insignificant
Physical Environment	2	0.05	0.16	5.99	Insignificant
Overall	2	0.05	3.40	5.99	Insignificant

The specific categories of teaching effectiveness have significant differences among the responses of the respondents since the H-computed values of 11.18, 8.39, 7.39 and 7.94 for “commitment”, “knowledge of the subject”, “independent learning” and “management of learning”, respectively, exceed the critical value of 5.99. Therefore, the teachers have different performance level of their work. Thus, the given task

and responsibility of each faculty member vary as they differ on the faculty rank and designation, the level of expertise and field of specialization. The dean/supervisor of the college has more responsibility as compared to solely teacher. This result indicated that levels of occupational stress experienced by teachers may be dependent on the coping strategies that the teachers employ and the effective use of coping strategies could serve as a factor which helps prevent work-related stress and burnout [16].

Table 4. Teaching Effectiveness

Category	df	α	H value	Critical Value	Interpretation
Commitment	2	0.05	11.18	5.99	Significant
Knowledge of the Subject	2	0.05	8.39	5.99	Significant
Independent Learning	2	0.05	7.39	5.99	Significant
Management of Learning	2	0.05	7.94	5.99	Significant
Overall	2	0.05	35.70	5.99	Significant

Based on the result between the relationship of the profiles and occupational stress found no significant relationship on the said variables. It can be deduced that the respondents' demographic profile has no significant influence on their level of occupational stress since the chi-square computed values for age (1.05), sex (0.0002), civil status (0.22), educational attainment (0.68), employment status (2.20) and number of years teaching in BISU (3.30) are lesser than the critical value of 3.84. Thus, the null hypothesis is accepted. The respondents might control over job-related decisions, this control in terms of job-provided autonomy enhanced motivation and growth in professional positions (Hackman and Oldham, 1976).

Table 5. Demographic Profiles and Occupational Stress

Category	Df	α	(X ²)	Critical Value	Contingency Coefficient (C)
Age	1	0.05	1.05	3.84	0.15*
Sex	1	0.05	0.0002	3.84	0.002*
Civil Status	1	0.05	0.22	3.84	0.07*
Educational Attainment	1	0.05	0.68	3.84	0.12*
Employment Status	1	0.05	2.20	3.84	0.21*
Number of years teaching in BISU	1	0.05	3.30	3.84	0.25*

* Insignificant, slight positive relationship

The contingency coefficients for age (0.17), sex (0.10), civil status (0.12), educational attainment

(0.10), employment status (0.05) and number of years teaching (0.02) implies a slight positive relationship between these variables and teaching performance. Referring on the Chi-square values, the respondents' demographic profile as to age (1.49), sex (0.46), civil status (0.67), educational attainment (0.53), employment status (0.13) and number of years teaching (0.01) are not significantly related with teaching performance since their Chi-square computed values are lesser than the critical value of 3.84; thus, the demographic profile of the teachers insignificantly influence their perceived teaching performance. It signifies that the respondents perform their function as teacher satisfactorily in spite of their demographic profile. They must demonstrate integrity, impartiality and ethical behavior in the classroom and in their conduct with parents and coworkers (Philippine Professionalization act of 1994 of RA No. 7836 Art. 11).

Table 6. Profiles and Teaching Effectiveness

Category	Df	α	Chi-square Value (X ²)	Critical Value	Contingency Coefficient (C)
Age	1	0.05	1.49	3.84	0.17*
Sex	1	0.05	0.46	3.84	0.10*
Civil Status	1	0.05	0.67	3.84	0.12*
Educational Attainment	1	0.05	0.53	3.84	0.10*
Employment Status	1	0.05	0.13	3.84	0.05*
Number of years teaching in BISU	1	0.05	0.01	3.84	0.02*

* Insignificant, slight positive relationship

As demonstrated in table below, the correlation coefficient of -0.06 indicates a slight negative relationship between occupational stress and teaching effectiveness. This implies that an increase on teachers' level of occupational stress is associated with a slight decrease on their teaching effectiveness. Otherwise, when teachers have low level of occupational stress, their effectiveness in teaching slightly improves. However, since the correlation coefficient is lesser than the critical value of 0.28, the said slight negative relationship between occupational stress and teaching effectiveness is no significance. It can be inferred from the result of the study that teaching effectiveness is not significantly affected by their occupational stress felt as they can cope with stress and live their profession in a certain educational institution. The result was

strengthened by the study of Aftab and Khatoon (2012) who examined the relationships of a set of independent variables (gender, qualification, teaching experience, salary, subjects taught and marital status) with occupational stress among secondary school teachers. Findings revealed that half of the secondary school teachers experience less stress towards their job and males display more occupational stress towards job than the females. Moreover, the trained graduate teachers are found to have higher occupational stress than post-graduate and untrained teachers. Teachers with an experience of 6-10 years face occupational stress the most, and 0-5 years the least; while those falling in the remaining two groups slide in between these two. Furthermore, there is no significant difference between monthly salary, subjects taught, marital status and occupational stress of secondary school teachers.

Table 7. Occupational Stress and Teaching Effectiveness

Variable	Correlation Coefficient (r _s) with Teaching Effectiveness	Critical Value	Interpretation
Occupational Stress	-0.06	0.28	Insignificant, slight negative relationship

CONCLUSION AND RECOMMENDATION

The relationship between the levels of occupational stress and teaching effectiveness among the respondents, a correlation coefficient of -0.06 indicates a slight negative relationship. This implies that the increased level of occupational stress is associated with a slight decrease in their teaching effectiveness. With the cognitive-relational theory of stress emphasizes the continuous, reciprocal nature of the interaction between the person and the environment which may adjust or transform over time due to managing effectiveness, altered requirements, or enhancements in personal capacities. (Lazarus, 1966). Otherwise, a low level of occupational stress will lead to improvements in the effectiveness of teaching. It can be inferred from the result of the study that teaching effectiveness is not affected by their occupational stress. According to Moos and Schaefer (1986), life transitions tend to be stressful. Changing from one phase to another in life is called a transition; examples include, starting school, moving home, reaching puberty, starting college especially away from home, starting a career, getting

married, becoming a parent, losing a spouse through divorce or death and retiring after a long sacrifice at work. These transitions could be stressful wherein an individual need to adjust to a particular situation. Therefore, it is concluded that the respondents have a better coping ability on the occupational stress; the dedication and commitment of the faculty members to their profession are significantly played a big impact on their effectiveness. Furthermore, a teacher plays a majorly important role in a community, offering students guidance and sometimes being the first adult in a child's life to show interest in their goals. Teachers help shape the community and can direct students in positive directions that they may not have pursued otherwise.

As a result of the study, it is recommended that the inclusion of a design activity to relieve stress of the faculty and staff of the university in the annual strategic program; and to ensure the continuation of effective services to the students, there should be a regular monitoring and evaluation on the working conditions among the workforce including the faculty members and support staff.

Since this study was conducted in a campus university, it is suggested to have similar research in a different and bigger group to achieve the purpose of creating a solution to occupational stress of teachers.

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