

# **OCCUPATIONAL STRESSORS OF THE JUNIOR HIGH SCHOOL TEACHERS AT THE UNIVERSITY OF SAINT ANTHONY**

Mary Beth Joyce I. Cuachin

Christine O. De Villa

Precilla Mutya O. Gotos

Mey S. Oliva

Veronica F. Romaraog

Roy C. Saberdo

Chrizzelle Anne T. Samillano

Robert L. Villanueva

**Researchers**

## **Introduction**

Life is full of challenges. In everyday life of teachers comes across many situations. The work of a teacher is physically and mentally challenging. Private school teachers' role has become even more varied, pressing and demanding. Their places are no longer just confined within the four corners of the classroom. Teachers need to use a lot of energy in their daily chores in the classroom coupled with their personal, family commitments, and community related activities.

Occupational stress is currently one of the most costly occupational health issues.<sup>1</sup> The deleterious implications for individuals and organizations are manifold, and can result in serious physical and psychological illness for individuals, and major resource loss for organizations. The extent and progression of the problem over the past 20 years have been eloquently documented elsewhere.

According to Johnson, et al (2013) <sup>2</sup> Teaching has often been considered one of the most stressful professions for a variety of reasons. One of the main theories that attempts to explain the high levels of stress associated with teaching focuses on the high levels of social and emotional personal resources that teachers are supposed to invest when working with large numbers of children and/or adolescents at the same

time.<sup>3</sup> Occupational stress is a stress reaction, which is both physiological and psychological. In the present time it has been strongly felt that teaching becomes a very stressful profession. For teachers the source of stress are generally the heavy workload, time pressure, poor working environment and lack of recognition of work. Stress up to moderate level is helpful for the motivation but stress above the moderate level affects the physical and mental well-being of the teacher. However, it was observed that teachers work in the school for an average of almost 50 hours per week, 50% of these were spent in the school and the rest were spent in either paid or unpaid services. It was also observed that all these activities other than teaching certainly over-burdened the teachers. Hence, quality of education may decline and the reason is something beyond their control.

### **Statement of the Problem**

This study aims to determine the occupational stressors of the junior high school teachers in the University of Saint Anthony. Specifically, it seeks answers to the following questions:

1. What are the occupational stressors of the junior high school teachers of University of Saint Anthony?
  - a. School Related
2. What are the ways or means of reducing or avoiding occupational stressors? How the administrators can help their employees to reduce their stress at work?

### **Research Methodology**

This study used descriptive method of research. The descriptive method was used to describe the occupational stressors of the junior high school teachers of University of Saint Anthony.

## **Conclusion**

In the light of the findings, the following conclusions were drawn:

1. The number one stressors of teachers were the excessive workload and hours to work.
2. The second factor that cause stress to teachers is inadequate salary and benefits.
3. The least factor that cause stress to teachers is the working environment because their colleagues helps them when their work gets difficult.
4. The Teachers Stress Tips was proposed to handle stressful situations intelligently.