

**THE STRESSORS OF THE POST BACCALAUREATE IN TEACHER EDUCATION  
STUDENTS OF THE POLYTECHNIC UNIVERSITY OF THE PHILIPPINES-BATAAN  
BRANCH, SY 2010-2011 TO 2011-2012**

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**ABSTRACT**

The Post Baccalaureate in Teacher Education Program of the Polytechnic University of the Philippines which is also offered in its Bataan Branch is a one-year degree course enabling non-education graduates to take the Licensure Examination for Teachers after its completion, thus giving them the option to shift to the teaching profession. Prior to the conferment of the degree, students are required to pass all the requirements of the curriculum including the Practice Teaching on their last term. Their undergraduate course is considered their major or specialization.

Since the subject of the study was second coursers who were either employed or self-employed, and majority was married, they were often heard to complain of stress particularly when they were already engaged in Practice Teaching.

The investigation was conceived to find out what were the stressors of the 36 respondents who were enrolled in the program during the Second Semester of School Year (SY) 2010-2011 and SY 2011-2012 respectively and what actually caused their stress so that Teacher Training Institutions can provide the future enrollees of the same program with learning environment and interventions that will provide their students with better learning experiences. The descriptive research method was utilized by the researcher to present the phenomenon.

The direction of the research was taken from the works of Clemant (1999), Corcoran (1989), Hemmings and Hockley (2002); Hunter Boykin and Thompson (1993); Piggie and Marso (1998); Schwab (1989); Wadlington, Slaton Partridge (1998) and Mee (2009) who examined stress among teacher candidates during the field experience and found it to be a significant issue. There was an agreement on the cited works of these scholars that stress levels were generally high during student teaching. However, in the seven-year study conducted by Piggie and Marso (1998) they found out that teacher candidate's anxiety decreases as they progress through the teacher preparation program. This was supported by Fives, Ham man, and Olivares (2007) who maintained that the teacher candidates, who experienced high guidance through the levels of support from the education institutions, demonstrated lower levels of burn out at the end of their practicum than candidates with low guidance.

Therefore, the study was conducted to find out if similar findings can be drawn from the questionnaire-checklist treated both qualitatively and quantitatively.

**KEYWORDS:** Practice Teachers Stress Classroom Management Mentor, Employment

**INTRODUCTION**

The Post Baccalaureate in Teacher Education (PBTE) program in most of the Philippines Higher Education

Institutions is a one-year degree course which is designed to meet the needs of non-education course-graduates who wished to shift to the teaching profession. Similar to the regular Teacher Education Courses, as provided by the Commission on Higher Education (CHED) Memorandum Order (CMO) No. 11, s. 2009, to comply with the Licensure Examination for Teachers, the teacher-candidates from this course are required to take and pass Professional Education subjects, 6 units Field Study courses and another 6-units Practice Teaching course. These Field Study and Practice Teaching courses are immersion in actual classes either in the elementary or secondary levels, which are taken concurred with the said professional subjects (minimum of 18 units Professional Education subjects, CMO No. 11, s. 2009. However, in the Polytechnic University of the Philippines, a student must pass 12 units Professional Education subjects per semester.

Enrolled PBTE students in the Field Study Courses are required to immerse in classes to observe six areas (Experiential Learning Course Handbook, TEC, DepEd and CHED, 2009) which are: 1.) Learners' Development and Environment; 2.) Teaching and the Learning Process; 3) Technology and the Learning Environment; 4) the Curriculum; 5.) Learning Assessment Strategies; and 6) The Teacher as a Person, as a Professional, and as a Member of the local and global Community. Other than being class observers, in this stage, they are also exposed in the other responsibilities of a professional teacher like, they may be requested to provide assistance in checking test papers or home works or other subject-related outputs or in any other teaching-related tasks.

On their second and last term is the Practice Teaching course, considered to be the apex of all the Experiential Learning Courses in the Teacher Education Curriculum. It is in this phase where the teacher-candidate will have the total immersion in the real life of becoming a teacher. They will be required to perform all the duties of a full pledge teacher, ranging from the preparation of the lesson plan/learning plan, instructional materials, teaching and evaluating learning but with the guidance and close supervision of a mentor called a cooperating teacher. On top of these responsibilities, teacher candidates have to attend to their other class's as students in the university.

As Atienza, et al (2000) pointed out, "the intern (Practice Teacher/Student Teacher) will experience the performance of dual roles: that of students' and teachers' as well." They have to meet the requirements of their enrolled subjects in the University and at the same time, they have to render a minimum of 240 practice teaching hours in a host secondary or elementary school.

With the theory of Dr. Trevor Powell (1997) which states that when perceived demands from a person outweighs his perceived coping ability, signs of stress show, this study was conceptualized.

Hence, the study was undertaken to attain the following objectives: 1.) determine the profile of the Practice Teachers; 2.) describe their level of stress along the nine themes when they were grouped according to batch; and 3.) identify the correlation between profile variables and their level of stress along with the stress themes.

## **METHODS OF RESEARCH**

The researcher utilized the Quantitative Descriptive research design to describe the profile of the respondents, their level of stress along with the nine identified themes and the relationship between the profile variables and the level of stress.

A validated questionnaire, the content of which were thematically arranged was used to answer the questions raised in this study. All of the Practice Teachers of the Post Baccalaureate in Teacher Education program from two School

Years, 2010-2011 and 2011-2012 were taken respondents. Data gathered were treated statistically using the Percentage, Mean, Weighted Mean, Point-Biserial Correlation coefficient and the t-test formula

The responses for each of the situations along with the themes were converted into a level of stress following the scale below:

- 4.51-5.0 - Highly stressful
- 3.51-4.50 - Very stressful
- 2.51-3.50 - Stressful
- 1.51-2.50 - Less stressful
- 1.00-1.50 - Not stressful

## RESULTS AND DISCUSSIONS

### Profile Variables

Following are the different profile variables that described the respondents of this study

**Table 1: Distribution of Respondents According to Age**

Age Range	Frequency	Percent
21-25 years old	6	16.67
24-26	4	11.11
27-30	9	25.00
31-33	5	13.89
34-36	8	22.22
37-40	2	5.56
41-43	0	0
Over 44 years old	2	5.56
<b>Total</b>	<b>36</b>	<b>100.00</b>
Mean Age	29.86	

Evidently in Table 1, ¼ of the respondents were among those whose age range was from 27 to 30, followed by the group, 34 to 36 years old, though it is notable that there were two who were more than 44 years old during the study. With further analysis of the data above, it can be inferred that almost 85 percent (33/39) of respondents have been out from school three (3) to more than 10 years and their entry age in a Post Baccalaureate Education is higher than what the Philippine Standard Classification of Education (2008) reported that students in the Philippines entering this school level was 21-22, an age just right after graduation from a baccalaureate degree. The result of the study was not surprising since data were obtained five years after the given report. However, age of the subjects of the study was comparable with the United States experiences. In December 2007, (Bell, 2009) the average age of graduate student was 32.4 years old, with 31 per cent 25 to 29 years old. Similarly, in the same year, Dale (2010) reported that in Canada, the average age of post-university students is 24.8 years old, an age range not far from the data gathered from the post baccalaureate students.

**Table 2: Distribution of Respondents According to Gender**

Gender	Frequency	Percent
Male	6	16.67
Female	30	83.33
Total	36	100.00

Table 2 showed that 83 per cent of the subject was female implying that those wanting to embrace the teaching career remained to be mostly women. A situation which was reported by the CHED Secretary, Hon Patricia B. Licuanan (2011) when she addressed the 55<sup>th</sup> Session of the Commission on the Status of Women, United Nation, she stated that women dominate the fields of teacher education, humanities, social sciences.. to address the situation she further specified that the Philippine Department of Education conducted training of teachers and school administration on integrating gender and development into curriculum. This situation was found to be similar in England which was revealed in a study conducted by Paton, (2013) who wrote that a quarter of Primary Schools were staff primarily by women with male constituting only three per cent of teachers in State Nurseries. In another article published in December 2009, (www.eurydice.org) written was, "Teaching in European countries is a very female occupation, particularly in lower levels of education."

**Table 3: Distribution of Respondents According to Civil Status**

Civil Status	Frequency	Percent
Single	16	44.44
Married	20	55.56
Widow/er	0	00.0
<b>Total</b>	<b>36</b>	<b>100.00</b>

More than half of the respondents were married, which can be traced to their ages, majority of whom were more than 27 years old. Corollary, the Philippine National Statistics Authority reported that the median age for brides among the Filipino women was 25.3 in 2011 and a significant findings revealed by Romulo( 2008) stated that women in the Philippines with higher education marry later. The same article he wrote reported that the median age for women with no education was 18, while women who reached elementary and high school education, the median age for marriage was 19.6 and 21.2 years respectively. This marrying age among Filipina is quite similar with other nationalities like for example among Koreans the median age in 2009 was 27.5(kostat.go.kr) and for women in India, the median age in 2011 was 26 years old, (www.medindia.com).

**Table 4: Distribution of Respondents According to Baccalaureate Degree**

Baccalaureate Degree	Frequency	Per cent
Bachelor in Office Administration (BOA)	1	2.78
Bachelor of Science in Accountancy (BSA)	5	13.89
Bachelor of Science in Business Administration (BSBA)	7	19.44
Bachelor in Computer Science(BCS)	1	2.78
Bachelor of Science in Entrepreneurial Management (BSEM)	1	2.78
Bachelor of Science in Hotel and Restaurant Management	2	5.56
Bachelor of Science in Information Technology (BSIT)	3	8.33
Bachelor of Science in Biology (BSBio)	1	2.78
Bachelor of Science in Medical Technology (BSMT)	1	2.78
Bachelor of Science in Nursing (BSN)	5	13.89
Bachelor of Science in Psychology (BSP)	1	2.78
Bachelor of Science in Computer Engineering (BSCE)	1	2.78

Bachelor of Science in Electronics and Communications Engineering (BSECE)	2	5.56
Bachelor of Science in Industrial Engineering (BSIE)	5	13.89
<b>Total</b>	<b>36</b>	<b>100</b>

As revealed in Table 4, the four courses most of the respondents finished were Bachelor of Science in Business Administration, Bachelor of Science in Accountancy, Bachelor of Science in Nursing and Bachelor of Science in Industrial Engineering. However, other students came from ten more courses. This implies that the Post Baccalaureate Course in Teacher Education in the Philippines caters the need for professional education course regardless of the undergraduate degrees of applicants.

**Table 5: Distribution of Respondents According to the Year they graduated their Baccalaureate Degrees**

Year Graduated	Frequency	Percent
2011	2	5.56
2006-2010	12	33.33
2001-2005	15	41.67
1996-2000	5	13.89
1985	2	5.56
<b>Total</b>	<b>36</b>	<b>100</b>

Table 5 shows that less than half of the Post Baccalaureate in Teacher Education students graduated their baccalaureate degrees in School Years 2001 to 2005 implying that they have had enough time after graduation to have been working in other fields. It can be inferred that their decision to pursue the program was based from their analysis of career opportunities both in their current employment posts and the opportunities the teaching profession may give them, or they have proven that they were not able to realize self-actualization in their jobs when they enrolled in the course.

**Table 6: Distribution of Respondents According to Current Employment Status**

Employment Status	Frequency	Percent
Employed	11	30.56
Self-employed	11	30.56
Unemployed	14	38.89
<b>Total</b>	<b>36</b>	<b>100.00</b>

Presented in Table 6, only 38.89 per cent of the respondents were found to be unemployed while the rest were either employed or self-employed.

**Table 7: Distribution of Respondents According to Current Positions**

Nature of Work	Frequency	Percent
Office Staff	7	31.82
MIS Programmer	1	4.54
Production Staff	2	9.09
Teaching	3	13.64
Medical Care Provider	5	22.73
Commerce	4	18.18
<b>Total</b>	<b>22</b>	<b>100.00</b>

As a result of the degree finished by the graduates, positions held either by employed or self-employed ranged from office work to being engaged in commerce, but notable was the revealed data that three were already employed as

teachers. This implies that those teaching were preparing themselves for the Licensure Examination, a requirement to obtain a permanent teaching position in the Philippine public school system. The position identified above explains the nature of a respondent's jobs.

**Table 8: Distribution of Respondents According to Length of Time Employed**

Period of Employment	Frequency	Percent
Less than a year	3	16.67
1-3 years	5	27.78
4-6	4	22.22
7-10	4	22.22
More than 10 years	2	11.11
<b>Total</b>	<b>18</b>	<b>100.00</b>

Most of the employed respondents as presented in Table 8 clustered in more than a year but less than 10 years of employment. This working experience enabled them to be in the best position to make a decision in relation to their enrollment in the Post Baccalaureate in Teacher Education.

**Table 9: Distribution of Respondents According to Baccalaureate Degree and Subjects Taught**

Baccalaureate Degree	Subjects Taught	Frequency	Percent
Business Related Courses	Technology and Livelihood Education (HS)	15	41.67
Computer related Courses	Technology and Livelihood Education	2	5.56
Engineering Courses	Math	8	22.22
Medical Related Courses	Sciences (Biology and Chemistry)	7	19.44
BS in Psychology	Araling Panlipunan (Economics)	1	2.78
Information Technology	Home Economics-Information Tech. (Elem)	2	5.56
Office Administration	Core Elementary Subjects	1	2.78
	<b>Total</b>	<b>36</b>	<b>100.00</b>

Almost 50 per cent of the respondents taught Technology and Livelihood Education in the Secondary level. This is attributed to their being graduates of business-related course in as much as this subject in the secondary level includes Business Technology, the field of specialization of this group. Seven or 19.44 per cent were assigned to teach Biology or Chemistry and 22.22 percent taught Mathematics. Only one of the respondents taught Araling Panlipunan (Social Studies-Economics) and three of them taught different subjects in the Elementary level. This can be explained by the application of the Alignment Principle in assigning subjects to be taught, the major field being the basis.

**Table 10: Distribution of Respondents According to their Number of Teaching Loads**

Number of Daily Teaching Load	Frequency	Per Cent
6 subjects per day	1	2.78
5	4	11.11
3	4	11.11
2	13	36.11
1	2	5.55
<b>Total</b>	<b>36</b>	<b>100</b>

Teaching load in the Philippine setting refers to the number of subject being taught by the Practice Teacher. As shown above, only one of these interns handled six subjects every day but more than 1/3 of them were handling only two subjects daily, while, eight of them, handled either five or three subjects every day, which is determined by the assigned Cooperating-Teacher who directly supervises the classroom teaching performance of a Student-Teacher.

**Stressors of the Post Baccalaureate in Teacher Education**

**Table 11: Stressors of Batch 2011 and Batch 2012**

Practice Teaching Related Themes	2011 WM	Descriptive Interpretation	2012 WM	Descriptive Interpretation
1. Knowledge of the Subject Matter	2.47	Less stressful	2.71	Stressful
2. Lesson Planning	3.74	Very stressful	3.65	Very Stressful
3. Instructional Material Preparation	3.37	Stressful	3.24	Stressful
4 Classroom Management	2.89	Stressful	3.59	Very stressful
5. Development of Assessment Tools	3.21	Stressful	3.18	Stressful
6. Paper Works (checking of papers, recording )	2.94	Stressful	3.29	Stressful
7. Mentor-Student Teacher Relationship	2.58	Stressful	2.24	Less stressful
8. Practice Teaching Portfolio Preparation	3.47	Stressful	3.35	Stressful
9. University Requirements	3.84	Very Stressful	3.47	Stressful
Composite Mean	3.16	Stressful	3.19	Stressful

Evidently, very stressful to the respondents from the two batches as can be gleaned from Table11 was the task related to lesson planning, but, a difference was noted in the level of stress they have experienced in relation to classroom management. It was found to be very stressful by the 2012 graduates and stressful only by those from 2011. The stressful classroom management findings were similar with the outcome of a study by Simon Veenam whose work consisted of the beginning teachers both from the elementary and secondary level in Nijmegen. He found out that classroom discipline, motivating students and dealing with individual differences were among the most often perceived problems among respondents. All three concerns are under the theme classroom management. No wonder, university requirements were found to be very stressful for the two batches, and this is expected because other than their responsibilities as Practice Teachers they still need to pass other enrolled subjects.

With the use of the t test formula, the difference in the stress level of the two batches is shown below.

**Table 12: Difference between Stressor of Batch 2011 and 2012**

T value	Computed Value	Descriptive Interpretation
Critical region: $t > 2.552$	1.068	No significant difference

The computed value of 1.068 revealed that there is no significant difference in the stress level of Batch 2011 and Batch 2012 along with the given themes. Therefore, only the mean scores of the two batches for each pair were presented in Table 13.

**Table 13: The Correlation between the Profile Variables and the Stress Themes**

Themes	Computed Mean Between Profile Variables and Themes								
	A	B	C	D	E	F	G	H	I
Knowledge of subject matter	-0.06	-0.35	<b>+0.20</b>	<b>+0.32</b>	-0.01	+0.20	<b>+0.45</b>	-0.01	<b>+0.15</b>
Lesson Planning	-0.04	-0.16	<b>+0.13</b>	<b>+0.25</b>	-0.35	-0.09	<b>+0.23</b>	-0.06	<b>+0.12</b>
Instructional Materials preparation	-0.10	-0.40	<b>+0.23</b>	<b>+0.17</b>	-0.20	+0.14	<b>+0.35</b>	-0.01	<b>+0.25</b>
Classroom Management	<b>+0.30</b>	-0.03	<b>+0.12</b>	<b>+0.10</b>	-0.07	<b>+0.30</b>	<b>+0.20</b>	<b>+0.11</b>	<b>+0.32</b>
Development of Assessment Tools	<b>+0.26</b>	-0.25	-0.04	<b>+0.16</b>	<b>+0.01</b>	-0.21	<b>+0.18</b>	<b>+0.18</b>	<b>+0.37</b>
Paper works	-0.19	-0.33	-0.04	<b>+0.25</b>	-0.28	+0.20	<b>+0.23</b>	-0.06	<b>+0.10</b>
Mentor-Practice Teacher Relationship	-0.26	-0.26	-0.06	<b>+0.27</b>	-0.09	+0.02	<b>+0.28</b>	-0.18	-0.03
Practice Teaching Portfolio Preparation	-0.09	-0.34	-0.12	<b>+0.36</b>	-0.53	+0.03	<b>+0.47</b>	<b>+0.09</b>	<b>+0.06</b>
University Requirements	<b>+0.14</b>	-0.21	<b>+0.52</b>	-0.19	+0.14	-0.08	<b>+0.27</b>	<b>+0.39</b>	-0.02

Legend: A- Age D-Year Graduated F-Employment Status H-Length of Service

B- Gender E- Baccalaureate Degree G-Nature of work I-Practice Teaching Load

C-Civil Status

With the use of the Point-Biserial Correlation Coefficient formula, (+1.00 interpreted as perfect relationship, +0.49 below denotes lower level positive correlation while +.050 to +0.75 moderate positive relationship, and +0.76 to +0.99 High positive relationship) the profile variables which have relationship with the stress level of the respondents were identified in Table 13.

Highlighted are pairs found to have positive relationship. A denoting AGE was found to have a moderate positive relationship with classroom management and development of assessment tools however, a negative correlation in other themes was revealed implying that the Age is not a cause of stress when relating it with the preparation of practice teaching portfolio, and the other variables.

Classroom management as defined by the American Psychological Association (APA) is the process by which teachers and schools create and maintain appropriate behavior of students in classroom setting. The moderate positive correlation (+0.30) between age and classroom management(+0.26) shown in Table 13 can be attributed to the aspiration of the Practice Teacher to instill classroom discipline and maintain classroom order which to them ordinary noise of students should be controlled compared to long-time experienced teachers who perceived noise as a natural behavior among their learners. De la Torre and Arias (2007) explained this when he wrote that experience enhances teachers' classroom management abilities. However, in an evaluation on the effectiveness of internship program made by Thomas and Newton (2003) in the Los Angeles Unified School District, their data revealed that interns perform better than probationary teachers in behavior management. These are two contradicting findings which only imply that student teachers' stress is dependent on specific conditions.



On the other hand, Ngidi and Sibaya of South Africa have found out that older female group were anxious about class control which according to them was the reason why “these older women student teachers were more concerned about caring for their learners as they do with their own children.”

The low negative correlation in Table 13 under Column **B** for GENDER implies that being male or female has nothing to do with the themes as stressor. However, a contradicting finding is found in the study of Can (2010) whose work revealed the existing relationship between the organizational stress level of the student teacher and their gender, his study showed that females experienced more organizational stress than male. This difference in findings opens a new avenue for research.

Civil Status (Column **C**) posted a positive moderate correlation with the stressor. Specifically, the civil or marital status was found to have a positive moderate correlation with their stress relating to knowledge of subject matter (+0.20), lesson planning, instructional materials preparation (+0.23), classroom management and university requirements. This can be attributed to the observed fact among household in the Philippine provinces that most of the families do not have house helps, it is the mother who usually do household chores that explains why the preparation of lesson plans, instructional materials, reviewing for their lessons are stressful because these are additional tasks to the respondents. Dr. Nancy Molitor (2010, Stress in America Survey) who wrote that married women reported a great deal of stress. They are more likely than single women to report crying, irritable and fatigue and to resort to unhealthier ways to manage their stress like over eating.

Column **D**, the year when the PBTE students graduated their undergraduate courses showed that only with the university requirement where a negative correlation (-0.19) was established. The explanation here lies in the Law of Recency and the Use and Disuse principle which tells that learned things in the past when not frequently in use are forgotten, there is a need for the Practice Teacher to recall previous knowledge which becomes their cause of stress

The very low, +0.01 positive correlation between preparation of assessment tools (Column **E**) is expected, all of the respondents have no subject in test construction and assessment tools, the reason why they tend to find difficulty in doing the task, though not to a greater extent since these groups of learners are more matured than the regular Teacher Education students.

The low positive correlation between employment status (**E**) and the different themes as stressors (+0.05) can be explained by the fact that to be a working student is to be engaged in multiple tasks which according to the Transactional Model (Lazarus, 1966, Antonovsky, 1979) which assumes that demands made by the internal and external environment upsets balance. Stressful experiences according to them “are construed as person-environment transactions.” In this situation, the Student teachers could not simply quit employment because they are paying tuition fees which according to Corcoran (1989) is considered an economic hardship. Revealed moderate positive correlation is with classroom management, +0.30, a student teacher was already tired from rendering office hours before he/she faces students whose behaviors are far different from more matured co-workers.

Column **G** represents the nature of work respondents were engaged while enrolled in the university. There is moderate positive correlation between nature of work and knowledge of subject matter (+0.45), the same level of correlation was found with instructional material preparation and Practice Teaching Portfolio Preparation, +0.35 and +0.47

respectively. To possess knowledge about the subject matter and to be able to prepare instructional materials and the Practice Teaching Portfolio, the Student Teachers must have available time which in their case must be squeeze-in from their busy schedule, their explanation when they verbally complain of stress. A deeper look into the yielded correlation between the mentor and student teacher relationship, it is only with year graduated and nature of work where a positive correlation was noted, which proved that this theme is not a stressor among the respondents, Fives, Ham man and Olivares (2007) explained in his study that Student Teachers experiencing high guidance through the levels of support from the education institution demonstrated lower levels of burn out at the end of their practicum than candidates with low guidance.

Notable in Column **H** of Table 13 is the moderate positive correlation (+0.39) between University Requirement and Practice Teaching Portfolio Preparation (+0.09) and the Respondents' length of service with their employment. The length of time an employee served a company is a determinant of his responsibilities, the longer is his connection with the organization, the more he is given responsibilities because of the learning curve principle, Orculo (2007), this entails multi-tasks, and academic demands of the university are additional tasks the student-teacher performs.

The teaching load in Column **I** is seen to have a moderate positive correlation with classroom management and development of assessment tools. The Practice Teacher becomes stressed as he/she stays longer in the school to teach more subjects. Can (2010) has a similar finding when 27.9 % of his respondents considered noisy study environment and complexity of KPSS exams to be much of stressors. Miller and Fraiser(2010) who cited Abouserie, (1994) that the overall patterns of stressors, they wrote, was academic stressors opposed to personal and interpersonal problems. A Similar situation where the Filipino Practice/Student Teachers were engaged in.

## CONCLUSIONS

Most of the respondents were between 27 to 30 years old, female, and married. Majority was graduates of Business Courses but some were Bachelor of Science in nursing graduates. They finished their baccalaureate degrees between 2001-2005. Most of the Practice Teachers taught Technology and Livelihood Education and Sciences respectively in the secondary level with very few in the elementary grades.

Less than half of the respondents were unemployed but the employed and self-employed constitute the majority who were engaged in staff functions in their respective offices. Majority have had a working experience which range from 1 to 10 years

Most have had teaching loads ranging from 2 to 5 subjects daily. More than half were found to be moderately stressed. All perceived the themes to be stressful but in varying degrees, with no difference in level when they were grouped according to batch.

There was a low positive correlation between age, civil status, year graduated, employment status, and practice teaching loads with the stressors. However, there was a moderate positive correlation between work experience and length of service, but gender, and baccalaureate degree has low negative correlation with the stressors.

## RECOMMENDATIONS

- Admission requirement must be reviewed by the Admission Officer to give more weight on the baccalaureate degree than the work experience.
- Administration must coordinate with the Secondary School level authorities to determine future demand for teachers which has something to do with the baccalaureate degree of enrolment applicants.
- The Administration must initiate stress management seminar during the first semester of the school year to enhance stress-coping mechanism among PBTE group of students.
- At the start of the second semester, lesson planning and instructional material preparation seminar-work shop must be initiated by the Faculty-Adviser.
- Subject-Teachers in the first semester must require students to submit synopsis of professional education books to lessen work load for the preparation of the Practice Teaching Portfolio
- Research Professor in the second semester must require action researches so that findings may solve felt problems
- Further researches on the same field are recommended to include General Weighted Average of the applicant as a profile factor and actual effect of stress on the physical well-being of respondents. Another research potential is a graduate tracer for this group of graduates to determine their performance in the Licensure Examination and their work after finishing the program or after obtaining the license.

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