

Stressors Among CSPC Scholars

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Abstract: Scholarships are offered by the college in order to help students to address their financial difficulties. They are subject to a rigid screening and the pressured imposed upon them may bring out a stressful experience that can affect their daily activities. The perceived social, psychological, academic, economic and bureaucratic stressors were identified using the descriptive inferential method among the 203 scholars for school year 2013-2014. Findings revealed that scholars are highly stressed with people's high expectations on them as scholars and with various assignment imposed to them as scholars. Moreover, scholars are stressed of fear of losing their scholarship. T-test shows that there is no significant difference on the stressors experienced by both the academic and non-academic scholars and so as to their coping mechanism. The proposed Stress Coping Mechanism Guide will help them to manage their stressors.

Index Terms stressor, social stressor, academic stressor, psychological stressor, economic stressors, bureaucratic stressor, coping mechanism

INTRODUCTION

In the 1987 Philippine Constitution declare that "the State shall protect and promote the rights of all Filipino citizens to qualify education at all levels and shall take appropriate steps to make education accessible to all". Adherent to this, the Commission on Higher Education (CHED) issued CHED Memorandum No. 9, series of 2013 known as Enhanced Policies and Guidelines on Student Affairs and Services. As mandated, "the CHED promote quality education, take appropriate steps to ensure that education shall be accessible to all, and ensure and protect academic freedom for continuing intellectual growth, the advancement of learning and research, the development of responsible and effective leadership, the education of high level professional, and the establishment of historical and cultural heritage". Along that, Scholarship and Financial Assistance is a part of services to be offered by the Higher Education as stated in Section 25 with the primary purpose of to offer management, generation and allocation of funds for scholarship and financial aid to deserving students (CMO no. 9, series of 2013). The Camarines Sur Polytechnic Colleges offers and accept scholars that can be beneficial for the students to finish their respective courses. These scholars are subjected to rigid screening process and policies. The pressured imposed on them by the scholarship alone are out alone in their daily activities is relatively different playing roles. The grades that they have to maintain and the very high expectations of the people around them are enough to make or unmake their scholarship status. CSPC scholarship program are classified into two, the institutional academic scholars and the Non-academic scholars. Academic scholars are those that govern the high school valedictorians and salutatorians and for those non freshmen students are the residence scholars.

While the non-academic scholar's falls on the following category; a) Barangay officials dependent, b) Cultural, c) Sports, d) Publication, e) Central Student Council Officers, f) Employees dependents and other scholarship program officers by private companies. Along this, at present, there are about three hundred fifty two scholars, fifty seven (57) of this are academic scholars and two hundred forty eight (248) are non-academic scholars. However, significantly, not all of these scholars had maintain their status to continue their scholarship due to failing grades, some cannot manage to cope up their schedule for academic and practice like in the case of the cultural and sports scholars. The significantly different situations that the College scholars are into stresses, the researcher need to study their concerns and the probable things that burn them out in order to protect them from their inherent biases of people and to help them maintain their status as colleges scholars.

METHODS USED

Descriptive Inferential type of research method was applied by the researcher using questionnaire. An interview was also employed by the researcher in the duration of the study for some verification of the answer and other pertinent data. The respondents of this study are the scholars of the college for school year 2013-2014. This cover 100% enumeration of scholars wherein 57 belongs to academic scholars and 248 are non-academic for a total of 305 CSPC scholars The questionnaire was the main instrument in gathering the data. The questionnaire was composed of two parts. Part I pertains to the scholars profile, Part II – was the identified perceived stressors as scholars of the college using the following parameters: 5- for always, 4- for often, 3- for sometimes, 2- for seldom and 1- for never. Interview was also facilitated to further clarification of the data stated by the respondent to the questionnaire. Weighted mean, T-test, Chi-square were the identified statistical tool applied in the study.

RESULTS AND DISCUSSIONS

Problem 1 - Respondents Profile

Table 1 presents the respondents profile according to their course. From the data presented, the following data were revealed; On academic scholars, BSCE five (5), BSECE three (3), BSME two (2), BSEE one (1), BSOA thirty four (34), BSFSM two (2), BSIT one (1), ECST one (1) and BSN eight (8). Based from the data presented, it was noted that almost all of the academic scholars belong to the Bachelor of Science in Office administration which constituents almost half which is

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59.65 percent. This data implies that since BSOA comprises a larger population in the college eventually more scholars can be identified in the program. As to the non-academic scholars, the following data come up; BSCE thirteen (13), BSECE twelve (12), BSME eleven (11), BSEE thirteen (13), BSOA fifty six (56), BSFSM forty nine (49), BSIT thirty two (32), BSCS twenty five (25), CT six (6), ECST seven (7), BSN fourteen (14) and Midwifery ten (10). Based from the data gathered, it was noted that almost all of the non-academic scholars came from BSOA, BSFSM and BSIT course. While the only very few scholars coming from CT and EST courses and engineering programs. This data may imply that since majority of the population of the college coming from College of management and Entrepreneurship (CME) department presumptions may also imply that more scholars will be in the program in that department.

Table 1
Respondents Course

Year Level	Academic Scholars		Non-Academic Scholars		Total	Rank
	Frequency	Percentage	Frequency	Percentage		
BSCE	5	18.78	13	5.24	18	6
BSECE	3	5.26	12	4.84	15	7
BSME	2	3.51	11	4.45	13	9
BSEE	1	1.75	13	5.24	14	8
BSOA	34	59.65	56	22.57	90	1
BSFSM	2	3.51	49	19.76	51	2
BSIT	1	1.75	32	12.90	33	3
BSCS			25	10.08	25	4
CT			6	2.43	6	12
ECST	1	1.75	7	2.83	8	11
BSN	13	14.14	14	5.67	22	5
Midwifery			10	4.04	10	10
TOTAL	57	100	248	100	305	

Presented in table 2 is the course level of the respondents. Based from the data gathered, the following data come up; second year there were seventeen (17) academic scholars, third year, sixteen (6) academic scholars, fourth year twenty two (22) and fifth year only two (2) academic scholars. Based from the data presented, it was noted that almost all of the academic scholars belong to the fourth year which has 38.60 percent while only very few belong to the fifth year level. This data implies that since only engineering course belong to a five year course eventually only very few maybe given an opportunity to enjoy the scholarship. As to the non-academic scholars, the following data presented; for the second year there were eighty two (82) non-academic scholars, seventy two (72) from the third year level, sixty four (64) from the fourth year level and thirty (30) from the fifth year level. Data revealed that in the non-academic scholars, scholars are mostly came from first year and second year students. This data implies that during this level more students are within the scholarship

on performing arts, athletics, band and majorettes and when they reach fourth year and fifth year they stop as membership to concentrate more in their academic.

Table 2
Respondents Year Level

Year Level	Academic Scholars		Non-Academic Scholars		Total	Rank
	Frequency	Percentage	Frequency	Percentage		
2 nd Year	17	29.82	82	33.06	99	1
3 rd Year	16	28.08	72	29.04	66	2
4 th Year	22	38.60	64	25.81	86	3
5 th Year	2	3.50	30	12.09	32	4
TOTAL	57	100	248	100	305	

Table 3 presents the data relevant to their sex and ordinal position in their family. Based from the data gathered, on the academic scholars, there were twenty two (22) males and thirty five (35) females. For the non-academic scholars, there were also one hundred eight (108) males and one hundred forty (140) females. It was noted from the data presented that CSPC scholars are dominated by females. This data indicates that since mostly of the programs of the college are suited to females therefore more scholars may be dominated by females which has 56.45 percent or one hundred seventy five (175) out of three hundred five (305) total of CSPC scholars for school year 2014-2015. Also presented in table 3 is the ordinal position of the scholar in their family. On the basis of the data gathered, the following were the results on the academic scholars; there were nineteen (19) academic scholars belong to the ordinal position as first child, twelve (12) belong to the ordinal position as 2nd and 3rd child respectively, six (6) belong to 4th child, five (5) born as 5th child and three (3) born as 9th child. While for the non-academic scholars, the following data found out; one hundred nine (109) belong to the ordinal position in the family as 1st child, fifty three (53) born as 2nd child, fifty seven (57) born as 3rd child, twenty (20) born as 4th child, seven (7) born as the 5th child and only two (2) belong to the ordinal position as 6th child. Based from the data presented, it was noted that almost all of the scholars either academic or non-academic scholars belong to the ordinal position as 1st child which has a total of one hundred twenty eight (128) against the total population of three hundred five (305). This data may imply that the parents of these scholars during the conduct of the study maybe from the age bracket of 37-45 years old.

Table 3
Respondents Sex and Ordinal Position in the Family

Sex	Academic Scholars		Non-Academic Scholars		Total	Rank
	Frequency	Percent	Frequency	Percent		
Male	22	38.60	108	43.55	130	2
Female	35	61.40	140	56.45	175	1
TOTAL	57	100	248	100	305	
Ordinal Position						
1 st child	19	33.33	109	43.95	128	1
2 nd child	12	21.05	53	21.37	65	3
3 rd child	12	21.05	57	22.98	69	2
4 th child	6	10.53	20	8.06	76	4
5 th child	5	8.77	7	2.82	12	5
6 th child			2	0.82	2	7
7 th child						
8 th child						
9 th child	3	5.26			3	6
TOTAL	57	100	248	100	305	

Presented in table 4 is the data on the number of academic and non-academic scholars. Along this, data shows that from among the three hundred five (305) scholars, only fifty seven (57) are academic scholars and almost all are non-academic scholars with a total number of two hundred forty eight (248) or 81.31 percent. Data implies that there is only very few that qualifies for academic scholars because of the policy on maintaining grades while more opportunities for non-academic scholars because academic grades is not given so much attention as long as a certain students qualifies for the requirement of that certain scholarship program.

Table 4
Age of the Scholars

Age	Academic Scholars		Non-Academic Scholars		Total	Rank
	Frequency	Percent	Frequency	Percent		
15-17	17	29.82	80	32.26	97	1
18-20	16	28.07	74	29.84	90	3
21-23	23	40.35	69	27.82	92	2
24-26	1	1.76	25	10.08	26	4
TOTAL	57	100	248	100	305	

As to the type of scholarship, data shows that 57 or 18.67 percent belongs to the academic scholars such as resident, valedictorians and salutatorians. While, 248 or majority which is 81.31 percent belongs to the non-academic scholars such as; Central Student Council officers, members of the Performing Arts, staffers of the Publication, Tulong Dunong, DOST, CHED, Congressional scholars and other private entities.

Problem 2 – Identified stressors of Scholars

Social Stressors

Table 5 presents social stressors being encountered by the CSPC scholars. Based from the data gathered among the respondents, it was shown that both the academic and non-academic scholars "People's expectations as scholars ranked first with a weighted mean 3.52 and 3.51 respectively with a verbal interpretation as Often. While the rest of the indicators were sometimes encountered by both the academic and non-academic scholars such as "I am given several task for being scholar", "People have high regard as scholar", "Lack of time for girlfriend/boyfriend because it is spent much time on studies", and "lastly ranked fifth "I did not have enough freedom to do what I want for fear of what others may say". Stressors generally, social stressors were sometimes encountered by both the academic and non-academic scholars with an average weighted mean of 3.09 verbally interpreted as Sometimes.

Table 5
Social Stressors

Indicators	Academic Scholars		Non-Academic Scholars		AWM	VI	Rank
	WM	VI	WM	VI			
People's expectation of me as scholar is too much	3.52	O	3.51	O	3.52	O	1
I am given several tasks for being college scholar	3.34	S	3.30	S	3.32	S	2
People have high regard as scholar	3.16	S	3.17	S	3.16	S	3
Lack of time for girlfriend/boyfriend because it is spent much on studies	2.93	S	2.78	S	2.82	S	4
I did not have a freedom to do what I want for fear of what others may say	2.85	S	2.37	S	2.61	S	5
AWM	3.16	S	3.03	S	3.09	S	

Legend: 4.20 – 5.00 - Always 3.40 - 4.19 – Often 2.60 – 3.39 - Sometimes 1.80 – 2.19 - Seldom 1.00 – 1.79 – Never

Based from the findings, it was found out by the researcher that the most stressors which are being encountered by the students as scholar is that too much expectation from them as scholar by the people and other students. This findings implies that since they are scholars, people and other students expect them with high regard and expectations since they are scholars as other thinks that if a certain students enjoying scholars they must be competent with all aspects as students. These findings were also emphasized by Garrett (2001) states that college students have a unique cluster of stressful experience or stressors which affect their daily experiences. Accordingly, changes in lifestyles contribute to stress experienced by college students.

Psychological Stressors

Presented in table 6 are the findings if what stressors being encountered by the scholars as to psychological aspects.

Table 6
Psychological Stressors

Indicators	Academic Scholars		Non-Academic Scholars		AWM	VI	Rank
	WM	VI	WM	VI			
I do not want to lose my scholarship	4.70	A	4.73	A	4.72	A	1
It would be useless studying if you will not graduate with honors	3.04	S	3.00	S	3.02	S	4
I want to be top of the class always	2.76	S	2.74	S	2.75	S	5
As a scholar, I should be better than others	3.18	S	3.19	S	3.19	S	3
I have no prove that I am not what others think against me	4.02	O	4.00	O	4.01	O	2
AWM	3.54	O	3.53	O	3.54	O	

Legend: 4.20 – 5.00 - Always 3.40 - 4.19 - Often 2.60 – 3.39 - Sometimes 1.80 – 2.19 - Seldom 1.00 – 1.79 - Never

Findings revealed that both academic and non-academic scholars “I do not want to lose my scholarship” is the most common and always stressors being experienced with a weighted mean of 4.70 and 4.73 respectively. This is followed by “I have no prove that what others think against me” which ranked second with a weighted mean of 4.02 and 4.00 both the academic and non-academic scholars verbally interpreted as Often respectively. Others were rated sometimes experienced as stressors by the scholars such as “As a scholar, I should be better than others”, “It would be useless studying if you will not graduate with honors”, and “I want to

be top always in the class”. Generally, psychological stressors were rated as Often experienced by both the academic and non-academic scholars with an average weighted mean of 3.54. Findings of this study were also revealed by Rosa et. al (1999), among college students of both gender and found a different set of stressors that were common among college students that those experiences were associated with stress include a change in eating and sleeping habits, new responsibilities, heavier workloads and breaks. Based from the data gathered, it was clearly shown that the most common psychological stressors being experienced by the scholars is that they don’t want to lose their scholarship. This findings implies that since mostly of them enjoying scholarship and their scholarship grants support their studies, the disqualification or lose of their scholarship may result that they cannot finish their studies and may be a hindrance to fulfill their ambition in life.

Academic Stressors

Table 7 presents academic stressors that may be experienced by the both the academic and non-academic scholars on academic stressors.

Table 7
Academic Stressors

Indicators	Academic Scholars		Non-Academic Scholars		AWM	VI	Rank
	WM	VI	WM	VI			
Class requirements for scholars exceeds the normal	3.33	S	3.32	S	3.33	S	1
Too much attention for scholars is given in the classroom	2.89	S	2.87	S	2.88	S	3
Too little time to work on course requirement	2.78	S	2.79	S	2.79	S	5
Time is limited for academic activities	2.87	S	2.86	S	2.87	S	4
Conflict in curricular and extra-curricular activities	2.97	S	2.89	S	2.93	S	2
AWM	2.97	S	2.95	S	2.96	S	

Legend: 4.20 – 5.00 - Always 3.40 - 4.19 - Often 2.60 – 3.39 - Sometimes 1.80 – 2.19 - Seldom 1.00 – 1.79 - Never

Based from the findings of the study, all of the indicators relative to academic stressors were sometimes experienced by them. However ranked first “Class requirements for scholars exceeds the normal” with a weighted mean of 3.33 and 3.32 respectively. Second, “Conflict in curricular and non-curricular activities activates” with a weighted mean of 2.97 and 2.89 respectively. The other indicators that were rated Sometimes by the scholars are; “Too much attention for scholars is given in the classroom”, “Time is limited for

academic time”, “Too little time to work on course requirements”. Along these findings, generally Academic Stressors were sometimes encountered by the scholars with an average weighted mean of 2.96. along this, the researcher found out that scholars experienced academic stressors especially as requirements exceeds the normal to them as compared to non-scholars, this further implies that, as scholars high regard and expectation is are expected from them by their respective professors, administrators and other students which eventually they can do it better as been identified as more knowledgeable, intelligent and can perform well either academic and non-academic activities. As concluded by Espares, et.al (2007) in her study, she said the environmental aspects have modern conflict or slightly affect them. Financial aspects also have moderate stress but two stressors affect them which is unexpected spending on school projects and sudden school fees respectively. Along this, intervention is needed for them to cope up these identified stressors. These findings were also associated with Struthers, et.al (2000) that reported a high level of academic stress was associated with lower course grades. Students experienced a high level of academic stress due to exams, assignments, time pressure, grade pressure and uncertain.

Economic Stressors

Table 8 presents the identified stressors of both academic and non-academic scholars along Economics.

Table 8
Economic Stressors

Indicators	Academic Scholars		Non-Academic Scholars		AWM	VI	Rank
	WM	VI	WM	VI			
Others need not meet due to financial constraints	3.55	O	3.44	O	3.50	O	2
Insufficient daily allowance	3.82	O	3.78	O	3.80	O	1
In adequate financial support for projects	3.20	S	3.24	S	3.22	S	3
I don't like to sacrifice other needs	2.88	S	2.87	S	2.88	S	5
I wanted to study in other places but I did not have choice because of financial difficulties	3.02	S	3.40	S	3.21	S	4
AWM	3.29	S	3.35	S	3.32	S	

Legend: 4.20 – 5.00 - Always 3.40 - 4.19 - Often 2.60 – 3.39 - Sometimes 1.80 – 2.19 - Seldom 1.00 – 1.79 – Never

Data revealed that both the academic and non-academic scholars experienced economic stressors along the following aspects which rated by them Often. “Insufficient daily allowance”, and “others need not meet due to financial problems” which ranked first and second respectively with an average weighted mean of 3.80 and 3.50 respectively. Other indicators were Sometimes encountered by them such as “Inadequate financial support for projects”, “Wanted to study in other places but I did not have choice because of financial difficulties”, and “ I don't like to sacrifice other needs”. Along this, generally, both the academic and non-academic scholars sometimes encountered economic stressors. These findings were also a findings of Hansen (2005), states that college students had five major sources of stress namely, academic, personal, family, financial and future. Accordingly, stress isn't all bad, in fact, moderate levels of stress actually can improve academic performance. With this findings, the researchers implies that although scholars are enjoying their scholarship grants for their tuition fees and other expenses, still insufficient funds to finance their studies still a problem form them and serve as their stressors.

Bureaucratic Stressors

Identified stressors relative to Bureaucratic is shown in table 9. Based form the data gathered, it was found out that all the identified indicators were rated as sometimes encountered by both the academic and non-academic scholars.

Table 9
Bureaucratic Stressors

Indicators	Academic Scholars		Non-Academic Scholars		AWM	VI	Rank
	WM	VI	WM	VI			
In adequate support of administration for scholars	2.94	S	2.89	S	2.92	S	5
Stringent policy on scholarship	3.25	S	3.23	S	3.24	S	1.5
Too little emphasis of college scholarship program	3.00	S	3.21	S	3.11	S	4
Too much high expectations on scholars	3.17	S	3.16	S	3.17	S	3
Expectation for higher treatment of scholars	3.24	S	3.24	S	3.24	S	1.5
AWM	3.12	S	3.15	S	3.14	S	

Legend: 4.20 – 5.00 - Always 3.40 - 4.19 - Often 2.60 – 3.39 - Sometimes 1.80 – 2.19 - Seldom 1.00 – 1.79 - Never

Identified ranked one (1) are “stringent policy on scholarship”, and “Expectation for higher regard treatment of scholars” were the top stressors of both academic and non-academic scholars. Along this, generally, these stressors were sometimes encountered by the scholars with an average weighted mean of 3.14. These findings implies that, as

scholars high expectation is expected from this that may lead them as stressors and also stringent policy and requirements may lead them to be their stressor.

Problem No. 3 Significant difference Between the Stressors of the Academic and Non-Academic Scholars

Table 10 presents the significant difference between the stressors of the academic and non-academic scholars.

Table 10

Test of Significant Difference between the Stressors of the Academic and Non-Academic Scholars

Stressors	Computed Value	Tabular Value at 0.05	Decision	Interpretations
Social	0.554	2.306	Accepted Ho	Not significant
Psychological	0.020	2.306	Accepted Ho	Not significant
Academic	0.147	2.306	Accepted Ho	Not significant
Economic	0.263	2.306	Accepted Ho	Not significant
Bureaucratic	0.118	2.306	Accepted Ho	Not significant

Based from the data presented using T-test, result found at that hypothesis was accepted that there is no significant difference between the stressors among the academic and non-academic scholars. This further shows that both the academic and non-academic scholars experience both the social, psychological, academic, economic and bureaucratic stressors because the computed value is lesser than the tabular value of 0.05.

Problem No. 4 Significant Relationship between the Profile of the Respondents and the Identified Stressors. Significant Relationship between the Profile and Social Stressors.

Table 11 presents the findings on the significant relationship on the profile of the scholars to social stressors.

Table 11

Test of Significant Relationship between the Profiles of the Scholars and Social Stressors

Profile	Computed Value	Tabular Value of 0.05	Decision	Interpretation
Course	41.882	43.773	Accepted Ho	Not significant
Sex	9.932	9.488	Rejected Ho	Significant
Age	21.526	21.024	Accepted Ho	Not significant
Ordinal Position in the Family	44.251	43.773	Accepted Ho	Not significant
Type of Scholarship	7.921	9.488	Accepted Ho	Not significant

Using the Chi Square, data shows that course, sex, ordinal position in the family and type of scholarship shows that hypothesis is accepted because the tabular value is less than the computed value while on the part of the sex, hypothesis was rejected because the computed value of 9.932 is greater than the tabular value of 9.488. This data implies that sex have significant relationship along social stressors since both the male and female may experience different stressors as evidence by the computed value of 9.932 which is greater than the tabular value of 9.488 at .05 level of significance. This means that the female have higher level of social stress than the male in so far as indicators is concerned. The female scholars seem to be more serious when it comes to their scholarship than male scholars do.

Significant Relationship between the Profile and Psychological Stressors.

Table 12 shows the significant relationship between the scholars profile and to their psychological stressors.

Table 12

Test of Significant Relationship between the Profiles of the Scholars and Psychological Stressors

Profile	Computed Value	Tabular Value of 0.05	Decision	Interpretation
Course	41.172	43.773	Accepted Ho	Not significant
Sex	9.921	9.488	Rejected Ho	Significant
Age	20.527	21.024	Accepted Ho	Not significant
Ordinal :Position in the Family	43.252	43.773	Accepted Ho	Not significant
Type of Scholarship	8.931	9.488	Accepted Ho	Not significant

Based from the computations, course, sex, ordinal position in the family and type of scholarship shows not significant since the computed value is less than the tabular value. At this case, the hypothesis is accepted. On the other hand, as to sex, the computed value of 9.921 is greater than the tabular value of 9.488 so that the hypothesis was rejected. With these findings, researcher implies that male and female scholars have different experience in terms of psychological stressors.

Significant Relationship between the Profile and Academic Stressors.

Table 13 presents the significant relationship between the profile and academic stressors.

Table 13
Test of Significant Relationship between the Profiles of the Scholars and Academic Stressors

Profile	Computed Value	Tabular Value of 0.05	Decision	Interpretation
Course	44.235	43.773	Rejected Ho	Significant
Sex	9.924	9.488	Rejected Ho	Significant
Age	20.423	21.024	Accepted Ho	Not significant
Ordinal :Position in the Family	42.252	43.773	Accepted Ho	Not significant
Type of Scholarship	8.932	9.488	Accepted Ho	Not significant

Based from the computation, sex, ordinal position in the family and type scholarship shows that there is no significant relationship of the scholars on their identified stressors as to academic because their computed value is less than its tabular value. While on the other hand, course and sex shows a significant relationship because their computed value is greater than the tabular value which is 4.235 and 9.234 respectively against 43.773 for course tabular value and 9.4.88 for sex. This means that, scholars have experienced different stressors in terms of their chosen course and male and female scholars that shows significant relationship in terms of academic stressors.

Significant Relationship between the Profile and Economic Stressors.

Table 14 presents the significant relationship of the scholars to their identified economic stressors. Data shows that course, age, ordinal position in the family and type of scholarship shows that there is no significant relation according to their identified economic stressors because the computed value is less than its tabular value. However, on the other hand, sex shows a significant relationship because the computed value of 9.932 is greater than its tabular value. This findings states that, male and female have different experience in terms of economic stressors.

Table 14
Test of Significant Relationship between the Profiles of the Scholars and Economic Stressors

Profile	Computed Value	Tabular Value of 0.05	Decision	Interpretation
Course	43.182	43.773	Accepted Ho	Not significant
Sex	9.932	9.488	Rejected Ho	Significant
Age	20.523	21.024	Accepted Ho	Not significant
Ordinal :Position in the Family	43.232	43.773	Accepted Ho	Not significant
Type of Scholarship	8.933	9.488	Accepted Ho	Not significant

Significant Relationship between the Profile and Bureaucratic Stressors.

Table 15 presents the test of significant relationship between the profile and its bureaucratic stressors.

Table 15
Test of Significant Relationship between the Profiles of the Scholars and Bureaucratic Stressors

Profile	Computed Value	Tabular Value of 0.05	Decision	Interpretation
Course	41.183	43.773	Accepted Ho	Not significant
Sex	8.933	9.488	Accepted Ho	Not significant
Age	21.821	21.024	Rejected Ho	Significant
Ordinal :Position in the Family	43.282	43.773	Accepted Ho	Not significant
Type of Scholarship	8.931	9.488	Accepted Ho	Not significant

Based from the data presented, course, age, ordinal position in the family and type of scholarship shows not significant because the computed value is less than the tabular value hence the hypothesis was accepted, whereas, on the other hand, age of the scholars shows a significant relationship because the computed value 21.821 is greater than the tabular value 21.024, hence the hypothesis was rejected. These findings implies that age shows significant relationship in terms of bureaucratic stressors.

Problem No. 5 - Stress Coping Mechanism

Table 16 presents the identified stress coping mechanism of scholars. Based from the data presented, the following are the identified stress coping mechanism; Humor, meaning pointing out the amusing aspects of the problem or positive reframing is taught to help deal with small failure. Seeking Support, meaning the scholars are asking help or finding emotional support from family members or friends. Problem solving meaning the scholars aims to locate the source of the problem and determine solutions. Relaxation meaning the scholars engaging relaxing activities or practicing calming techniques that will help to manage stress. Physical recreation when the scholars having a regular exercise, team sports that will help them handle the stress of a given situation. Adjusting Expectations meaning anticipating various outcomes to scenario in life that may assist in preparing the stress associated with any change or events. Denial meaning the scholar's avoidance of some issues altogether that may lead to denying the problem that may exist. Self-Blame, the scholars having internalizing the issue and blaming oneself and last, venting, when the scholars undergo outward expressions of emotions. Along this, Data shows that both the academic and non-academic organization, scholars prefer the following coping mechanism to relieve their stress: by means of having relaxation and physical exercises which is usually done with an average weighted mean of 4.26 and 4, 21 respectively verbally interpreted as Always. Another is denial and Humor which is often mechanized by the scholars. While the following

are sometimes do by the scholars when they are stressed such as; seeking support from their families, adjusting expectations, problem solving, venting and self-blame. Along these findings, data implies that the common stress coping mechanism used by the scholars when they have problems is by having relaxation by practicing calming techniques, physical exercise by having regular exercise, team sports and other exercises. The others are sometimes consider us their coping mechanism such as problem solving, self-blame and venting.

Table 16
Stress Coping Strategies

Indicators	Academic Scholars		Non-Academic Scholars		AWM	VI	Rank
	WM	VI	WM	VI			
Humor (Pointing out the amusing aspects of the problem or :positive reframing" is taught to help deal with small failures)	4.17	O	4.18	O	4.18	O	4
Seeking Support (asking for help or finding emotional support from family members that can be an effective way of maintaining emotional health during stressful moment)	3.30	S	3.32	S	3.31	S	5
Problem Solving: (an instrumental coping mechanism that aims to locate the source of the problem and determine solutions)	3.22	S	3.21	S	3.21	S	7
Relaxation: (engaging in relaxing activities or practicing calming techniques that will help to manage stress.)	4.25	A	4.26	A	4.26	A	1
Physical Recreation: Having a regular exercise, team sports, running that will help to handle the stress of a given situation)	4.20	A	4.21	A	4.21	A	2
Adjusting Expectations: (anticipating various outcomes to scenarios in life that may assist in preparing the stress associated with any given change or events)	3.21	S	3.27	S	3.22	S	6
Denial (avoidance of the issue altogether that may lead to denying that	4.18	O	4.19	O	4.19	O	3

a problem may exist)							
Self-Blame: (Internalizing the issue and blaming oneself)	2.62	S	2.63	S	2.44	S	9
Venting: (the outward expression of emotions)	2.60	S	2.61	S	2.61	S	8
AWM	3.53	S	3.15	S	3.14	S	

Problem No. 6 Significant Difference between the Coping Mechanism adopted by the Scholars adopted by the Academic and Non-Academic Scholars.

Using the T-test to find out the significant difference between the coping mechanism adopted by the academic and non-academic scholars, data shows that there is no significant difference on the coping mechanism of the two groups of scholars, since the computed value of 1.186 is less than the tabular value of 2.120 with 0.05 level of significance. This findings implies that the coping mechanism by both the academic and non-academic scholars are with the same level.

Problem No. 7-Proposed Intervention Program to CSPC scholars that can address their Stressors.

Based from the foregoing conduct of research among the stressors of CSPC scholars, many scholars experience stress as they combine their busy life and the demands of study to maintain their scholarship, and or work while trying also to save time for friends, classmates and family. For some scholars, just like other students, stress becomes a way of life. Along this findings, hopefully the simple guide as an intervention program will enable to be adopted by the scholars and other students to at least can help them to reduce stress as part of stress coping mechanism.

CONCLUSIONS

Based on the data of the average weighted mean of the study, the following conclusions were drawn:

1. The profile of CSPC scholars varies as a result of the findings.
2. The scholars are stressed with people's high expectations on them as scholars and with various assignments for them.
3. The scholars are stressed with fear of losing their scholarship.
4. The scholars are stressed with lots of requirements and school activities imposed by other professors and instructors.
5. They are stressed with the stringent policy of the college on scholarship.
6. Female scholars are seem to be easily stressed than the male scholars in so far in the indication of this research is concerned.

RECOMMENDATIONS

Based from the conclusions of the study, the following were the recommendations:

1. A counseling program for CSPC scholars should be made in order to set their minds with the realities as scholars and orient them the possible concerns as scholars.

2. The policy of the college on scholarship must be reviewed and be enhanced in order to make it more accessible to the students.
3. The college must adopt the Proposed Guide designed for scholars in order to help them manage and less their stress as scholar of the college.
4. A similar study maybe conducted to include some variable not included in the present study.

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