

Causes and Effects of Stress in the Lives of Field Study Students in BulSU Meneses Campus: Basis for Program Enhancement

Marita R. Parobrob, Ph.D.

Abstract— The study focuses on the study of causes and effects of stress in the lives of the field study students. The study used thirty (30) students from third year and fourth year level taking Bachelor of Elementary Education and Bachelor of Secondary Education Students for the 1st semester of SY 2015-2016.

The researcher used descriptive correlational type of research and for the statistical treatment, the study utilized frequency, percentage mean, SD and Pearsons Moment of Coefficient to established the relationship between the independent and dependent variables. The following conclusions were drawn from the study: the demographic profile of the respondents , most of the respondents ranges from 19-21 years of age, most of them were female and English majors, and find most of them were deployed in public schools. The causes of stress were subject requirements in the University and financial factor The effect of stress falls in the activities in their cooperating school.

There is a significant correlation in the year level and subject requirements in the University and the activities and performance in their cooperating school.

Keywords— field study, stress, student, teacher education

I. INTRODUCTION

BulSU is one of the leading institutions in the Province of Bulacan that produces future educators. Teacher Education program as the front lines of the satellite campuses of BulSU needs to be given an emphasis by the Campus Administrators. Nevertheless, it will produce half bake teachers in the future.

Teaching is one of the most in demand courses as of today. It entails more positive aura on the part of the graduating students. But, the question is: are they really wanted this course just to satisfy their ambitions in life or they really wanted to go with the flow.

In fact, the growing number of teachers becomes more quite alarming due to the quality of learning and overflowing requirements before they have to finish the course. Stress management starts with identifying the sources of stress in our life. This isn't as easy as it sounds. The true sources of stress aren't always obvious, and it's all too easy to overlook your own stress-inducing thoughts, feelings, and behaviors. Sure, one may know that they're constantly worried about work deadlines in making visual aids, in preparing their lesson. But

maybe it's their procrastination as future educators, rather than the actual job demands, that lead to deadline stress.

Managing stress is all about taking charge: taking charge of their thoughts, their emotions, their schedule, their environment, and the way they deal with problems. The ultimate goal is a balanced life, with time for work, relationships, relaxation, and fun – plus the resilience to hold up under pressure and meet challenges head on.

Teaching profession needs a lot of hard works and expertise just to finish the course. Teacher Education program today requires six field study courses compared to the old curriculum which used to have only the observation and participation during the first semester of their fourth year and practice teaching on the later part of the program. This creates an impact in the lives of the teacher education students simply called as field study students.

This research work is expected to determine the causes and effects of stress in the lives of field study students as they move through the program. It is expected to yield positive results to enhance the teacher education program of the University.

A. Statement of the Problem

The general problem of the study is: What are the causes and effect of stress in the lives of field study students in BulSU Meneses Campus: its Implication to Teacher Education program?

Specifically, the study will seek to answer the following questions:

1. What is the demographic profile of the respondents be described in terms of the following:
 - 1.1. age;
 - 1.2. gender;
 - 1.3. civil status;
 - 1.4. year level; and
 - 1.5. major field of specialization
 - 1.6. type of cooperating school?
2. What are the causes of stress of the field study students in terms of?
 - 2.1. subject requirements in the University;
 - 2.2. family factors;
 - 2.3. financial aspects;
 - 2.4. activities in the cooperating school and in the university?
3. What are the effects of stress in their performance in:
 - 3.1. cooperating school;
 - 3.2. academic performance in the university?

Manuscript received Sept. 9, 2015.

Marita R. Parobrob, Ph.D. is Bulacan State University – Meneses Campus, Bulakan Town, Philippines (e-mail: drmayetparobrob@gmail.com).

4. What implications may be drawn from the study?

B. *Significance of the Study*

The study is useful to the following stakeholders:

To the Administration. The study of causes and effects of stress in the lives of the field study students may help the administrators to analyze the requirements given to the students while performing their practicum. Likewise, the program will be given more of an emphasis to raise the quality of instruction as well.

To the Faculty of Teacher Education Program. The study will give picture or scenario of what will be their role as faculty of the teacher education program in giving them moral support while doing their task in their cooperating school. Requirements will be based on the needs of the program.

To the Supervisor of the Teacher Education Program. The results of the study will become an eye opener to come up with a good field study experience for the students. Teaching program and activities will become easy for the students with good training ground.

To the Field Study Students. The students in the Teacher Education Program will benefit in this study. Stress and pressure as one of those problems they have during their teaching stint in their cooperating schools plus the bulges of work and requirements in their subjects.

To the Cooperating School and Cooperating Teachers. Cooperating schools are the field study students training ground. Their first hand experience will be drawn from the area of their school. Hence, cooperating school plays a very able role in the lives of the field study students and their critic teachers too.

To the Future Researchers. The results of the study will become basis of another study using other variables.

C. *Scope and Delimitation*

The study will focus on the study of causes and effects of stress in the lives of the field study students. The study will use thirty (30) students from third year and fourth year level taking Bachelor of Elementary Education and Bachelor of Secondary Education Students for the 1st semester of SY 2015-2016.

II. RELATED LITERATURE

It may seem that there's nothing you can do about your stress level. The bills aren't going to stop coming, there will never be more hours in the day for all your errands, and your career or family responsibilities will always be demanding. But you have a lot more control than you might think. In fact, the simple realization that you're in control of your life is the foundation of stress management.

Managing stress is all about taking charge: taking charge of your thoughts, your emotions, your schedule, your environment, and the way you deal with problems. The ultimate goal is a balanced life, with time for work, relationships, relaxation, and fun – plus the resilience to hold up under pressure and meet challenges head on.

Identify the sources of stress in your life. Stress management starts with identifying the sources of stress in your life. This isn't as easy as it sounds. Your true sources of stress aren't always obvious, and it's all too easy to overlook your own stress-inducing thoughts, feelings, and behaviors. Sure,

you may know that you're constantly worried about work deadlines. But maybe it's your procrastination, rather than the actual job demands, that leads to deadline stress.

Learning healthier ways to manage stress. If your methods of coping with stress aren't contributing to your greater emotional and physical health, it's time to find healthier ones.

There are many healthy ways to manage and cope with stress, but they all require change. You can either change the situation or change your reaction. When deciding which option to choose, it's helpful to think of the four As: avoid, alter, adapt, or accept. Since everyone has a unique response to stress, there is no "one size fits all" solution to managing it. No single method works for everyone or in every situation, so experiment with different techniques and strategies. Focus on what makes you feel calm and in control.

Factors Related to Stress. The main causes of stress that arise due to the external environment were studied by Thomas H. Holmes and Richard H. Rahe, from the University of Washington. In 1967 they conducted a study on the connection between certain important life events and the illnesses. As a part of that study they also compiled a list of main reasons of stress in the society.

At the time the study was conducted there were 55 triggers of stress. The list was reviewed in 2006 and that list now contains 63 main causes of stress. From the studies conducted by Holmes and Rahe,(2006) and also other studies that have been conducted from time to time, it seems that following are the biggest causes of present day stress levels in modern societies: (1) *Financial Problems* – This is the number one source of stress these days. You and your family are not be able to do what you want to due to lack of money. Debts are piling up. Credit Card payments, pending mortgage instalments, rising costs of education, mounting expenditure on health concerns. Financial matters top the list of stressors. (2) *Workplace Stress* – Stress at workplace is another of the main causes of stress. You may be worried about your next promotion. You might be facing the negative or bullying behavior of your boss. You might not be reaching your well-deserved career goals; you might be worried due to office politics. You might be stressed about some major change that is taking place in the organization, or, you might be under stress because of the prospect of losing your job. (3) *Personal Relationships* – Studies of children, attitude of relatives, arguments with spouse or children, change of place due to requirements of your job, illness of a family member, moving in of parents or moving out of elder children are all main causes of stress. (4) *Health* – Heart diseases, hypertension, problems with eye sight and sugar afflict many people becoming a major cause of life stress for them. Maintaining good health, reducing weight, increasing weight, being able to lead a healthy life-style: all of these and a few more are the main causes of stress due to health concerns. (5) *Irritants* - Besides the ones that I have mentioned above there are those annoyances and irritations that you encounter in your daily lives which go on to become biggest sources of stress for you. Problems in commuting to workplace, balance of work and family life, PTMs at children's schools, workload, visit to doctor, not enough sleep, no time to relax, no time to discuss some nagging problems – who is not aware of these stresses and strains of lives every day.

The following related literature and studies were related to the present study of determining the causes and effects of stress in the lives of the field study students in Meneses Campus.

III. CONCEPTUAL FRAMEWORK

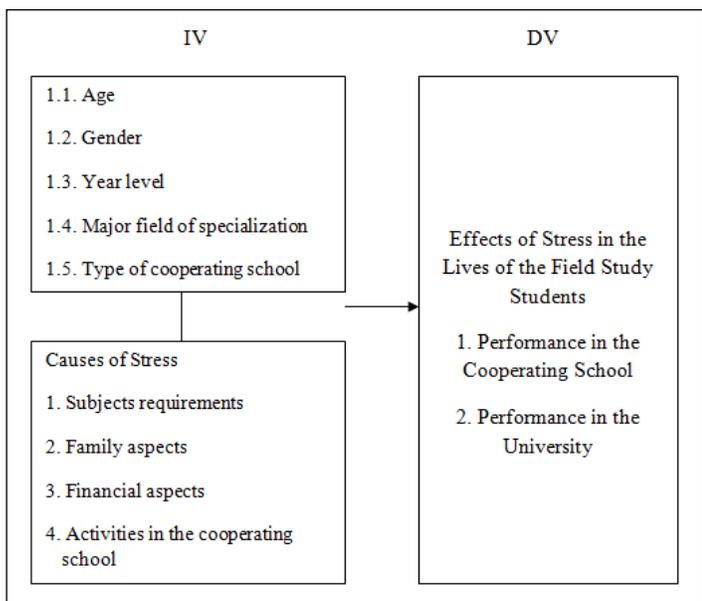


Fig.1. Conceptual Paradigm

Figure 1 presents the conceptual paradigm of the study. The first frame presents the independent variables of the study that includes the of the subject requirements, family aspects, financial aspects and activities in the cooperating school.

The second frame presents the effects of stress in the lives of the field study students. And the last frame presents the moderating variable such as profile of the respondents that include the age, gender, civil status, and major field of specialization.

The following terms will be defined conceptually for clearer understanding.

Age. It refers to the chronological age of the field study students.

Civil Status. This term is used to classify the status of the students in single, married, and widowed.

Cooperating School. It is the cooperating institution of the field study students.

Gender. It refers to the gender of the students whether female of male, respectively.

Financial Aspects. This refers to the financial status and income of the family of the field study students.

Subject Requirements. It refers to the requirements given by the Instructors to the field study students.

Stress. It is the source of pressure of the Teacher Education Students.

Hypothesis

The following hypothesis was tested in this study:

There is no significant correlation between the effects of stress and the performance of the field study students.

IV. METHODS AND TECHNIQUES

The researcher will used descriptive type of research to assess the cause and effect of stress in the lives of the field study students in menses Campus.

The study will used validated questionnaires to assess the cause and effect. Descriptive research was used to determine profiles or status, assess options or perceptions, compare and contrast characteristics of people, events and things and discover test of association of two or more variables. The critical distinguishing characteristics are the effort to estimate a relationship, as distinguished from simple description (Cooper & Schindler, 2003).

V. FINDINGS

A. Demographic Profile of the Respondents

This section includes the age, gender, major field of specialization, year level of the respondents to sum up the information for the Field Study Students in BulSU Meneses Campus.

TABLE I:

FREQUENCY DISTRIBUTION OF THE RESPONDENTS AGE

Age	Frequency	Percentage
16-18	6	20.00
19-21	22	73.33
22-24	2	6.67
25-27	0	0
Total	30	100.00

Table 1 presents the respondents frequency distribution. Most of the respondents came from fourth year college. They were all immersed in the field study.

TABLE II:

FREQUENCY DISTRIBUTION OF RESPONDENTS GENDER

Gender	Frequency	Percentage
Male	4	13.33
Female	26	86.67
Total	30	100.00

Table 2 presents the respondents frequency distribution of gender. It was found out that only four respondents were male and twenty six were female. It is an indicator that in the teacher education program almost all students were female and there were only few male students who pursued the course.

TABLE III:

FREQUENCY DISTRIBUTION OF RESPONDENTS YEAR LEVEL

Year Level	Frequency	Percentage
Third Year	6	20.00
Fourth Year	24	80.00
Total	30	100.00

Table 3 presents the frequency distribution of respondents according to year level. It shows that most of the respondents came from 4th year college. These students were immersed totally with their field study outside the University. First semester is devoted to two FS subjects.

TABLE VI:
FREQUENCY DISTRIBUTION OF RESPONDENTS MAJOR FIELD OF SPECIALIZATION

Major of Specialization	Frequency	Percentage
BSEd English	12	40.00
BEED	15	50.00
MAPEH	3	10.00
Total	30	100.00

Table 4 presents the respondents distribution according to major field of specialization. It shows that most of the respondents were English major, followed by the BEEd group and there were only three respondents coming from MAPEH group.

In BulSU Meneses Campus, BEED comprise the biggest population in the Teacher Education Program in the campus. That is the very reason why most of the field study students came from this group of specialization. It was followed by the second largest group the BSEd English students. MAPEH majors were few having shown three in the table.

TABLE V:
FREQUENCY DISTRIBUTION OF RESPONDENTS COOPERATING SCHOOL

Cooperating School	Frequency	Percentage
Private	2	6.67
Public	28	93.33
Total	30	100.00

Table 5 presents the frequency distribution of respondents cooperating school. Most of the respondents render their field study courses in the public schools near the institution. This saves money from the field study students. Only two of them deployed in private institution in Bulacan District.

Twenty eight students in the field study courses gave their valuable services to the public institution may be because they want to experience the world of teaching stint in public schools.

B. Causes of Stress in the Lives of FS Students.

This portion comprises the mean distribution of causes of stress that includes the following: subject requirements in the University, family, financial aspects, activities in the cooperating school and the University as well.

TABLE VI:
MEAN DISTRIBUTION OF CAUSES OF STRESS

Variable	Mean	SD	N
Respondent's Age	1.87	.507	30
1. Subject Requirements in the University	4.1800	.58333	30
2. Family Factor	3.2467	.61405	30
4. Financial Factors	4.0000	.58250	30
4. Activities in the School and the University	3.7000	.57715	30

Among the following factors as causes of stress in the lives of the field study students, subject in the university having 4.18 as mean and comprises the largest men among the factors. It was followed by financial aspects having a mean of 4.00 and family aspects with 3.2467 as mean became the lowest possible factors of their stress.

It could infer that subjects in the University as the biggest factors of their stress. They have to come up with their projects and exams while giving their best in observing and participating in their cooperating school. Family serve as their comfort zone while having these stress factors.

C. Effects of Stress in the Lives of FS Students.

The following factors were used by the researcher to sum up the effects of stress in the lives of FS students in Meneses Campus. It includes the performance in the cooperating school and the performance in the University.

TABLE VII:
MEAN DISTRIBUTION OF EFFECTS OF STRESS IN THE LIVES OF FS STUDENTS

Variable	Mean	SD	N
1. Effects of Stress in the Performance of FS Students in their Cooperating School	3.47	.544	30
2. Their Performance in the University	4.01	.589	30

Table 7 presents the mean distribution of effects of stress in the lives of FS students in BulSU Meneses Campus. It was found out that the performance of the students in the University has a greater mean of 4.01 compared to the effect of stress in the performance of the students in their cooperating school having a mean score of 3.47, respectively.

It could be inferred that the students suffered more stress in the University rather than in their teaching stint. They have to prepare for their everyday lesson in their cooperating school but at the same time they have to exert more effort in doing their requirements in the University. In fact, English and MAPEH majors have to prepare for their thesis defense in their research subject, which adds additional stress and pressure for them.

The present study is expected to yield more positive details in presenting the data. More emphasis of the campus administrator is expected to determine the performance of the Teacher Education Students in the campus. They serve as the front liners of BulSU Meneses Campus and much expectation is in the teacher education program.

TABLE VIII:
CORRELATIONS OF CAUSES AND EFFECTS OF STRESS IN THE LIVES OF FIELD STUDY STUDENTS

Variables	Age	Gender	Year Level	Major	Type Of Cooperating	Subject	Family	Financial	Activities	Perf1	Perf2
1. Age	.433*	-.105	.535**	.218	.323	.433*	-.245	.047	-.306	.083	-.294
2. Gender	-.245		.049	.120	-.073	-.390*	-.002	-.342	-.035	-.171	.178
3. Year Level	.459*			.408*	.371*	.477**	-.044	.087	-.147	-.062	-.190
4. Major	.090				.152	.147	.207	-.285	-.144	-.127	.310
5. Coop School						.477*	-.170	.065	-.098	.023	.004

** . Correlation is significant at the 0.01 level (2-tailed).

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

Table 8 presents the correlations of the demographic profile and the causes and effects of stress in the lives of FS students. The table revealed that age, year level and subject requirements have a positive correlation. It means that the higher the year level, the more subject requirements that will have. All BSED IV were scholarship grantees of the different benefactors, so they have to strive more because they have to maintain grades for their scholarship. While, it is true that in their third year level, they have less subject requirements in the University.

In gender and subject requirements, shows a negative weak correlation. It means that gender and subject requirements are not contributory factor of stress. Year level, major field of specialization and type of cooperating school has a weak positive correlation, meaning it is also a contributory factor in their stress. Year level and subject requirement and type of cooperating school have a significant correlation at 0.05 level of significance.

It only shows that the great factor of stress were found to be the higher year level, the subject requirements in the University and the activities in their cooperating school.

Therefore, the researchers assumption that there is no significant correlations in the effect of stress and the performance of the FS students would be rejected.. Among the factors presented, the higher the year level, the more requirements they have and the greater amount of stress is being acquired thus their performance in their cooperating school suffer.

VI. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

A. Summary

The study deals with the study of causes and effects of stress in the lives of the field study students. The study used thirty (30) students from third year and fourth year level taking Bachelor of Elementary Education and Bachelor of Secondary Education Students for the 1st semester of SY 2014-2015.

The study used descriptive correlational type of research and for the statistical treatment, the study utilized frequency, percentage mean, SD and Pearsons Moment of Coefficient to established the relationship between the independent and dependent variables.

B. Conclusions

The following conclusions were drawn from the study:

1. On the demographic profile of the respondents. Most of the respondents ranges from 19-21 years of age, most of them were female and English majors, and find most of them were deployed in public schools.
2. The causes of stress were subject requirements in the University and financial factor.
3. The effect of stress falls in the activities in their cooperating school.
4. There is a significant correlation in the year level and subject requirements in the University and the activities and performance in their cooperating school.

The following implications may be drawn from the study:

1. In the subject requirements in the University, the administrators should see to it that the requirements given by the administrators were found it related to the subject or the course. It should be reflected in their syllabi and it should not only be given if the instructor wants it to be.
2. The student teaching supervisor should go hand in hand in monitoring the activities of the field study students not only in their demonstration teaching but also visit twice during their teaching stint.
3. The university should also focus on the balance activities in the school and the cooperating school. It should be reflected in the action plan of the area chair of the department of Teacher education program.

C. Recommendations

1. Better or improve calendar of activities for the teacher education program. Might as well the campus administrator should check the syllabi of the instructors, if the requirements are well written and included in their syllabus before the classes begin.
2. Vertical articulation of the faculty handling Teacher Education program to ensure the quality of instruction for the frontliners of BulSU Meneses Campus.

REFERENCES

[1] Wilson, Valerie (2002). An Overview of the Literature on Stress. The Scottish Council for Research in Education. Retrieved on September 4, 2012 from <http://www.scribd.com/doc/11531190/Teacher Stress SCORE Report>

[2] Homes and Rahe (2006) Main Causes of Stress Due To External Conditions <http://www.stress-and-relaxation.com/main-causes-of-stress.html>

[3] Cooper, D. and Schindler, P. (2003) Business Research Book.



Marita R. Parobrob, Ph.D. This author was born on September 13, 1970 in Balagtas, Bulacan. She finished her Bachelor of Science in Industrial Education major in Physics (1990) and Master of Arts in Education major in Physics (2000) and Doctor of Philosophy major in Educational Management (2009) at at Bulacan State University.

She worked at the Department of Education from 1991 to 2008 handling physics. She also served as regional trainer in Science and technology from 2000 to 2009. She wrote modules in professional education subjects in the teacher education program that include Building Bridges across Social Science, Principles of Teaching, and Companion Text Modules in Facilitating Learning and Assessment of Learning 1 and 2.