

Causes and Effects of Stress Among Faculty Members in a State University

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Abstract - *This study aimed to ascertain the level of stress among the faculty members of West Visayas State University Janiuay Campus when they were taken as a whole and when they were grouped as to sex, age, civil status, academic rank, and workload. It likewise determined the causes and effects of stress among the respondents and if there were significant differences in their level of stress when classified as to sex, age, civil status, academic rank, and workload. This study utilized the descriptive method in determining the levels, causes and effects of stress among the fifty-five (55) randomly selected faculty respondents. Results revealed that there was a low level of stress among the respondents as a whole and when classified as to the defined variables except those faculty aged 58 and above, whose stress level was moderate. The leading cause of stress was paperwork, the leading physical effect was high blood pressure, emotional effect was irritability and spiritual effect was anxiety. There were no significant differences in the level of stress when the respondents were grouped as to age, sex, civil status and workload while a significant difference existed when the respondents were grouped as to academic rank.*

Keywords: *Stress, Faculty, State University*

INTRODUCTION

It seems currently that every individual suffers from stress. Briner [1] argued that in the late twentieth century, stress had become a modern myth, similar to demons and witches of the middle ages or 'nerves' in the 1950's.

Stress involves an interaction between a stressor, the perceived ability of the individual to achieve a desired outcome, and the individual's coping response. Contemporary life is full of thwarting, time limits, and ultimatum. Most people regarded stress as so ordinary that it has become a state of life. Stress is not always bad, though. Stress within one's relief zone can motivate him to do his best, help him perform under stress, even keep him safe when vulnerability emerges. However, when stress comes to be overpowering, it can impair one's well-being, mood, relationships, and quality of life [2].

Theories of stress assume that there is: a stressor that poses a demand, challenge or threat; and awareness or perception of the stressor; and a response that includes emotional, physiological, cognitive and behavioural changes. Some people find a situation stressful because it is unfamiliar and

they do not know how to respond. Others hardly notice the same situation because it is well known to them and they respond without having to give it much thought.

Considered as a comprehensive term, stress submerges worry, anxiety, tension, strain and any other upsets, whether mental or physical, that disturbs the whole economy of a person. Stress is said to be a complex and vibrant process of interaction between a person and his life. All phases in the human mind arise from either the subconscious or unconscious state [3]. It is an inevitable part of one's routine and is experienced by all in any type of work engaged. One's daily tasks produce stress, demarcated as a non-specific retort of the body to any claim placed upon it.

Woodman (1995) as cited by Ivancevich and Matteson [4], emphasizes that physical or psychological pressures from the environment that result in stress are called stressors. They have a variety of form but they have one thing in common. They create stress or the potential for stress when an individual perceives them as representing a demand that may exceed his or her ability to respond. As

they pointed out, various factors also caused stress that included workload, time pressures, deadlines, long working hours, conflicts between work and death of a family member, failing a course, finding a new love interest, loss of financial aid, major injury or illness, parents, divorce, change in eating or sleeping habits, among others.

Moreover, personality traits can be appended to stress. An individual with low esteem is likely to experience stress in demanding work situations than a person with high esteem. Too much work to do and no enough time or resources to do it can be stressful. Too little work may also cause stress or differing expectations of or demands on a person's role at work. Heavy travel demands or commuting to work over long distance, failure to advance as rapidly as desired and poor working relationships and interactions with subordinates, peers and supervisors are other causes of stress [4].

Stress can take its toll in many ways, producing both biological and psychological consequences. Often the most immediate reaction to stress is a biological one. Exposure to stressors generates a rise in certain hormones secreted by the adrenal glands, an increase in heart rate and blood pressure, sweating, hot and cold spells, breathing difficulties, muscular tension and increased gastrointestinal disorder and changes in how well the skin conducts electrical impulses. Emotionally, it may lead to anger, anxiety, depression, lowered self esteem, poor intellectual functioning leading to inability to concentrate and make decisions, nervousness and irritability. On a short-term basis, these responses may be adaptive because they produce 'emergency reaction' in which the body prepares to defend itself through activation of the sympathetic nervous system. Those responses may allow more effective coping with the stressful situation [5]. Coping with stress, however, can take a number of forms, including the unconscious use of defense mechanisms and the use of emotion-focused or problem-focused coping strategies.

Janssen et al [10] reviewed studies of stress, coping and attachment with an intellectual disability. They reported evidence that intellectually disabled people were more vulnerable to stress and use less effective coping strategies. Studies of attachment indicated that people with intellectual disability are at risk of developing insecure or disorganized attachment. This may put them at risk for developing

challenging behaviors, particularly when faced with stressful situations of life change.

Likewise, Brissette et al [12] suggested that optimists use more effective coping strategies and have more supportive social networks and this is why optimists are usually found to be less prone to stress, though it is difficult to distinguish between cause and effect. Cohen et al (1999) compared the immune responses of optimists and pessimists to acute and chronic stressors. They found that optimists had better immune function following acute stress, whereas pessimist showed no effect. But in situations of persistent of high stress, optimists showed more immune depression than pessimists.

Stress may also lead to job fatigue. This refers to the adverse effects of working conditions where stressors seem unavoidable and sources of job dissatisfaction and relief from stress seem unavoidable [6]. Moreover, continued exposure to stress results in a decline in the body's overall level of biological functioning because of the constant secretion of stress-related hormones. Over time, stressful reactions can promote deterioration of body tissues such as blood vessels and the heart. Ultimately, one becomes more susceptible to disease as his ability to fight off infection is lowered [7]. However, while the human nervous system is still responding in the same way to threatening stimuli or stressors, the modern 'stressors' including the environment have changed radically [4].

As cited by Ivancevich and Matteson [4], Hans Selye and Richard Lazarus are among the earlier pioneers relating to theories of stress. In the earlier work of Selye (1976) stress is defined as: "the nonspecific responses of the body to any demand". The consequences of stress can be explained in part by Selye's General Adaptation Syndrome (GAS), which suggests that there are three stages in stress responses: alarm and mobilization, resistance and exhaustion. In the classical work of Lazarus (1966) stress is defined as: "a stimulus condition that results in a form of disequilibrium in the system, producing a kind of strain and changes in the system". The way an environmental circumstance is interpreted affects whether it will be considered stressful. Still, there are general classes of events to provoke stress: cataclysmic events, personal stressors, and background stressors (daily hassles).

Alternatively, as long as their youth and energy are by their side, the short term effects of stress might be handled well by individuals. Stress is fatal when accumulated regularly and continuously; hence, the long term effects of stress have to be watched out. [8]. In support, there are individual differences in vulnerability to the potential pathogenic effects of stress; individual differences in vulnerability arise due to both genetic and psychological factors. Likewise, the age at which the stress is experienced can direct its effect on health. Chronic stress at a young age can have lifelong impacts on the biological, psychological, and behavioral responses to stress later in life [19].

Most healthy individuals can still remain disease-free after confronting chronic stressful events even though psychological stress is often connected with illness or disease. Similarly, people who do not believe that stress will affect their health do not have an increased risk of illness, disease, or death [9]. Unrelenting and persistent stress frequently leads to anxiety and unhealthy behaviours like overeating and abuse of alcohol or drugs [6].

Stress is typically described as negative or a positive condition that can have an influence on an individual's mental and physical well-being. Stress can be acute, the most common form, which results from demands and pressures of the recent past and anticipated demands and pressures of the near future. Likewise, episodic acute stress where people experience a disordered life, are always in a rush, hostile and the workplace becomes a very stressful place for them. Lastly, chronic stress tends to wear people away day after day and comes when a person never sees a way out of a miserable situation which stems from traumatic, early childhood experiences that become internalized and remain forever painful and present.

Stress can afford negative conditions result like feelings of failure, doubt, rejection, anger and depression. But, as a positive influence, stress can motivate one to action, to promptly do something and to change direction. This can bring a new perspective on certain things. Flowers (1991) as cited by Ravikant [8], pointed out that without stress, a person would be motivated to do little or nothing. Life would just pass him by. When one feels in control of his stresses, the effect is healthy and productive. But allowing stress to accumulate, to

build to the point where it controls the individual, is painful and unhealthy.

APA's 2010 Stress in America survey revealed that chronic stress is becoming a public health crisis. The survey also revealed the impact stress is having on Americans' physical and emotional health. As revealed, stress has also affected the way a person cares about himself. Only 40 percent of Americans rate their health as very good or excellent. They also know they're not doing a good job taking care themselves. Other results showed that Americans are indulging in unhealthy behaviors instead of managing their stress in healthy ways; 54 percent agreed that physical activity was very or extremely important; two-fifths reported overeating or eating unhealthy foods because of stress; more than 40 percent reported that they had lain awake at night almost a third of adults say they skipped a meal because of stress in the past month; and the lack of willpower which becomes a problem. Americans cite lack of willpower as the biggest barrier to adopting healthier behavior. But 70 percent believe that willpower is something they can learn or improve — if only they had more money, energy or confidence in their ability to change [10].

Various factors could attribute to stress occurrence. Reuters (2012) as cited by Ahmady et al [13], emphasized in a Health Research Journal, the result of a review that was done to evaluate the role of gender in the level of workplace stress. It revealed that women reported higher levels of stress compared to men. Education and income also play roles in protecting health. Education makes it easier to use and benefit from new health information and technologies and income makes life easier more generally, reducing stress and wear and tear, for example by having a helper to look after the children, or the money to buy first class travel. As to academic rank, role stress was experienced in high level among almost all faculty members studying in medical schools with different ranks and threatened with the same level of role stress.

What influences stress, according to Atlanta [14], are five factors: "time constraint stress", arising from administrative tasks and general duties like paperwork, meetings and interruptions; "departmental influences", such as knowing the evaluation according to criteria and what influences decisions; "professional identity stress", which relates to keeping current in the scholarly arena;

"stress from student interaction", such as student evaluations, instruction and advising; and stress in "professional recognition or rewards" such as "inadequate pay and recognition".

In an article, "Why are Associate Professors So Unhappy?" as cited by Jong [15], new national data showed that associate professors are some of the unhappiest people in the academe. The Collaborative on Academic Careers in Higher Education at Harvard University disclosed significantly less satisfied faculty with their work than either assistant or full professors, according to the data, which were collected this year from 13,510 professors at 56 colleges and universities by adjunct professors have also made their unhappiness with their work conditions well known, but the Harvard survey focused on faculty members within the tenured and tenure-track ranks. This contention was supported by Forbes [16] in his article on reasons being a university professor is a stressful job.

On the other hand, Ohio State University psychologist Janice Kiecolt-Glaser and her partner, Ronald Glaser, an OSU virologist and immunologist, have spent 20-odd years researching how stress affects the immune system, and they have made some startling discoveries. Stress makes the human immune systems less effective because it actually elicits an immune response itself. Stress causes the body to release pro-inflammatory cytokines, immune factors that initiate responses against infections. When the body produces these cytokines over long periods of time—for instance, as a result of chronic stress—all sorts of bad things can happen. What is more, because regular stress causes a chronic immune response, it can also increase a person's risk for allergies, which occur when the body elicits a chronic immune response against something that is not really dangerous (like pollen). Also, Kiecolt-Glaser found that when people are under lots of stress—for instance, when they are forced to deliver a speech or do difficult math problems on the spot—their allergies worsen over the course of the next day. These effects could prove detrimental to persons in all fields of endeavour, like those in teaching.

In the case of educational institutions, the primary goal of the teaching profession is to ensure student enhancement and excellence in job performance; however, the learning process and the workplace would be threatened if the faculty

workforce faces unmanageable stressful situations. Gardner [17] published an article which was a result of an offshoot of a 2013 survey stating that almost half of the nation's teachers have considered quitting the profession during the past years because of increasing stress and cuts in pay and pensions. In State Colleges and Universities in the Philippines, like the West Visayas State University System, apart from the usual stressors of daily living and family roles, daily expenses, health conditions, among others, the faculty are tasked with four-fold mandated functions of instruction, research, extension and production which could pose them to an alarming level of stress. The West Visayas State University-Janiuay, one of the four external campuses, has produced top quality graduates and has been preparing for national Level II reaccreditation of its six curricular programs. The faculty workforce of WVSU-Janiuay are expected to show their best, give their utmost commitment, produce quality outputs and balance their school work with family time and the like, thus they should be well-prepared, empowered and could strongly cope with work-related stress; hence, this study.

OBJECTIVES OF THE STUDY

This study aimed to ascertain the level of stress among the faculty members of West Visayas State University Janiuay Campus when they were taken as a whole and when they were grouped as to sex, age, civil status, academic rank, and workload. It likewise determined the following: *ranks of the causes and effects of stress among the respondents and the significant differences that existed in their level of stress when they were classified as to sex, age, civil status, academic rank, and workload.*

METHODS

Administered among the fifty-five (55) randomly selected faculty respondents from the different schools within the WVSU Janiuay Campus for school year 2013-2014, this study utilized the descriptive method in determining the levels, causes and effects of stress. According to Gay [18], the descriptive method of research involves collecting data to answer questions concerning the current status of the subject under study.

Means and standard deviations were used to describe the levels of stress among the respondents

while frequency count, ranks and percentages were used for the respondents' causes and effects of stress. The t-test and ANOVA were used to assess the significant differences in the levels of stress among the respondents when they were classified as to sex, age, civil status, academic rank and workload. Random sampling was utilized to identify the sample size of the desired number of respondents. Statistical level for all inferential tests was set at .05 alpha. All statistical computations were processed through the Statistical Package for the Social Sciences (SPSS) software.

The independent variables were the respondents' sex, age, civil status, academic rank and workload while the dependent variables were the stress levels of the respondents as well as the causes and effects of stress to them.

The respondents were classified as to sex, age, civil status, academic rank and workload. As to sex, they were classified as to male and female. As to age, the respondents were classified as to: 25–35, 36–46, 47–57, and 58 years old and above. As to civil status, they were classified as to single, married and widow. As to academic rank, they were classified as to instructor, assistant professor and associate professor. As to workload, they were classified as to 18 units and below, 19–24 units and 25–30 units.

To gather data from the respondents such as sex, age, civil status, academic rank and workload, a personal data sheet was attached to the questionnaire checklists. The researcher-made questionnaire checklists were used to obtain the data on the stress levels, causes and effects. The instruments were validated by research experts of the University and were also reliability-tested.

Table 1 shows the distribution of respondents when grouped as to sex, age, civil status, academic rank and workload.

The total number of respondents was 55 or 80% of the total population. Out of 55 respondents, as to sex, 21 (38.2%) were males and 34 (61.8%) were females; as to age, 5 (9.1%) belonged to 25–35 years old; 20 (36.4%) to 36–46 years old; 25 (45.4%) to 47–57 years old; and 5 (9.1%) to 58 years old and above; as to civil status, 8 (14.5%) were single, 43 (78.2%) were married and 4 (7.3%) were widow; as to academic rank, 24 (43.7%) were instructor; 29 (72.7%) were assistant professor; and 2 (3.6%) were associate professor; and as to workload, 11 (20%)

with 18 units and below; 39 (70.9%) with 19–24 units; and 5 (9.1%) with 25–30 units.

The distribution of respondents is shown in Table 1.

Table 1. *Distribution of Respondents (N=55)*

	N	%
Sex		
Male	21	38.2
Female	34	61.8
Age		
25-35	5	9.1
36-46	20	36.4
47-57	25	45.4
58 and above	5	9.1
Civil Status		
Single	8	14.5
Married	43	78.2
Widow	4	7.3
Academic Rank		
Instructor	24	43.7
Assistant Professor	29	72.7
Associate Professor	2	3.6
Workload		
18 Units and Below	11	20
19-24	39	70.9
25-30	5	9.1

RESULTS AND DISCUSSION

As to the descriptive and inferential findings of this study, Table 2 shows that as an entire group, the respondents' level of stress was *low* ($M=1.61$, $SD=.21$). When they were classified as to sex, their level of stress was *low* with the males ($M=1.54$, $SD=.20$) and the females ($M=1.64$, $SD=.21$). Likewise, as to age, their level of stress was *low* with ages 25–35 ($M=1.57$, $SD=.15$), 36–46 ($M=1.63$, $SD=.21$) and 47–57 ($M=1.57$, $SD=.21$), while their level of stress was *moderate* for ages 58–above ($M=1.71$, $SD=.31$). When the respondents were grouped as to civil status, their level of stress was *low* with those who were single ($M=1.56$, $SD=.17$), married ($M=1.62$, $SD=.22$) and widow ($M=1.57$, $SD=.20$). When they were classified as to academic rank, the respondents' level of stress was *low*, those who were instructor ($M=1.59$, $SD=.21$), assistant professor ($M=1.65$, $SD=.19$) and associate professor ($M=1.18$, $SD=.85$). Lastly, as to workload, the respondents' level of stress was *low* with those who had 18 units and below ($M=1.55$, $SD=.29$), 19–24 units ($M=1.64$, $SD=.18$) and 25–30 units ($M=1.47$, $SD=.25$). The SDs obtained showed the

narrow dispersion of the means for each group, revealing the homogeneity of the respondents concerned in relation to their level of stress. These results proved that the respondents' levels of stress were to a low extent despite the defined variables. Most likely that this low stress level in general may have been a result of the respondents' personal knowledge and familiarization of stress management and perhaps their thinking of the extent of too much stress would be to their disadvantage. More likely, they had stress control and clear understanding that partly or wholly, being affected by stress could hamper the quality, timeliness and efficiency of their work; more so, with their relationships with people and their tasks demanded at home. Lastly, those ages 58-above, whose level of stress was moderate but not so critical though, may have been partly a result of physical ageing or perhaps by emotional and mental unpredictability as one aged or nearing forced retirement from government service.

Table 2. *Level of Stress among the Respondents When Classified According to Variables*

	N	M	SD	Description
Entire group	55	1.61	.21	Low
Gender				
Male	21	1.54	.20	Low
Female	34	.64	.21	Low
Age				
25-35	5	1.57	.15	Low
36-46	20	1.63	.21	Low
47-57	25	1.57	.21	Low
58 and Above	5	1.71	.31	Moderate
Civil Status				
Single	8	1.56	.17	Low
Married	43	1.62	.22	Low
Widow	4	1.57	.20	Low
Academic Rank				
Instructor	24	1.59	.21	Low
Assistant Professor	29	1.65	.19	Low
Associate Professor	2	1.18	.85	Low
Workload				
18 Unit and Below	11	1.55	.29	Low
19-24Units	39	1.64	.18	Low
25-30 Units	5	1.47	.25	Low

Legend: 2.34 – 3.00, High; 1.67 – 2.33, Moderate; and 1.00 – 1.66, Low.

Table 3 reveals the causes of stress, in general, among the respondents. The ranking of the causes of stress as highest to lowest were the following: 1) Paperwork (Research, Meetings and Conferences); 2) People in the workplace; 3) Lack of control over

the working day; 4) Workload; 5) Having to take on other people's work; 6.5) Feeling undervalued/Frustration with the working environment; 8) Having to work long hours; 9) Lack of job satisfaction; and 10) Other reasons.

The principal cause of stress among the respondents was paperwork brought about by research work, meetings and conferences. This may have been a result of the huge bulk of assignments given them. Likewise, lack of job satisfaction and other reasons, though the least among the causes of stress, may have been a result of less commitment and perhaps, little dedication was given by the respondents of this study to their instructional activities. As an A1 State University in this part of the country, with mandated functions of instruction, research and extension services, its faculty manpower were required to do research work in their areas of specialization to achieve the University's yearly physical targets set, to attend without fail those frequently-held meetings of various academic and administrative concerns, issues and updates as well as to participate in highly-relevant conferences in line with their academic and administrative disciplines, highly contributory to the annual physical accomplishments of the University. These would serve as bases for the grant of the Performance-Based Bonus (PBB) and other cash incentives. More likely that maintaining the highest quality of instructional services, research and extension services involvement, faculty development through seminars, conferences and meetings may have been responsible why paperwork got the highest rank.

Table 3. *Causes of Stress among the Respondents as an Entire Group*

CAUSES	f	%	Rank
Workload	13	24	4
Feeling Undervalued	11	20	6.5
Paperwork (Research, Meetings, Conferences)	20	36	1
People in the workplace	16	29	2
Having to take on other people's work	12	22	5
Lack of job satisfaction	6	11	9
Having to work long hours	8	15	8
Lack of control over the working day	14	26	3
Frustration with the working environment	11	20	6.5
Other Reasons	3	6	10

Table 4 shows the physical effects of stress, in general, among the respondents. The ranking of the physical effects of stress as highest to lowest were the following: 1) High blood pressure; 2.5) Tiredness all the time/Headaches; 4) Poor eating habit; and 5) Trouble sleeping. Although stress is not a confirmed risk factor for either high blood pressure or heart disease, and has not been proven to cause heart disease, scientists continue to study how stress relates to one's health. And while blood pressure may increase temporarily when one is stressed, stress has not been proven to cause chronic high blood pressure. Like the majority of the respondents in this study, they may have only felt the emotional discomfort (pressure, urgency, etc.) when faced with a stressful situation and their bodies may have reacted by releasing stress hormones (adrenaline and cortisol) into the blood. These hormones prepare the body for the "fight or flight response" by making the heart beat faster and constricting blood vessels to get more blood to the core of the body instead of the extremities. Constriction of blood vessels and increase in heart rate does raise blood pressure, but only temporarily; when the stress reaction goes away, blood pressure returns to its pre-stress level. This is called situational stress, and its effects are generally short-lived and disappear when the stressful event is over [20].

Table 4. Physical Effects of Stress among the Respondents

Physical Effects	F	%	Rank
Tiredness all the time	30	46	2.5
High blood pressure	40	73	1
Poor eating habits	24	44	4
Headaches	25	46	2.5
Trouble sleeping	20	36	5

Table 5 discloses the emotional effects of stress, as a whole, among the respondents. The ranking of the emotional effects of stress as highest to lowest were the following: 1) Irritability; 2) Apprehension; 3) Depression; 4) Anger; and 5) Less tolerance to others. Irritability can occur when someone is provoked. It can also be a symptom of a mental disorder or medical condition. It generally causes a person to feel frustrated easily [21]. As the highest

ranked among the emotional effects of stress among the respondents of this study, irritability is perhaps a clear result of their varied behavioural responses to both physiological as well as behavioural stimuli – the latter including areas of environmental, situational, sociological, and emotional stimulus. More likely that too much pressure and urgency in relation to the bulk of work assigned to them, the respondents may have been pushed to their mental and physical limits or possibly their irritability, a feeling of agitation, resulted in frustrations towards their work. This is supported by Glisson's theory of irritability that all parts of the body are constructed of fibers capable of perceiving external stimuli and responding to them with various characteristic movements (contraction, secretion, and so on).

Table 5. Emotional Effects of Stress among the Respondents

Emotional Effects	f	%	Rank
Depression	25	45	3
Irritability	32	58	1
Less tolerance to others	16	29	5
Anger	20	36	4
Apprehension	26	47	2

Table 6 reveals the spiritual effects of stress, as a whole, among the respondents. The ranking of the spiritual effects of stress as highest to lowest were the following: 1) Anxiety; 2) Bad temper; 3) Loss of interest in work; 4) Use of alcohol; and 5) Loss of appetite.

Table 6. Spiritual Effects of Stress among the Respondents

Spiritual effects	f	%	Rank
Use of alcohol	21	38	4
Anxiety	32	58	1
Bad temper	28	51	2
Loss of interest in work	27	49	3
Loss of appetite	17	31	5

T-test on Table 7 shows that when the respondents were classified as to sex ($t=1.74$, $p=.088$), no significant difference was noted. Regardless of sex, the respondents may have been generally showing low level of stress. Despite differences, both sexes may have adapted the stressful environment wherein they could personally control and manage the stress that goes with their

work and responsibilities; hence, no significant difference was noted.

Table 7. Differences on the Level of Stress among the Respondents as to their Sex

Category	Mean	t-value	df	p-value
Sex				
Male	1.54	1.74	53	0.088
Female	1.64			

*Significant at $p > .05$

ANOVA result on Table 8 shows no significant difference existed when the respondents were classified as to age ($F = .698, p = .558$). Regardless of age differences, the level of stress was low. Adult, middle and old aged, like the respondents in this study, showed consistency on how stress may have affected them especially when it is work-related activities or as to their everyday usual work routine.

Table 8. Differences on the Level of Stress among the Respondents as to their Age

Stress Level	Sum of squares	df	Mean square	F-value	Sig 2-tailed
Between Groups	0.096	3	.032	0.698	.558
Within Groups	2.345	51	.046		
TOTAL	2.442	54			

*Significant at $p > .05$

ANOVA result on Table 9 reveals no significant difference existed when the respondents were classified as to civil status ($F = .343, p = .711$). No civil status could prove significant difference on the level of stress one experiences, like what the respondents have yielded in this study. Regardless of the civil status one has, stress is generally affecting everyone as revealed in this study.

Table 9. ANOVA Result in the Differences on the Level of Stress among the Respondents as to their Civil Status

Stress Level	Sum of squares	df	Mean square	F-value	Sig 2-tailed
Between Groups	0.032	2	.016	.343	0.711
Within Groups	2.410	52	.046		
TOTAL	2.442	54			

*Significant at $p > .05$

ANOVA result on Table 10 shows a significant difference existed when the respondents were classified as to academic rank ($F = 5.46, p = .007$). As observed, the higher the academic rank, the higher the extent of stress that goes with one's authority and responsibilities. Likewise, the respondents of this study may have believed that the more they get promoted, the more tasks were assigned to them and the more stressful they become. The level of stress perhaps goes with the position or rank of any personnel.

Table 10. Differences in the Level of Stress among the Respondents as to their Academic Rank

Stress Level	Sum of squares	df	Mean Square	F value	Sig.2tailed
Between Groups	0.032	2	.016	5.46	.007*
Within Groups	2.410	52	.046		
TOTAL	2.942	54			

*Significant at $p > .05$

ANOVA result on Table 11 discloses no significant difference existed when the respondents were classified as to workload ($F = 1.886, p = .162$). Despite the variation on workloads given to the respondents, the level of stress of the respondents was generally low; hence, workloads did not create differences on their stress level.

Table 11. Differences on the Level of Stress among the Respondents as to their Workload

Stress Level	Sum of squares	df	Mean square	F-value	Sig 2-tailed
Between Groups	0.165	2	.083	1.886	0.162
Within Groups	2.277	52	.044		
TOTAL	2.442	54			

*Significant at $p > .05$

CONCLUSION AND RECOMMENDATION

The low level of stress experienced by the faculty respondents when taken as an entire group could be appended to various factors. The faculty workforce of WVSU Janiuary, in their long term delivery of quality and efficient education to the community, could have, through the years, adjusted well to all the pressures brought about by their tasks in the conduct of their fourfold functions -- instruction, research, extension services and production. Valuable coping mechanisms and stress

management techniques could have been utilized by the faculty to be able to function in their daily work and home routine. Past experiences that caused them stress could have served as best know-how for them to deal with such situations better and combat stress with less anxiety. The only age level moderately affected by stress are those ages 58 and above. This could be due to the changes brought about by the ageing process which affects the different aspects of one's life ---physical, mental, emotional, social and even spiritual.

The primary cause of the high level of stress among faculty when taken as a whole was paperwork, this included functions like for instance, research work and preparing for meetings and conferences. Preparing research outputs demands much time and effort since the faculty should reserve extra time doing it. In research, refinement of proposal undergoes complex process and this is tiresome for a faculty handling many roles. Sitting in front of computers and surfing the internet in search for related studies take time and is also physically tiresome. Faculty members do research as part of the mandated functions yet research demands proficiency in formulating even a proposal and with coherence to the standards set by the University. It is time consuming and less challenging to faculty not inclined to it. Among the age groups, faculty ages 58 years old could not also devote religiously to this function since they suffer physical complaints like eye problems, tiredness and other age-related adjustments.

High blood pressure, otherwise known as hypertension, was the leading physical effect when the faculty experience stress. Increase in age may contribute to the rise in blood pressure due to changes in the bodily functions, thus faculty with ages 58 and above experience moderate level of stress more than others. Stress (Web MD) is one among the factors that can raise blood pressure. The most common effect of stress on emotion was irritability and in the spiritual side, the most prevalent effect was anxiety.

No significant difference existed in the level of stress among the faculty when grouped as to sex, age, civil status, and workload. Significant difference only existed when the respondents were classified as to academic rank. These findings probably mean that faculty are aware of the stress coping techniques regardless of sex, age, civil status

and workload. Some faculty belonging to the upper academic rank experience higher stress level maybe due to pressures embedded to such ranks, much more those with administrative designations. Most faculty designees hold higher academic ranks and given more complex functions as compared to their co-faculty with lower academic ranks.

Results of the study revealed that stress was experienced at the moderate level among faculty with ages 58 and above which is due most to the ageing process and the physical, emotional and spiritual changes that are brought about by such process. The faculty spends most of their time in hurdling voluminous paperwork. The teaching and learning process is also a stress-prone occupation especially that the WVSU system aims for the enhancement of learners and also targets excellent graduates armed with skills, knowledge and positive attitudes. It is therefore a must that the faculty equip themselves with coping mechanisms, positive outlook and stress management techniques for resolution of stress. Since the result revealed that the most prone age for such stress are faculty near forced retirement, they should be provided with minimal load, less designation and stress-free working environment.

The institution should encourage the Faculty Association and other employee organizations to formulate stress management activity proposals and programs that would help the faculty in managing their stress and to function at the highest level regardless of age, sex, civil status, workload and academic rank.

Proper delegation and channeling of work should be encouraged since one of the common causes of stress is *having to take on other people's work* so that faculty members would be concentrating on the jobs fitted for them, and would give consideration to faculty near forced retirement age to enjoy minimal load and less designation or assignment.

For faculty ages 58 and above, proper stress management techniques may be adopted and suitable tasks be given. It is highly recommended to the current administration to conduct stress-related seminars to increase further level of awareness of faculty on stress management as well as inviting resource persons from health agencies to do lectures. Also, results of this study should be disseminated to the faculty to be made aware of their levels of stress,

the various causes and effects on them that may be regulated or managed in order to help themselves and in turn, improve the workplace and upgrade the teaching-learning system.

This present research output may be replicated and such future researches should consider variables not included in this study which may also considerably affect the stress levels of the respondents.

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