

The Sources of Stress in A Maritime Higher Education Institution Vis – A – Vis Their Work Performance

Stress is a phrase used to explain the feelings of tensions or fatigues. It is usually connected with work burden or overly demanding or challenging work. It is also a natural occurrence in an individual's daily life. Different researches were conducted to determine which among work-related occupations is the most susceptible to stress. Studies have shown that among other professions, teaching to be a very stressful occupation. The focus of the study is to determine the predictors of sources of stress of faculty members from the Maritime Academy of Asia and the Pacific. The researchers used the Teacher Stress Inventory (TSI) Model developed by Dr. Michael Fimian and was adopted and modified by the authors to fit with the present situation in the institution. The instrument was composed of three (3) main parts, the demographic profile, personal and job-related factors and the faculty stress inventory. Likewise, the authors also used the performance evaluation by the midshipmen, classroom observation by their immediate supervisor, and the faculty evaluation co-curricular/ administrative work performance to determine the performance of the faculty members vis – a – vis to the stress encountered by the respondents. Seventy – three (73) faculty members participated in the study. The results showed that among the demographic related factors, age and gender have no significant effect on the stress of the faculty members while sources of stress in course/s taught and educational qualification have significant effect. In the area of personal related factors, teaching status, the number of years taught, and civil status has no significant effect on the stress of the faculty member. However, position, number of family members, family systems, and teaching hours per week have significant effect on the stress of faculty members.

Keywords: Faculty Stress, Maritime Professionals, Job Performance.

Introduction

The word stress is a phrase used to explain the feelings of tensions or fatigues. It is usually connected with work burden or overly demanding or challenging work. Stress is a natural occurrence in an individual's daily life. In other words, stress is associated with any anxiety or pressure which surpasses the individual's competence to uphold physiological, psychological and/or emotional steadiness (Furnham, 2005). According to Hans Selye (1979), he describes stress as any form of external events or internal drive which impends to distraught the organismic stability of a person. When an individual is experiencing changes in his/ her emotional, behavioral or physical normal state, it is said that he/ she is experiencing stress because of stimuli present in the working environment. Also, Selya stresses that antecedent stimuli are the main cause of stress which is the connections between stress process and the stressors. In the work environment, according to Mathewman, Rose, and

Hetherington (2009), it can serve to improve an individual's perception, motivation, performance, fulfilment and personal accomplishment.

In some workplace, sometimes stress is just part of the daily routine or portion of the normal life of an employee. This stress can affect the productivity and performance, it has also impact to the physical and emotional condition of a person, and sadly, it can affect relationships and home life. Stress can also determine the difference between success and failure in work (Segal, 2018).

Work or job stress may come in different characteristics and later may affect the mind and body of an individual. In everyday life at work, small things or situation can make a person feel stressed, like a printer that never seems to work when you most needed or a computer that is not functioning well when there is a deadline to meet. Even simple conflicts with the supervisor, colleagues, or any person are possible causes of stress. Stress comes from having too much work or not enough from expectation or doing anything that does not satisfy you.

In the study of American Psychological Association (2018), even the childhood dream job may be a source of a stressful workplace. Having stressful targets or deadlines, perceived low rewards, peer and superior expectations, and hostile work environment are possible sources of stress. For some, they consider stress as a kind of motivation that enable a person to pursue things to accomplish or get things done. However, work environment stress can easily overpower the life of a person. A person may persistently worry about a particular assignment, feel unjustly treated by a supervisor or colleagues, or most of the time accepting more than a person can handle in hopes of getting a promotion or being rewarded. Placing the job ahead of everything may also affect personal relationships with others, compounding the work-related pressures.

Different researches were conducted to determine which among work-related occupations is the most susceptible to stress. Studies have shown that among other professions, teaching to be a very stressful occupation (Borg, 1990; Borg & Falzon, 1993; Fontana & Abouserie, 1993; Jing, 2008, Hanif, Tariq, Nadeem 2011). It shows that the major concerns of faculty members regarding stress in school or university are the persistent experience of stress may result to illness both for the mental and physical aspect of a person (Hanif, Tariq, Nadeem 2011). Likewise, due to the stress of a faculty member in an institution, it becomes a continuing problem since it affects their job performance (Jamal, 1984; Dickman & Emner, 1992).

In the study of Fimian (2000), he used the Teacher Stress Inventory (TSI) Model to evaluate the stress levels of public school teachers handling regular or special education students in the United States of America. He found out that work stress-related factors experienced by faculty members is multiple cause concept which means a factor that instigates work-related stress is significantly related to one another. TSI Model explains one aspect of occurrences that act as bases of stress and one as symptoms of stress.

In other studies, they have concluded that stress serves as an avenue for a person to be motivated in their work, positive outlook to the job, thus improving performance. However, these findings may not apply to the present

situation because of the optimal level of stress, the performance of a person started to decrease (Hanif, Tariq, Nadeem 2011). Findings show that performance of an individual whether assessed by the immediate supervisor, evaluation on the effectiveness, or job performance have constantly been found to decline with increasing levels of stress (Jamal, 1984; Motowidlo, Pakard, & Manning, 1986). In some cases, these findings may not be applicable or true, but in general, low performance can be associated where stress is high (Hanif, Tariq, Nadeem 2011).

Hypotheses:

1. The demographic profile, personal and job-related factors have no significant effect on the stress of faculty members.
2. Stress Factors of the faculty members have no significant effect on their teaching performance.

Methodology

Research Instrument

The researchers used the Teacher Stress Inventory (TSI) Model developed by Dr. Michael Fimian in 1984 and was adopted and modified by the authors tailored to the present situation in the institution. The authors sought approval from the original authors through electronic mail. The instrument was composed of three (3) main parts, the demographic profile, personal and job-related factors and the faculty stress inventory. The faculty stress inventory comprised of sources of stress such as time management, work-related stressors, work environment, professional distress, discipline and motivation and professional investments. While manifestation of stress composed of emotional, fatigue, cardio vascular, gastronomical and behavioral manifestations. A Five-point Likert scale was used to determine the assessment of the respondent, five (5) being the highest with major strength or extremely noticeable while one (1) being not noticeable or no strength at all.

Respondents

A total of seventy-three (73) faculty members of the Maritime Academy of Asia and the Pacific participated in the study. Forty-seven (47) are the maritime teaching professional courses, and twenty-six (26) are those teaching general education courses. On the faculty evaluation, all cadets of MAAP evaluated their particular instructors while for classroom evaluation and co-curricular activities, faculty members were evaluated by their respective supervisor.

Faculty Performance

To measure the effectiveness of faculty members, the researchers used the evaluation by the midshipmen, which is 40% of the total score, classroom observation by their immediate supervisor, 40%, and the remaining 20% is the faculty evaluation co-curricular/ administrative work performance. The classroom observation evaluation composed of four (4) assessment items such as lesson plan design and development, delivery of lesson plan, instructor competence, and course material and equipment. On the other hand, the evaluation by the midshipmen composed of punctuality and attendance, preparation, delivery, motivation, teaching methods, resourcefulness, relationship with students, knowledge of the subject matter, fairness in grading, feedback, grooming, and implementation of OBE. Lastly, faculty members were assessed using the faculty evaluation co-curricular/ administrative work performance using co-curricular/ administrative work performance, attire and bearing, and ethics assessment items.

Results and Discussion

The Demographic Profile of the Respondents Has No Significant Effect on the Stress Of Faculty Members

Among the demographic related factors, it shows that age and gender have no significant effect on the stress of faculty. However, course/s taught and highest educational attainment have a significant effect on the stress of the faculty members.

Table 1 shows the relationship of sources and manifestations of stress towards to their course/s taught whether the faculty member is teaching professional courses or general education courses.

Table 1. Course/s Taught vis – a – vis Stress of Faculty Members

Sources of Stress	Course/s Taught	N	Mean	Std. Deviation	t	df	Sig. (2 tailed)	Cohen's d
Time Management	Professional Courses	47	2.91	0.59	1.94	71	0.06	
	GenEd/Allied Courses	26	2.63	0.58				
Work – Related Stressors	Professional Courses	47	3.09	0.83	3.51	71	0.00	0.86
	GenEd/Allied Courses	26	2.38	0.83				
Work Environment	Professional Courses	47	3.23	0.98	1.73	71	0.09	
	GenEd/Allied Courses	26	3.66	1.05				
Professional Distress	Professional Courses	47	2.80	0.81	2.76	71	0.01	0.66
	GenEd/Allied Courses	26	2.21	0.98				

Discipline and Motivation	Professional Courses GenEd/Allied Courses	47 26	2.66 2.58	1.08 1.11	0.32	71	0.75	
Professional Investments	Professional Courses GenEd/Allied Courses	47 26	2.29 2.09	0.90 0.92	0.93	71	0.36	
Manifestations of Stress								
Emotional Manifestation	Professional Courses GenEd/Allied Courses	47 26	2.04 1.64	1.04 0.80	1.71	71	0.09	
Fatigue Manifestation	Professional Courses GenEd/Allied Courses	47 26	2.49 2.16	0.99 0.99	1.35	71	0.18	
Cardiovascular Manifestation	Professional Courses GenEd/Allied Courses	47 26	2.24 1.99	1.09 0.99	0.99	71	0.33	
Gastronomical Manifestation	Professional Courses GenEd/Allied Courses	47 26	1.87 1.85	1.09 1.02	0.10	71	0.92	
Behavioral Manifestation	Professional Courses GenEd/Allied Courses	47 26	2.38 2.01	0.92 0.72	1.78	71	0.08	
	Professional Courses GenEd/Allied Courses	47 26	2.55 2.29	0.63 0.57	1.73	71	0.09	

1 With size effect of 1.3 and above has large effect, 0.51 – 0.8 has large effect, 0.21 – 0.5 has
2 medium effect, and 0.2 and below has small effect

3
4 Among the sources of stress on course/s taught of a faculty member, it
5 shows that work-related stressors and professional distress have a significant
6 difference on the stress of the faculty members with 0.00 and 0.01 significance
7 respectively. Using the Cohen's d, it shows that it has a very large effect on
8 work-related stressors while it has only medium effect in professional distress.
9 It only means that faculty members teaching maritime professional courses are
10 more stressful than those faculty members teaching general education and
11 allied courses. The same way, maritime faculty members feel more
12 professionally distressed compared to general education faculty members.
13 Based on research, distressed professionals sometimes demonstrate a persistent
14 pattern of argumentative, threatening, inflexible behaviors that are unsuitable
15 in the work environment and sometimes not acceptable to the norms of the
16 work place culture. It also creates an environment that impedes efficient and
17 effective work process. Since maritime faculty members were not trained and
18 exposed to the different teaching methodologies and techniques, they need to
19 exert more effort to prepare for their course assignments. Though they were

experts in the field of maritime courses, maritime instructors have difficulties in the delivery of the topics/ transferring of ideas to the learners. It is said that learning occurs only when the learner was able to determine common features among ideas, skills and principles and at the same time able to connect the knowledge he/ she learned in the classroom in dealing with other situations. To address the dilemma of the maritime instructors in dealing with different teaching methodologies and techniques, the IMO Model Course 6.09, Training Course for Maritime Instructors, was introduced. The objective of the course includes the planning and preparation among the trainees for effective teaching and instruction, to determine the appropriate methods of instruction and learning materials and to evaluate the learning and teaching process (IMO Publication, 2001). To ensure that the faculty members facilitate the transfer of learning to new contexts, it is suggested to use as many different learning materials as possible, such as from text and imagery to audio and video presentation and practical applications. To apply in daily life activity and how it will be applicable in the future job and then incorporating to some of the short or long-term goals (Stenger, 2017)

Table 2 shows the relationship between sources and manifestations of stress in congruent to their course/s educational attainment.

Table 2. Educational Attainment vis – a – vis Stress of Faculty Members

Sources of Stress	Educational Attainment	N	Std. Deviation	Mean	F	Sig. (2 tailed)	Eta ²
Time Management	BS Degree	25	0.70		0.91	0.41	
	Master's Degree	20	0.60	2.94			
	– with units	28	0.49	2.80			
	MA/PhD/EdD		2.71				
Work – Related Stressors	BS Degree	25	0.84	3.22	8.16	0.00	0.19
	Master's Degree	20	0.78	3.03			
	– with units	28	0.82	2.36			
	MA/PhD/EdD						
Work Environment	BS Degree	25	0.81	3.11	1.40	0.25	
	Master's Degree	20	1.01	3.48			
	– with units	28	1.17	3.56			
	MA/PhD/EdD						
Professional Distress	BS Degree	25	0.78	2.94	6.66	0.00	0.16
	Master's Degree	20	0.76	2.77			
	– with units	28	0.95	2.14			
	MA/PhD/EdD						
Discipline and Motivation	BS Degree	25	0.94	2.60	0.10	0.91	
	Master's Degree	20	1.22	2.72			
	– with units	28	1.14	2.60			
	MA/PhD/EdD						
Professional Investments	BS Degree	25	0.84	2.48	1.97	0.15	
	Master's Degree	20	0.97	2.21			
	– with units	28	0.89	1.99			
	MA/PhD/EdD						
Manifestations of Stress							
Emotional Manifestation	BS Degree	25	0.95	2.00	2.41	0.10	
	Master's Degree	20	1.17	2.19			
	– with units	28	0.79	1.60			
	MA/PhD/EdD						

Fatigue Manifestation	BS Degree Master's Degree – with units MA/PhD/EdD	25 20 28	1.02 0.93 0.98	2.38 2.70 2.14	1.92	0.15	
Cardiovascular Manifestation	BS Degree Master's Degree – with units MA/PhD/EdD	25 20 28	1.11 1.11 0.93	2.15 2.45 1.94	1.38	0.26	
Gastronomical Manifestation	BS Degree Master's Degree – with units MA/PhD/EdD	25 20 28	0.98 1.25 1.00	1.85 1.98 1.79	0.20	0.82	
Behavioral Manifestation	BS Degree Master's Degree – with units MA/PhD/EdD	25 20 28	0.75 1.04 0.70	2.34 2.64 1.89	5.08	0.01	0.13
	BS Degree Master's Degree – with units MA/PhD/EdD	25 20 28	0.62 0.64 0.56	2.55 2.63 2.25	2.87	0.06	

1 With size of effect 0.4 and above, it has large effect, with 0.25 – 0.39 has medium effect and
2 0.24 and below has small effect.

3
4 It can be gleaned from the table that among the sources of stress in term of
5 educational qualification, work-related stressors and professional distress are
6 found to have a significant difference on the effect of stress to the faculty
7 members with both 0.00 significance and 0.19 and 0.16 small size effect
8 respectively. It shows that faculty members without masters and a doctorate is
9 more stress compared with those who have graduate studies. Regarding
10 academic qualifications for faculty members teaching general education and
11 allied courses, it is mandatory to have appropriate master's degree in their field
12 of specialization (CMO 67, s. 2017).

13 In the study of Hobbs (2015), she found out that out-of-field faculty
14 members produce lower learner accomplishment gains than those faculty
15 members teaching in their field of specialization. She also said that teachers
16 that are aligned with their field of specialization have profound comprehension
17 on the subject they teach. They emphasize the subjects and the learners
18 understanding with the subject at a deep level. Likewise, they have also shown
19 that these faculty members can associate the topics/ content to everyday life.

20 Furthermore, maritime faculty members are encouraged to take graduate
21 studies in the Center for Advance Maritime Studies with a full scholarship to
22 all faculty members from the institution. According to Davies (2009), having a
23 post-graduate degree can improve skills and knowledge in the chosen
24 profession. Most of the employers give priorities to those faculty members with
25 post-graduate studies. Sometimes, they offer greater positions and
26 responsibilities. Having post-graduate degree, especially in the academe, is one
27 way of reaching stages of a career.

28 However, in the study of Ingersoll (2002), he said that to be able to define
29 qualified faculty members, there should be different considerations on out of
30 field teaching and must define the teaching areas of interest together with their
31 post-secondary specializations. He also said that often more than one graduate

and postgraduate specialization sometimes coincides with the extent and substance of a particular teaching field.

Thus, to encourage faculty members to take postgraduate studies, the institution included the academic qualification in the faculty evaluation, ranking, and promotion.

Regarding their manifestation of stress, it shows that behavioral manifestation has a significant difference with 0.01 significance and 0.13-size effect based on their educational qualification.

The personal and job-related factors of the respondents have no significant effect on the stress of faculty members.

Among the personal and job-related factors, it shows that teaching status, number of years in teaching, civil status have no significant effect on the stress of faculty members. While position, number of family members, family system, and teaching hours have significant effect on their stress.

Table 3 shows the relationship between sources and manifestation of stress towards their current position whether a full-time faculty or in a supervisory/management level.

Table 3. Position vis – a – vis Stress of Faculty Members

Sources of Stress	Position	N	Mean	Std. Deviation	t	df	Sig. (2 tailed)	Cohen's d
Time Management	Management/Supervisory Full time Faculty	16 56	2.84 2.84	0.58 0.56	0.02	70	0.98	-
Work – Related Stressors	Management/Supervisory Full time Faculty	16 56	2.75 2.89	0.90 0.87	0.58	70	0.57	-
Work Environment	Management/Supervisory Full time Faculty	16 56	3.32 3.45	1.24 0.92	0.44	70	0.66	-
Professional Distress	Management/Supervisory Full time Faculty	16 56	2.43 2.66	0.84 0.92	0.93	70	0.36	-
Discipline and Motivation	Management/Supervisory Full time Faculty	16 56	2.61 2.67	1.39 0.98	0.17	70	0.87	-
Professional Investments	Management/Supervisory Full time Faculty	16 56	1.80 2.36	0.81 0.89	2.27	70	0.03	0.54
Manifestations of Stress								
Emotional Manifestation	Management/Supervisory Full time Faculty	16 56	1.36 2.07	0.73 0.99	2.65	70	0.01	0.63

Fatigue Manifestation	Management/Supervisory Full time Faculty	16 56	2.10 2.48	0.89 1.01	1.34	70	0.18	-
Cardiovascular Manifestation	Management/Supervisory Full time Faculty	16 56	1.94 2.23	1.07 1.05	0.99	70	0.33	-
Gastronomical Manifestation	Management/Supervisory Full time Faculty	16 56	1.58 1.96	1.00 1.07	1.25	70	0.21	-
Behavioral Manifestation	Management/Supervisory Full time Faculty	16 56	2.17 2.29	1.02 0.82	0.52	70	0.61	-
	Management/Supervisory Full time Faculty	16 56	2.26 2.54	0.63 0.58	1.63	70	0.11	-

With size effect of 1.3 and above has large effect, 0.51 – 0.8 has large effect, 0.21 – 0.5 has medium effect, and 0.2 and below has small effect

It is reflected from the table that among sources of stress regarding their position, only the professional investments have significant difference among the mean of faculty members and those with supervisory position or in the middle management level with 0.003 significance. Likewise, it has a large effect on the difference with Cohen's d value of 0.54. Regarding manifestations of stress, it shows that emotional manifestation has a significant difference from the two (2) groups with 0.01 significance and 0.63 Cohen's d value.

It only shows that faculty members are more stress compared to those faculties with supervisory position or in a mid-management level. Faculty members are struggling to meet all the requirements in the faculty ranking merit system for them to achieve a higher position or rank such as educational qualifications, sea-going, teaching, and work experiences, academic, and professional achievements and community and extension services (MAAP Academic Ranking and Promotion).

Parallel to the study of Sliskovic and Sersic (2011), they found out that faculty members in the middle positions such as assistant professors and associate professors experience the highest exposure to stressors while full professors experience the lowest level of exposure to stress in their work. This could be correlated to the essence of security, self-decision making, and power which in the case with lower positions, it offers less security, self-decision making, and autonomy.

In the study of Barden and Curry (2013), they found out that colleges and universities are considering to recruit future leaders from within the faculty members and they need to face more and more difficulty challenges to prove their worth. However, it shows that faculty members who have the personality, wisdom, and the ability to lead are seldom, if ever, exposed to different issues at the strategic level, making them essentially unprepared for leadership when the opportunity is open. They also said that there are cases that the decision-

making structures in higher education also contribute to limited faculty development programs for faculty members that is why the burden for faculty improvement or development is in the hands of the faculty members

Likewise, it shows that higher education is going through a paradigm shift at a fast pace and it shows that some faculty members simply do not realize how demanding the times are. Faculty members are required to accept the changes and those changes are just the norm of the academe though it is quite difficult.

Table 4 shows the relationship of sources and manifestation of stress towards the number of family members whether the family has three (3) members and below or four (4) members and above.

Table 4. Number of Family Members vis – a – vis Stress of Faculty Members

Sources of Stress	Family Members	N	Mean	Std. Deviation	t	df	Sig. (2 tailed)	Cohen's d
Time Management	3 and Below 4 and Above	24 49	2.91 2.77	0.54 0.62	0.98	71	0.33	-
Work – Related Stressors	3 and Below 4 and Above	24 49	2.67 3.17	0.71 0.93	2.34	71	0.02	0.56
Work Environment	3 and Below 4 and Above	24 49	3.41 3.37	.99 1.05	0.14	71	0.89	-
Professional Distress	3 and Below 4 and Above	24 49	2.73 2.51	0.88 0.92	0.96	71	0.34	-
Discipline and Motivation	3 and Below 4 and Above	24 49	2.55 2.67	1.12 1.08	- 0.46	71	0.65	-
Professional Investments	3 and Below 4 and Above	24 49	2.35 2.15	0.94 0.89	0.89	71	0.38	-
Manifestations of Stress								
Emotional Manifestation	3 and Below 4 and Above	24 49	1.88 1.91	0.91 1.02	- 0.09	71	0.93	-
Fatigue Manifestation	3 and Below 4 and Above	24 49	2.64 2.24	0.98 0.99	1.63	71	0.11	-
Cardiovascular Manifestation	3 and Below 4 and Above	24 49	1.94 2.58	1.00 1.04	2.55	71	0.01	0.61
Gastronomi	3 and	24	1.78	0.93	-	71	0.63	-

cal Manifestation	Below 4 and Above	49	1.90	1.12	0.48			
Behavioral Manifestation	3 Below 4 and Above	24 49	2.37 2.19	0.78 0.91	0.84	71	0.40	-
	3 Below 4 and Above	24 49	2.58 2.39	0.60 0.62	1.22	71	.23	-

With size effect of 1.3 and above has large effect, 0.51 – 0.8 has large effect, 0.21 – 0.5 has medium effect, and 0.2 and below has small effect

The table reflects that among the sources of stress, it shows that work-related stressors have significant difference between the mean of the two (2) groups with 0.02 significance and 0.56 Cohen's value. Furthermore, among the manifestations of stress, cardiovascular manifestation has significant difference on the mean of the two (2) groups with 0.01 significance and has large effect Cohen's value of 0.61.

It only shows that faculty members with four (4) and more family members are more stress compared to the faculty members with only three (3) or fewer family members. This means that the family budget and expenses vary and must be adjusted depending on the number of family members regarding work-related stressors. The bigger the number of family members the larger amount of budget is required (Allegretto, 2005) therefore, the more the faculty members need to work harder. Allegretto said that the capacity of family members to meet their necessities is an important aspect of economic stability and well-being. The family budgets that is, the income the family members especially the father is essential to assure safe and respectable-yet-modest living means in the society.

Spendable income is that fraction of salary that is used to purchase necessities, goods, and services. As the size of a family increases, the amount of money spent on necessities, goods, and services also increases, but at a decreasing percentage. In other words, a family may spend more on goods and services with the addition of more children, but the rate of additional costs for each child becomes less (Cordova, 2009).

Table 5 shows the relationship between sources and manifestation of stress towards family system whether it as nuclear – immediate family of parents and their children or extended type of family living together in a single household.

Table 5. Family Systems vis – a – vis Stress of Faculty Members

Sources of Stress	Family System	N	Mean	Std. Deviation	t	df	Sig. (2 tailed)	Cohen's d
Time Management	Nuclear	62	2.87	0.78	2.00	71	0.05	0.47
	Extended	11	2.49	0.55				
Work – Related Stressors	Nuclear	62	2.94	0.98	2.41	71	0.02	0.57
	Extended	11	2.26	0.84				
Work Environment	Nuclear	62	3.42	0.93	0.66	71	0.51	-
	Extended	11	3.20	1.48				
Professional Distress	Nuclear	62	2.66	0.87	1.62	71	0.11	-
	Extended	11	2.18	1.09				

Discipline and Motivation	Nuclear Extended	62 11	2.71 2.18	1.07 1.13	1.51	71	0.14	-
Professional Investments	Nuclear Extended	62 11	2.29 1.84	0.91 0.85	1.51	71	0.13	-
Manifestations of Stress								
Emotional Manifestation	Nuclear Extended	62 11	1.95 1.60	0.99 0.87	1.10	71	0.28	-
Fatigue Manifestation	Nuclear Extended	62 11	2.46 1.85	1.01 0.76	1.91	71	0.06	-
Cardiovascular Manifestation	Nuclear Extended	62 11	2.20 1.85	1.08 0.86	1.03	71	0.31	-
Gastronomical Manifestation	Nuclear Extended	62 11	1.87 1.82	1.05 1.17	0.15	71	0.88	-
Behavioral Manifestation	Nuclear Extended	62 11	2.24 2.30	0.89 0.74	0.23	71	0.82	-
	Nuclear Extended	62 11	2.51 2.14	0.59 0.71	1.85	71	0.07	-

With size effect of 1.3 and above has large effect, 0.51 – 0.8 has large effect, 0.21 – 0.5 has medium effect, and 0.2 and below has small effect

It is reflected in the table that among the sources of the stress of faculty members regarding family systems, time management and work-related stressors are found to have significant difference between the two (2) groups with 0.05 and 0.02 significance respectively. It also shows that time management has medium size effect with 0.47 Cohen's value while the work-related stressors have large size effect of 0.57 Cohen's value. Among the manifestations of stress, it shows that it has no significant difference between the two (2) groups.

It is given that in joint family setup or extended family, the household chores or workload is shared among the family members that is why members of the extended family are less stress regarding time management. The women in the family are most often housewives, cook for the entire family and do most of the cleaning. While the father is the one working for the family and lays down the rules and make decisions at home. Other senior members of the household will take care of their younger kin or relatives when their parents are working. They are also accountable for watching the behavior of the children (Nwajei Ozuluonye Stanley, 2017), teaching them the foundation in education, the right manners, and learn how to speak. The other family members also look after one another and took over other obligations in situations where a member is not around or ill (New World Encyclopedia).

In the study of Bashir (2009), he said that living in an extended family set-up brought a person to study his/ her family history and his/ her language with the help of the other members of the family such as aunties and uncles. Since the parents are always out for work and have little time to teach the language as well their history.

Another primary advantage of living with an extended family is that it decreases the family's financial struggle as its offer affordable possibility. Members of the family can share their money or income to other members who are in need. Primarily, parents tend to assist their children with their bills and

other payments until such time that they can be able to provide for their own that shows less stress regarding work-related stressors.

However, on the contrary, the nuclear family is defined in which a mother, father and their children living in the household, a typical form of a first family. In general, the community views this family arrangement as an ideal structure to raise a family. With parents and their children, living together provides a favorable image for many reasons (Meleen, n.d.)

In the studies of Pulgar (2016), Sinha (2017), Khan (2017), they found out that living in a nuclear set up they can be able to decide freely on their own. Parents can lead their family lives on their own terms. They can be able to innovate their daily routines such as organizing trips and vacation, the same way, parents can make new routines and rules within their family which may not happen if they are living with their grandparents or relatives. Likewise, it is also found out that financial stability is assured if leaving in a nuclear family set up. Family members have the opportunities and luxuries in life. They can be able to pursue extra activities such as family outing, summer sports clinic, music class or any activities they wish to attend. With these activities, children are likely to perform better regarding their academics and develop good social interaction with other people as well as confidence and management skills.

Furthermore, most of the times it is observed and demonstrated that a child grew in a nuclear family shows more active, confident and self – sufficient compared to those who are in an extended family type. Likewise, the one who belongs to a nuclear family receives the attention and care of every member of the family and thus always depends on them to make judgments or decisions in every chore to be accomplished (Singh, 2016).

Table 6 shows the relationship between sources and manifestation of stress towards teaching hours whether their teaching load is less than the minimum hours which is twenty – four (24) hours in a week or more than twenty – four (24) hours in a week.

Table 6. Teaching Hours vis – a – vis Stress of Faculty Members

Sources of Stress	Family System	N	Mean	Std. Deviation	t	df	Sig. (2 tailed)	Cohen's d
Time Management	Less than 24 Hours 24 Hours or More	30 43	2.72 2.88	0.64 0.57	1.11	71	0.27	-
Work – Related Stressors	Less than 24 Hours 24 Hours or More	30 43	2.58 3.01	0.99 0.78	2.06	71	0.04	0.49
Work Environment	Less than 24 Hours 24 Hours or More	30 43	3.25 3.48	1.15 0.92	.95	71	0.35	-
Professional Distress	Less than 24 Hours 24 Hours or More	30 43	2.38 2.73	0.94 0.87	1.63	71	0.11	-
Discipline and Motivation	Less than 24 Hours	30 43	2.64 2.63	1.17 1.04	.04	71	0.97	-

	24 Hours or More							
Professional Investments	Less than 24 Hours 24 Hours or More	30 43	2.04 2.34	0.84 0.94	1.40	71	0.16	-
Manifestations of Stress								
Emotional Manifestation	Less than 24 Hours 24 Hours or More	30 43	1.44 2.22	0.68 1.03	3.61	71	0.00	0.86
Fatigue Manifestation	Less than 24 Hours 24 Hours or More	30 43	2.20 2.49	0.93 1.03	1.24	71	0.22	-
Cardiovascular Manifestation	Less than 24 Hours 24 Hours or More	30 43	1.87 2.35	0.94 1.10	1.96	71	0.06	-
Gastronomical Manifestation	Less than 24 Hours 24 Hours or More	30 43	1.51 2.11	0.81 1.15	2.45	71	0.02	0.58
Behavioral Manifestation	Less than 24 Hours 24 Hours or More	30 43	2.20 2.28	0.83 0.90	0.39	71	0.70	-
	Less than 24 Hours 24 Hours or More	30 43	2.26 2.59	0.57 0.62	2.36	71	0.02	0.56

1 With size effect of 1.3 and above has large effect, 0.51 – 0.8 has large effect, 0.21 – 0.5 has
2 medium effect, and 0.2 and below has small effect

3

4 It can be gleaned from the table that among the sources of stress regarding
5 their teaching load, work-related stressors found to have significant difference
6 between the two groups with 0.04 significance and 0.49 Cohen's d value. In
7 terms of manifestation of stress, it shows that emotional and gastronomical
8 manifestations found to have significant difference between the two groups
9 with 0.00 and 0.02 significance respectively.

10 It only shows that faculty members with a teaching load of twenty-four
11 (24) hours or more are more stress compared to faculty members with less than
12 twenty-four (24) hours teaching load. Faculty member is required to have a
13 minimum teaching load of twenty-four (24) hours in a week in the academy. A
14 faculty member is allowed to have thirty (30) hours teaching load in a week. A
15 faculty member may be allowed to handle additional six (6) hours in a week
16 provided with very satisfactory teaching performance (CMO 67, S. 2017).
17 More than twenty-four (24) hours teaching load in a week is considered
18 overload or extra teaching load. The said overload or extra teaching load will
19 be compensated above their monthly compensation from the institution. Which
20 means additional take-home pay for the faculty members. However, in spite of
21 the advantages of having extra teaching loads, faculty members feel more

stress and shows emotional and gastronomical manifestations of stress. Since more time is needed for the preparations for the lecture such as checking of quizzes, term examinations, and teaching activities they have less time to relax and to reflect what have happened for the day. They also have less time for consultation with students, to meet their advisory section and less time to mingle with their colleagues that can help them to feel better with the present job (Moon, 2017). In the study of Evans (2014) shows that when individual connects to his/ her colleagues physically such as a handshake, a tap on the back or simply high five, some chemical reactions on the body is released, thus fostering attachment and trust and facilitating greater cooperation among team members.

Also having a nice lunch or breaks with co-workers may help build solidarity and foster deeper work relationships (Wulandari, 2016). Thus, in the study of Matthews (2016), he said that working too much in academe could not achieve much. Four (4) hours in a day is considered to be the limit for those who perform their duties genuinely. He said that to avoid work burnout and achieve balance in their lives, stick to a kind of work schedule in a day.

Furthermore, according to Kodz et al. (2003), long hours of working may be correlated with several negative effects, such as declined productivity, low accomplishments, health concerns, and lower employee motivation. They found out that the most common reasons for working long hours were to increase pay or to meet the requirements of the job.

According to Wlaker (2016), time pressure may be associated with emotional exhaustion, which is a contributing factor in teacher burnout. It is necessary for a faculty member to have more time to collaborate with colleagues that increases teachers' feelings of self-efficacy that they can be able to do the work properly; that they can be effective teachers and that is coupled with increased in job satisfaction and motivation to stay in the profession.

Stress Factors of the faculty members have no significant effect on their teaching performance.

Table 7 shows the level of performance of faculty members as evaluated by midshipmen and their immediate supervisor.

Table 7. The Level of Performance of Faculty Members

	Frequency	Percent	Valid Percent	Cumulative Percent
Outstanding (4.50 - 5.00)	50	68.5	68.5	100.0
Very Satisfactory (4.00 - 4.49)	10	13.7	13.7	31.5
Satisfactory (3.50 – 3.99)	9	12.3	12.3	17.8
Needs Improvement (3.00 – 3.49)	3	4.1	4.1	5.5
Poor (2.99 and below)	1	1.4	1.4	1.4
Total	73	100.0	100.0	

It is reflected in the table that sixty – nine percent (69%) of the respondents were rated outstanding both from students and from immediate

supervisor. Fourteen percent (14%) received very satisfactory performance, twelve percent (12%) have satisfactory rating, four percent (4%) need to have improvement and the remaining one percent (1%) has poor rating.

It only shows that majority of the faculty members were rated outstanding by their students and their immediate supervisor.

Table 8 shows the stress of the faculty members vis – a – vis to their teaching performance.

Table 8. The Faculty Stress of the Faculty Members vis – a – vis their Teaching Performance

Faculty Stress	Faculty Evaluation
1. Time Management	-0.04
2. Work Related	-0.22
3. Work Environment	0.26*
4. Professional Distress	-0.16
5. Discipline and Motivation	-0.01
6. Professional Investments	-0.17
7. Emotional Manifestations	-0.22
8. Fatigue Management	-0.13
9. Cardiovascular Manifestations	-0.05
10. Gastronomical Manifestations	-0.09
11. Behavioral Manifestations	-0.08

*. Correlation is significant at the 0.05 level (2-tailed).

It is reflected in the table that among the sources of stress, the work-environment has a significant correlation to the faculty evaluation with 0.026 significance based on the evaluation of students and immediate supervisor. However, it shows that it has a weak correlation. The rest of the stress of faculty members have to significant correlation to their faculty performance.

It only means that the performance of the faculty members were not affected by their stress during classroom instructions. Though they were suffering from different stress, they still manage to perform their duties as faculty. Likewise, they were able to manage the manifestations of stress since it has no significant correlations to their performance. Faculty members are experiencing stress on a daily basis. It comes from time variable or maybe work-related factors, work environment, professional distress, or professional investments. However, there are different ways on how to lessen these stress and able to cope in ways that are beneficial to the performance, mental outlook at the same on the health of a person.

In the study of Shadick (2017) teachers need to have connections with their colleagues. Talking to other people with the same problems and struggles help them get through the rough spots. They need to learn about opportunities they can control inside and outside of the classroom, ask questions, and exchange resources, tips, and support. They need to ask for assistance or help regardless if it is their colleagues or supervisors and not to keep it bottled up (Amponsah, 2017).

Allowing the teachers the time and space to talk on the reasons of stressing them out and most importantly, to practice relaxing and peaceful techniques

such as mindfulness or gradual muscle relaxation that can mitigate their stress (Dorado and Zakrzewski, 2013).

Table 9 shows the level of sources and manifestations of the stress of the faculty members.

Table 9. Level of Sources and Manifestations of Stress the Faculty Members

Sources of Stress	N	Mean	Std. Deviation
Time Management	73	2.81	0.60
Work Related	73	2.84	0.89
Work Environment	73	3.39	1.02
Professional Distress	73	2.59	0.91
Discipline Motivation	73	2.63	1.09
Prof Investments	73	2.22	0.91
Manifestations of Stress			
Emotional Manifestations	73	1.90	0.98
Fatigue Manifestations	73	2.37	1.00
Cardiovascular Manifestations	73	2.15	1.05
Gastronomical Manifestations	73	1.86	1.06
Behavioral Manifestations	73	2.25	0.87

It is reflected in the table that among the sources of the stress of the faculty members, it shows that work environment got the highest mean with 3.39. While fatigue manifestations got the highest mean of 2.37 in the manifestations of stress.

It is important that the management, as well as the faculty members, recognize the common causes of stress in the work environment so that they can be able to take steps to reduce stress levels as much as possible. Work environment as a source stress can be caused by several factors such as heavy workloads, uncooperative colleagues to bullying, blame culture, lack of training, and job insecurities.

In the study of Michie (2018), she said that unclear work or disputes among people in the work area and boundaries could cause stress, as can having responsibility for people. Bousted (2013) said that the Association of Teachers and Lecturers (ATL) believes that it is vital that the health and safety issues in every workplace should not just be limited to preventing injury – as important as that is. The management should also address other factors that are determined as stressors by each faculty members. These include workload, demands of the job, and workplace relationships among other members of the group.

In the study made by Teachers Assurance as cited by Bousted, reveals that 76% of teachers believe that workplace stress causes them ill and 56% believing they can perform better in their job if they were less stressed. Lastly, 40% feel that dispute is experienced with their partners and friends because of the pressures they face and 83% said they feel continuously stress because of work.

The increasing rates of work environment stress and fatigue manifestation are posing a significant dispute to well-being in the working place ever since. Undeniably, working conditions and stress-related issues of the teaching

profession have been investigated over the past decades, mainly due to the high levels of workplace stress reported (Shkēmbi et al., 2015)

Summary and Conclusions

The demographic profile of the respondents has no significant effect on the stress of faculty members

Among the demographic related factors, it shows that age and gender have no significant effect on the stress of faculty. However, course/s taught and highest educational attainment have significant effect on the stress of the faculty members regarding work-related stressors and professional distress.

The personal and job-related factors of the respondents have no significant effect on the stress of faculty members

Among the personal and job-related factors, it shows that teaching status, number of years in teaching, civil status have no significant effect on the stress of faculty members. However, position has significant effect in terms of professional investment, number of family members has significant effect in terms of work-related stressors, family system has significant effect in terms of time management and work-related stressors, and finally, teaching hours have significant effect in terms of work-related stressors to the stress of faculty members.

The Faculty Stress of the Faculty Members vis – a – vis their Teaching Performance

It shows that among the sources of stress, the work environment has a significant correlation to the faculty performance based on the evaluation of their students and immediate supervisor. However, it shows that it has a weak correlation. The rest of the stress of faculty members have to significant correlation to their faculty performance.

Level of Sources and Manifestations of Stress the Faculty Members

It shows that among the sources of stress of the faculty members, work environment got the highest mean, while fatigue manifestations got the highest mean in the manifestations of stress.

Recommendations

1. The management may consider in developing detailed instructor's guide that may help instructors especially maritime professionals on how to deliver and what teaching methodologies, teaching aids, powerpoint presentation, and teaching-learning activities will be used in a specific topic. Likewise, incentives and benefits may be considered

for the faculty members pursuing doctorate and post-doctorate programs. It is a good motivation for a faculty member if the management is in full support of his/ her endeavor in pursuing a higher degree of education.

2. The academics department together with the human resource division to come up with holistic and comprehensive faculty development program that will cater scholarships, study leaves, research grants, attendance in continuing professional education seminars and faculty linkages with other institutions. Faculty development program may be used by faculty members as a guide in achieving professional growth.
3. Rest and recreation may be conducted regularly to ease the burden and stress of faculty members in the teaching profession.

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