

**STRESSORS ENCOUNTERED AND COPING MECHANISMS EMPLOYED
BY MULTIPLE-ROLE INDIVIDUALS AMONG THE ACADEMIC
TEACHING STAFF AND GRADUATE STUDENTS
OF DE LA SALLE UNIVERSITY**

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ABSTRACT

The rise of individuals who add taking up graduate education to their traditional roles of worker and spouse/parent caught the interest of the researchers, and marked the beginnings of the current study. The question cropped up on the possible sources of stress of such individuals (referred to as multiple-role individuals) and the specific methods through which they resolve them. To study these, qualified (taking up masteral or doctoral studies, employed/self-employed on a full-time basis, married and with a child/children below 21 years old) members from De La Salle University's Academic Teaching Staff (Faculty) and the Graduate Schools (GSEAS and GSBE) were taken in as subjects. A survey questionnaire was constructed by the researchers having two parts: Part I - Stressors (containing statements to be rated according to SD, D, N, A, or SA) and Part II - Coping Mechanisms (checklist items). To ensure the validity of the instrument, professors in Psychometrics who were experts in test construction were requested to make a content validation. Qualitative item analysis was also done by the researchers. To look into the reliability of the questionnaire, a qualitative test-retest design was used. A scoring key was also devised by the researchers to aid them in analyzing the subjects' responses for Part I. An arbitrary score of 3.30 was set to separate statements considered sources of stress from those which were not. Coping mechanisms were considered such if they exceed the arbitrary point of half of the number of subjects in the group (Faculty, GSEAS students, GSBE students) where they come from. Results of the study revealed stressors in one's work like pressures toward conformity, exorbitant work demands, success, and role conflict. Those found in one's studies consist of not being satisfied with one's performance, meeting deadlines, lack of concentration, long distance to and from school, and physical strain. Guilt for not accomplishing more is the only stressor in one's family. Ways of coping with these stressors include praying, looking for a quiet environment, talking it out with someone, trying to acquire new skills or hobbies, and window shopping. Based on these, the researchers concluded that: 1) Female respondents give a high priority to their family, and it is only after it is quite stable that they take up graduate studies. 2) The trimestral system does bring stressors because of its fast pace. 3) Multiple-role individuals in De La Salle University take on a wide scope of coping mechanisms. Recommendations consist of allotting a longer period for data gathering, improving the sampling method, obtaining a larger pilot sample, and introducing discriminating indices in the instrument. A future research problem was also suggested by the researchers.

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