

# Work-Related Stress And Coping Strategies Among Faculty Members Of Higher Education Institutions (Heis) In Sulu

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## Abstract

This descriptive-correlational study assesses the work-related stress and coping strategies among faculty members of higher education institutions (HEIs) in Sulu during the Academic Year 2021-2022. Adopting purposive sampling method with 200 samples, wherein data were analyzed by using weighted mean, standard deviation, t-test for independent samples, One-way ANOVA, and Pearson's  $r$ , this study reveals the following findings: 1) Majority is female, within 41-50 years old, have 5 years & below of length of service, are permanent or regular status, and have bachelor's degree with MA units. 2) Teacher-respondents affirmed that faculty of HEIs in Sulu highly felt psychological stress, emotional and social disturbances that generally caused by occupational climate, physical environment, job demand, degree of autonomy, relationship conflict, job instability, organizational system, and lack of reward. 3) Teacher-respondents affirmed that, with high extent faculty of HEIs in Sulu handle stressful situation through wellness, thought control, active coping, social ease, tension reduction, and spiritual practice. 4) On the average, there is no significant difference in the extent of work-related stress among faculty of higher education institutions in Sulu when data are categorized according to gender, age, length of service, status of appointment, and educational attainment. That is, teacher-respondents do not differ in ways of perceiving the extent of psychological stress, emotional and social disturbances experienced by college faculty of HEIs in Sulu that generally caused by occupational climate, physical environment, job demand, degree of autonomy, relationship conflict, job instability, organizational system, and lack of reward. 5) Generally, there is no significant difference in the extent of coping strategies of college instructors of HEIs in Sulu when data are categorized according to gender, age, and educational

attainment. But there exists significant difference in terms of length of service and status of appointment wherein teacher-respondents with permanent teaching status and have been in service for 16 years & above have better ways in perceiving the extent of coping strategies. 6) The constructs of work-related stress and coping strategies as highly correlated. This study tends to support Sanghee Kang, et al. (2015) Occupational Stress Model and Matheny, Kenneth B. et al. (2000) Stress Coping Resources Inventory.

Index Terms—About four key words or phrases in alphabetical order, separated by commas.

## **INTRODUCTION**

The 21<sup>st</sup> century is a time of globalization, the revolution of information, and speed business transaction. In this rapidly changing environment, characterized by intensified competition and escalating demands for flexibility and adjustment, organizations have taken strong decisions such as outsourcing, downsizing, and mergers in order to adapt to the new situation (Shukla & Srivastava, 2016). Indeed, these changes in the global economy have caused Job stress among employees both in private and public agencies.

Work-related stress is a very common problem among workers and its detrimental effects on human health is seen to be rapidly increasing compared to previous years (World Health Organization, 2017). The World Health Organization (WHO) broadly defines work-related stress as the reaction people may have when presented with work demands and pressures that are mismatched to their knowledge and abilities that challenges their ability to cope (WHO, 2020). Work-related stress occurs when the job demands for and responsibility are not suited to the workers' ability or when the time allocated for the work is insufficient. This causes many different health problems and unhealthy behaviors. Stress can evoke the negative emotions like fear, frustration, sadness, and anger (Shukla & Srivastava, 2016). Job stressors such as occupational climate, physical environment, Job demand, degree of autonomy, relationship conflict, job instability, organizational system, and lack of reward can lead to poor health of employees (Kang, Sanghee et al., 2015).

There is now overwhelming evidence of what many educators had known for quite numbers of years: Teaching is a highly stressful occupation. In fact, teachers throughout the world deal with a substantial amount of ongoing occupational stress. The high level of stress associated with teaching has serious implications for the healthy functioning of individual teachers and schools, and even entire school systems. Because this stress can take a variety of

forms and have many different sources, a comprehensive assessment is an important component of any stress reduction effort (Hansen & Sullivan, 2003 in Shukla & Srivastava, 2016).

Work-related stress is an alarmingly growing public health problem that could result in serious social and economic consequences that could be prevented if appropriate measures are taken (WHO, 2007 in Belete et al. 2021). That is, the working environment has a major influence on the mental health and behavioral well-being of individual employees (Maulik PK, 2017). In the current modern and turbulent working environment, making the employees work with high stress and pressurized conditions could lead to risk for a variety of health problems in which work-related stress is amongst the first line problem (Tabassum S, 2013). Work-related stress is one of the leading contributors of global burden of disease in terms of its adverse emotional, psychological, and physiological impact of workers across the world and more impactful for those living in developing countries (Ratanasiripong P et al., 2016). Thus, work-related stress has resulted in a substantial multifaceted impact to employees and decrement in organizational productivities.

Unless work-related stress has been monitored at the beginning, it can lead to a considerable decrease in employee performance to the success of the organization in terms of higher turnover number, repeated absenteeism from duties, and link to misbehavior in employees such as psychoactive substance misuse and sleep disturbance (Aderaw Z. et al., 2011). When an employee's performance decreased, it resulted in reduction of productivity, accident and injury, compensation, and treatment costs for injured workers (Priyadharshini R. et al., 2017; Demeke A., 2017).

In fact, the prevalence of work-related stress has been reported in a wide range of differences across the globe. It has been found to be 25% in India (Mohan GM. et al., 2008), 27.5% in Thailand (Sein MM. et al., 2010), 21.3% in Iran (Soori H. et al., 2008), 28% in the Democratic Republic of Congo (Kitronza P. and, Mairiaux P., 2015), and 40.4% in Ethiopia among employees in a shoe manufacturing factory (Etefa MM. et al., 2019).

As public servants, employees at higher education institutions in Sulu are said to be vulnerable to work-related stress. Hence, this study was purported to determine the extent work-related stress and coping strategies among faculty members of higher education institutions (HEIs) in Sulu.

### **Statement of the Problem**

This study assessed the work-related stress and coping strategies among faculty members of higher education institutions (HEIs) in Sulu during the Academic Year 2021-2022. More specifically, this research gathered empirical data to answer the following questions:

1. What is the demographic profile of faculty members of higher education institutions in Sulu in terms of: Gender; Age; Length of service; Status of appointment; and educational attainment?
2. What is the extent of work-related stress of faculty members of higher education institutions in Sulu in the context of: Occupational climate; Physical environment; Job demand; Degree of autonomy; Relationship conflict; Job instability; Organizational system; and Lack of reward?
3. What is the extent of coping strategies of faculty members of higher education institutions in Sulu in the context of: Wellness; Thought Control; Active Coping; Social Ease; Tension reduction; and Spiritual Practice?
4. Is there a significant difference in the extent of work-related stress of faculty members of higher education institutions in Sulu when data are classified according to: Gender; Age; Length of service; Status of appointment; and educational attainment?
5. Is there a significant difference in the extent of coping strategies of faculty members of higher education institutions in Sulu when data are classified according to Gender; Age; Length of service; Status of appointment; and educational attainment?
6. Is there a significant correlation among the sub-categories subsumed under work-related stress and coping strategies of faculty members of higher education institutions in Sulu?

#### **Objectives of the study**

This study was directed to achieve the following objectives; hence it determined the following:

1. The demographic profile of faculty members of higher education institutions in Sulu in terms of gender, age, civil status, length of service, status of appointment, and educational attainment.
2. The extent of work-related stress of faculty members of higher education institutions in Sulu in the context of Occupational climate, Physical environment, Job demand, Degree of autonomy, Relationship conflict, Job instability, Organizational system, and Lack of reward.
3. The extent of coping strategies of faculty members of higher education institutions in Sulu in the context of Wellness, Thought Control, Active Coping, Social Ease, Tension reduction, and Spiritual Practice.
4. The significant difference in the extent of work-related stress of faculty members of higher education institutions in Sulu when data are classified according to gender, age, civil status, length of service, status of appointment, and educational attainment.
5. The significant difference in the extent of coping strategies of faculty members of higher education institutions in Sulu when data are classified according to gender, age, civil status, length of service, status of appointment, and educational attainment; and

6. The significant correlation among the sub-categories subsumed under work-related stress and coping strategies of faculty members of higher education institutions in Sulu.

### **Hypotheses**

This study was guided by the following hypotheses in its pursuit to answer the research questions:

1. There is no significant difference in the extent of work-related stress of faculty members of higher education institutions in Sulu when data are classified according to gender, age, civil status, length of service, status of appointment, and educational attainment.
2. There is no significant difference in the extent of coping strategies of faculty members of higher education institutions in Sulu when data are classified according to gender, age, civil status, length of service, status of appointment, and educational attainment; and
3. There is no significant correlation among the sub-categories subsumed under work-related stress and coping strategies of faculty members of higher education institutions in Sulu.

### **Theoretical Framework**

This study was anchored on Sanghee Kang, et al. (2015) Occupational Stress Model and Matheny, Kenneth B. et al. (2000) Stress Coping Resources Inventory.

Sanghee Kang, et al. (2015) Model consists of the following sub-categories such as Occupational climate, Physical environment, Job demand, Degree of autonomy, Relationship conflict, Job instability, Organizational system, and Lack of reward.

Occupational climate may include concepts like collective culture, inconsistency of job order, authoritarian climate, and gender discrimination. Physical environment is related to work environment, dangerous work, and Physical burden. Job demand are time pressure, overlapping jobs, increasing workload, responsibility, excessive work, insufficient rest, work-home interface, and multiple functioning.

Degree of autonomy is indicated by noncreative work, unpredictability, skill underutilization, little or no decision making, and low control. Relationship is characterized by inadequate supervisor support, inadequate coworker support, lack of emotional support, and inadequate coworker support. Job instability is described as uncertainty of getting a new job, difficulty in getting a new job, uncertainty, insecurity, possibility of layoff, and changes negative to job. Organizational system includes concepts like unfair organizational policy, unsatisfactory organizational support, inter-department conflict, disparity of goal attainment, limitation of communication, poor career development, and status inconsistency. Lack of reward covers unreachable expectation,

unsatisfactory salary, unfair treatment, lack of interest, future ambiguity, and interruption of opportunity.

While Matheny, Kenneth B. et al. (2000) Stress Coping Resources Inventory comprised the following sub-categories such as Wellness, Thought Control, Active Coping, Social Ease, Tension reduction, and Spiritual Practice.

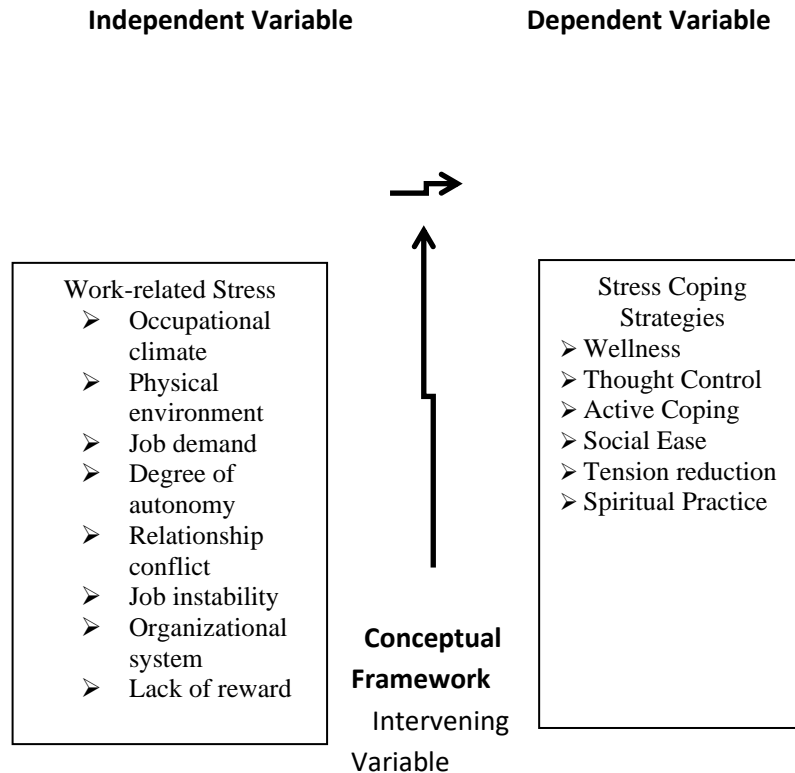
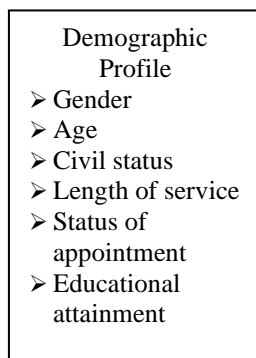


Figure 1. The Conceptual Model of the Study



Based on Sanghee Kang, et al. (2015) and Matheny, Kenneth B. et al. (2000) models, this study was conceptualized as follows: Occupational Stress such as Occupational climate, Physical environment, Job demand, Degree of autonomy, Relationship conflict, Job instability, Organizational system, and Lack of reward was treated as the Independent

Variable while Stress Coping Strategies such as Wellness, Thought Control, Active Coping, Social Ease, Tension reduction, and Spiritual Practice was treated as the Dependent Variable. The faculty's Demographic Profile such as gender, age, civil status, length of service, status of appointment, and educational attainment was treated as the Intervening Variable. The interplay of these variables in this study is shown in Figure 1 below.

**Significance of the Study**

The results of the study will be beneficial to each of the following entities:

Higher Education Institutions' Administrators. The findings of this study will give significant inputs to the HEIs administrators in their needs for more inputs and data needed in their plans, executions and evaluation of institutional programs and projects geared toward providing friendly, favorable and healthier work environment and employees' productivity.

HEIs Faculty. Instructors and professors can be provided with inputs so that they can adjust and contribute more in meeting the goals of their institutions. The findings of this study will also serve as bases for the college instructors and professors in coping with the work-related stress in relation to their jobs to ensure better work engagement and productivity.

Student-researchers. This study will give way to researchers who shall venture on other avenues or research areas related to this field along the framework of determining some more aspects and factors of HEIs faculty on aspects of work-related stress and coping strategies.

### **Scope and Delimitation of the Study**

This study was conducted in Sulu by utilizing the public higher education institutions (HEIs) during the Academic Year 2021-2022 with faculty as respondents. Variables were contained to work-related stress (Occupational climate, Physical environment, Job demand, Degree of autonomy, Relationship conflict, Job instability, Organizational system, and Lack of reward); Stress Coping Strategies (Wellness, Thought Control, Active Coping, Social Ease, Tension reduction, and Spiritual Practice); and Demographic Profile (Gender, Age, Civil status, Length of service, Status of appointment, and educational qualification).

### **Operational Definition of Terms**

The following terms are hereby operationally defined as they are used in this study:

1) Gender – refers to the biological traits of the respondents whether male or female.

2) Age – refers to the chronological age of the respondents. In this study, the age of the respondents will be categorized into four brackets such as: 25 years old and below; 26-30 years old; 31 to 35; 36-40 years old; 41 years old and above.

3) Civil status – refers to the marital status of the respondents. In this study, it is classified into single, married and separated/widowed.

4) Length of service – refers to the years of experience of respondents in teaching profession. In this study, it classified into 5 years & below; 6-15 years; 16-25 years; and 26 years & above.

5) Status of appointment – refers to the nature of appointment of faculty members of public HEIs in Sulu. In this study, it is classified into permanent, temporary and contractual/job order.

6) Educational qualification – refers to highest level of school that the respondents have attained. In this study, it is classified into five brackets: a) bachelor's degree; b) bachelor's degree plus units in master's program; c) Full-fledged master's degree; d) master's degree plus units in doctoral program; an e) Full-fledged doctorate degree.

7) Work-related stress – refers to employees' felt psychological, emotional and social disturbances caused by occupational climate, physical environment, job demand, degree of autonomy, relationship conflict, job instability, organizational system, and lack of reward.

8) Stress coping strategies – refers to how college faculty handle stressful situation through wellness, thought control, active coping, social ease, tension reduction, and spiritual practice.

9) Occupational climate – refers to the experience of college faculty which may be influenced by collective culture, inconsistency of job order, authoritarian climate, and gender discrimination.

10) Physical environment – refers to refers to the experience of college faculty which may be influenced by work environment, dangerous work, and physical burden.

11) Job demand – refers to refers to the experience of college faculty which may be influenced by time pressure, overlapping jobs, increasing workload, responsibility, excessive work, insufficient rest, work-home interface, and multiple functioning.

12) Degree of autonomy – refers to refers to the experience of college faculty which may be influenced by noncreative work, unpredictability, skill underutilization, little or no decision making, and low control.

13) Relationship conflict – refers to refers to the experience of college faculty which may be influenced by inadequate supervisor support, inadequate coworker support, lack of emotional support, and inadequate coworker support.

14) Job instability – refers to refers to the experience of college faculty which may be influenced by uncertainty of getting a new job, difficulty in getting a new job, uncertainty, insecurity, possibility of layoff, and changes negative to job.

15) Organizational system – refers to refers to the experience of college faculty which may be influenced by unfair organizational policy, unsatisfactory organizational support, inter-department conflict, disparity of goal attainment, limitation of communication, poor carrier development, and status inconsistency.

16) Lack of reward – refers to refers to the experience of college faculty which may be influenced by unreachable



expectation, unsatisfactory salary, unfair treatment, lack of interest, future ambiguity, and interruption of opportunity.

17) Wellness – refers to how college faculty deals with work-related stress by exercise, rest and sleep, energy, body-weight consciousness, nutritious diet, and use of tobacco and alcohol.

18) Thought Control – refers to how college faculty deals with work-related stress by revitalizing the history of coping well with highly stressful situations, confidence of being able to control your emotions in stressful situations, and capability of changing the thinking to calm down.

19) Active Coping – refers to how college faculty deals with work-related stress by the ability to choose courses of action most likely to take when confronted with thorough frustration, handle with unexpected, negative event, and seek information about the event and how to cope with it and utilize decision-making power in the family.

20) Social Ease – refers to how college faculty deals with work-related stress by recollection of childhood and family bonding, ability to make friends in a strange situation, and the ability to ask friends or relatives for help.

21) Tension reduction – refers to how college faculty deals with work-related stress by the ability to perceive others as threatening, uncooperative, or exploitative, the ability discerns and aware of practical, healthy ways of relaxing.

22) Spiritual Practice – refers to how college faculty deals with work-related stress by the ability to engage in a spiritual practice such as prayer, mediation, or inspirational reading to enrich inner life, to believe that life has purpose, and the ability to contact with what would be considered a spiritual community.

## **METHODOLOGY**

This chapter deals with the research methodology that was adopted in the conduct of this study. It deals with the research design, research locale, respondents of the study, sampling procedure, data gathering procedure and tools, research instrument, validity and reliability, and statistical treatment of data.

### **Research Design**

A descriptive research design method was employed in this study. According to Bless and Higson-Smith, a research design as “a program that guides a researcher in collecting, analyzing and interpreting observed facts.” (1995:63). Moreover, Babbie and Mouton regard research design as the road map or blueprint by which one intends to conduct research and achieve his/her research goals and objectives.” (2001:75). Thus, this study purported to describe, quantify, and infer as well as to discover significant differences and relationships among variables and to allow the

prediction of future events from present knowledge or phenomenon of work-related stress and stress coping strategies of public Higher Education Institutions (HEIs) in Sulu, namely:

1) The socio-demographic profile of college faculty of HEIs in Sulu in terms of gender, age, civil status, length of service, status of appointment and educational attainment.

2) The extent of work-related stress in terms of Occupational climate, Physical environment, Job demand, Degree of autonomy, Relationship conflict, Job instability, Organizational system, and Lack of reward.

3) The extent of stress coping strategies in terms of Wellness, Thought Control, Active Coping, Social Ease, Tension reduction, and Spiritual Practice.

4) The significant difference in the extent of work-related stress when data are grouped according to gender, age, civil status, length of service, status of appointment and educational attainment.

5) The significant difference in the extent of stress coping strategies when data are grouped according to gender, age, civil status, length of service, status appointment and educational attainment.

6) The degree of correlation between work-related stress and stress coping strategies.

Faculty members of public HEIs in Sulu will be the main source of data which will be quantified to answer the research questions in this study. Library and internet research will be the sources of information that will be used to enrich the theoretical and conceptual frameworks of this research. The data from the respondents will be collected through the use of questionnaires.

### **Research Locale**

This study was conducted among public HEIs in Sulu during the Academic Year 2021-2022. These public HEIs are located in the province of Sulu which are all under the direct supervision of the Commission on Higher Education (CHED).

### **Respondents of the Study**

The respondents of this study were the faculty members of public HEIs in Sulu who are currently employed during this Academic Year 2021-2022 regardless of their academic ranks.

Distribution of the target Samples among faculty members of HEIs in Sulu

<b>HEIs in Sulu Province</b>		<b>Faculty</b>
1	Hadji Butu school of Arts & Trades	25
2	Lapak Agricultural College	25
3	Mindanao State University	75

4	Sulu State College	75
Total		200

**Sampling Procedure**

A non-probability sampling design through purposive sampling method was employed in this study. Total representative of two hundred (200) samples were purposively chosen based on the availability of employees and middle-level administrators of HEIs in Sulu. The use of purposive sampling in this study was to ensure the proper representation of gender, age, civil status, length of service, status of appointment and educational attainment.

**Data Gathering Procedure**

The following procedures were employed in the course of data gathering:

A permit to administer the questionnaire was secured from the Office of the Dean of Graduate Studies, the Chancellor/President/Superintendent of HEIs in Sulu; and the researcher launched and administered the questionnaires personally as well as the retrieval.

**Research Instrument**

A survey questionnaire was the main instrument that was employed to gather data on the extent of work-related stress and stress coping strategies among faculty members of HEIs in Sulu. Work-related stress questionnaire was adapted and patterned with slight medication from “The Korean Occupational Stress Scale questionnaire in English” used by Sanghee Kang, et al. (2015) in their work on “Occupational stress of surgical residents”. While stress coping strategies questionnaire was patterned and adapted from Matheny, Kenneth B. (2000) “Stress Coping Resources Inventory: A Self-Assessment”.

The Korean Occupational Stress Scale questionnaire in English used by Sanghee Kang, et al. (2015) has the following sub-categories, namely: Occupational climate (4 items), Physical environment (3 items), Job demand (8 items), Degree of autonomy (5 items), Relationship conflict (4 items), Job instability (6 items), Organizational system (7 items), and Lack of reward (6 items).

Matheny, Kenneth B. (2000) “Stress Coping Resources Inventory: A Self-Assessment” has the following sub-categories: Wellness (7 items), Thought Control (8 items), Active Coping (7 items), Social Ease (6 items), Tension reduction (2 items), and Spiritual Practice (4 items).

Sanghee Kang, et al. (2015) and Matheny, Kenneth B. (2000) questionnaires are standardized research instrument with established validity and reliability. However, to suit their usability in

the local setting, the questionnaires used in this study were subjected to the perusal of at least two experts from the faculty members of the School of Graduate Studies of Sulu State College. Generally, the research instrument used in this study consisted of three parts. Part I of the questionnaire focused on obtaining the demographic profile of the college faculty of HEIs in Sulu to include gender, age, civil status, length of service, status of appointment and educational attainment. Part II geared towards obtaining data on the extent of work-related stress. Part III focused towards obtaining data on the extent of stress coping strategies. Data obtained using these questionnaires were analyzed through a 5-point Likert Scale such as Strongly Agree=5, Agree=4, Undecided=3, Disagree=2, Strongly Disagree=1.

### **Validity and Reliability**

The research instrument used in this study that was adapted and patterned from Sanghee Kang, et al. (2015) and Matheny, Kenneth B. (2000) are standardized research instruments with established validity and reliability. However, to suit for the usability in the local setting, slight modifications were made, and these were subjected to the perusal of at least two experts from the faculty members of the School of Graduate Studies of Sulu State College.

### **Statistical Treatment of Data**

Descriptive and inferential statistical tools were appropriately employed in the treatment of data to be gathered for this study, namely:

- 1) For research problem number one 1, frequency counts and percentage were employed to determine the profile of college faculty of HEIs in Sulu.
- 2) For research problem number two 2, mean and standard deviation were employed to determine the extent of the dimensions of work-related stress.
- 3) For research problem number two 3, mean and standard deviation were employed to determine the extent of the dimensions of stress coping strategies.
- 4) For research problem number 4, t-test for independent samples was employed to determine the significant differences in the extent of the dimensions of work-related stress when data are grouped according to gender; and One-way Analysis of Variance (ANOVA) was employed to determine the significant differences when data are grouped according to age, length of service, status of appointment and educational attainment.
- 5) For research problem number 5, t-test for independent samples was employed to determine the significant differences in the extent of the dimensions of stress coping strategies when data are grouped according to gender; and One-way

Analysis of Variance (ANOVA) was employed to determine the significant differences when data are grouped according to age, length of service, status of appointment and educational attainment.

- 6) For research question number 6, Pearson Product Moment Correlation Coefficient (Pearson r) was employed to determine the degree of correlation between work-related stress and stress coping strategies.

The following rating scales intervals were adopted in the analyses of the results of the computations obtained from the use of both descriptive and inferential statistical tools:

- A) Rating Scales Interval on the extent of work-related stress and stress coping strategies based on 5-point Likert's Scale:

Point	Scale Value	Descriptors
5	4.50- 5.00	Strongly Agree
4	3.50- 4.49	Agree
3	2.50- 3.49	Undecided
2	1.50- 2.49	Disagree
1	1.00- 1.49	Strongly Disagree

## RESULTS AND DISCUSSIONS

This chapter deals with the presentations, analyses and interpretations of results based on the data gathered for this study. Specifically, it describes the extent of work-related stress and coping strategies among faculty members of higher education institutions (HEIs) in Sulu during the Academic Year 2021-2022. More specifically, it deals with demographic profiles of faculty-respondents in terms of gender, age, length of service, status of appointment, and educational attainment; extent of work-related stress in the context of (Occupational climate, Physical environment, Job demand, Degree of autonomy, Relationship conflict, Job instability, Organizational system, and Lack of reward), and extent of coping strategies in the context of (Wellness, Thought Control, Active Coping, Social Ease, Tension reduction, and Spiritual Practice); and the significant correlation and differences in these sub-categories when data are classified according to teacher-respondents' demographic profiles.

This study reveals the following findings:

- 1) **For Research Question Number 1: On demographic profile of teacher-respondents.**

Out of 200 teacher-respondents, majority is female, within 41-50 years old, have 5 years & below of length of service, are permanent or regular status, and have bachelor's degree with MA units.

**2) For Research Question Number 2: On the Extent of Work-related Stress**

Teacher-respondents affirmed that faculty of HEIs in Sulu highly felt psychological stress, emotional and social disturbances that generally caused by occupational climate, physical environment, job demand, degree of autonomy, relationship conflict, job instability, organizational system, and lack of reward.

**3) For Research Question Number 3: On the Extent of Coping Strategies**

Teacher-respondents affirmed that, with high extent faculty of HEIs in Sulu handle stressful situation through wellness, thought control, active coping, social ease, tension reduction, and spiritual practice.

**4) For Research Question Number 4: On Differences in Work-related Stress**

On the average, there is no significant difference in the extent of work-related stress among faculty of higher education institutions in Sulu when data are categorized according to gender, age, length of service, status of appointment, and educational attainment. That is, teacher-respondents do not differ in ways of perceiving the extent of psychological stress, emotional and social disturbances experienced by college faculty of HEIs in Sulu that generally caused by occupational climate, physical environment, job demand, degree of autonomy, relationship conflict, job instability, organizational system, and lack of reward.

**5) For Research Question Number 5: On Differences in Coping Strategies**

Generally, there is no significant difference in the extent of coping strategies of college instructors of HEIs in Sulu when data are categorized according to gender, age, and educational attainment. But there exists significant difference in terms of length of service and status of appointment wherein teacher-respondents with permanent teaching status and have been in service for 16 years & above have better ways in perceiving the extent of coping strategies.

**6). For Research Question Number 6: On Correlation between Work-related Stress and Coping Strategies**

There is a high correlation between work-related stress and coping strategies of faculty of HEIs in Sulu. That is, faculty of HEIs in Sulu who generally perceived the extent of work-related stress as “Moderate Extent” are most probably the same group of faculties who perceived the extent of coping strategies as “High Extent”, respectively.

**Conclusions**

This study forwards the conclusions:

1) There is sufficient representation of faculty of HEIs in Sulu in terms of gender, age, length of service, status of appointment, and educational attainment.

2) On the average, faculty members of HEIs in Sulu have experienced psychological stress, emotional and social disturbances caused by myriad of factors.

3) On the average, faculty members of HEIs in Sulu have high extent of adopting coping strategies to address stressful situation through wellness, thought control, active coping, social ease, tension reduction, and spiritual practice.

4) College faculty members do not differ in ways of assessing work-related stress.

5) Generally, college faculty members do not differ in ways of assessing coping strategies against stressful life-situation.

6) The constructs of work-related stress and coping strategies as highly correlated.

7) This particular study tends to support Sanghee Kang, et al. (2015) Occupational Stress Model and Matheny, Kenneth B. et al. (2000) Stress Coping Resources Inventory. Sanghee Kang, et al. (2015) Model consists of the following sub-categories such as Occupational climate, Physical environment, Job demand, Degree of autonomy, Relationship conflict, Job instability, Organizational system, and Lack of reward.

### **Recommendations**

This study recommends that:

1) Administrators of HEIs in Sulu should continue implementing programs and policies that would minimize teachers' work-related stress.

2) Administrators of HEIs in Sulu should continue to support teachers in addressing and coping with stressful life-situations.

3) Administrators and heads of academic departments should continue extending their support to college faculty members so that their physical, mental, emotional disturbances could be eased.

4) Moreover, student-researchers in the field of educational administration are encouraged to carry out study like this one but to include other variables such as teachers' anxiety, academic rank, teachers' morale, and teaching performance.

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