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**Organizational Stress Among West Visayas State University -  
Lambunao Campus Personnel: Basis for Stress Management Program**

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***ABSTRACT***

This study aimed to determine the level of organizational stress among personnel at West Visayas State University - Lambunao Campus. A total of 61 respondents were conveniently selected with their consent to participate in the study. An adapted and modified survey questionnaire was utilized to assess the participants' organizational stress levels in four key areas: task demand, physical demand, role demand, and interpersonal demand. Additionally, the study examined differences in stress levels when grouped according to personal-related factors. The research employed a descriptive-survey design, utilizing statistical tools such as frequency, mean, Kruskal-Wallis H Test, and Mann-Whitney U Test for data analysis. The findings revealed that the personnel experienced a moderately high level of organizational stress in task demands, physical demands, and role demands, while a low level of stress was observed in interpersonal demands when analyzed by personal-related factors. Furthermore, the study identified that marital status, monthly income, length of service, position for staff, and additional assignments for faculty were associated with higher levels of stress in terms of task and physical demands. This suggests that faculty and staff with heavier workloads or increased responsibilities are more likely to experience higher stress levels compared to those with fewer responsibilities. The results also indicate that higher levels of demand, a sub-component of stress, can lead to decreased work performance.

**Keywords:** Stress, Organizational Stress, Stress Management Program, Task demands, Physical demands, Role demands, Interpersonal demands

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**1. Introduction**

People experience stress as they adjust to an ever-changing environment, and prolonged exposure to stress can harm both physical and mental well-being. Stress can cause significant mental disturbance, especially in the workplace, where it is a common part of everyday life for millions of workers globally. According to Griffin et al. (2012) in their book *Human Behavior in Organizations*, stress is widespread and potentially disruptive within organizations.

Over the past three decades, empirical research on stress has expanded significantly. Researchers have explored various aspects, including the causes of stress, its manifestations, the moderators of the stress-strain relationship, the types of stress experienced by diverse work populations, and the coping strategies employed by organizations. Numerous variables have been linked to organizational stress. Ivancevich and Matteson (1980), as cited by Arekkuzhiyil (2014), proposed a model of organizational stress that highlights the major antecedents of work stress. They emphasized the importance of individual differences as moderators of stress and detailed

the potential outcomes of stress in the workplace. Stress is closely associated with impaired individual functioning, and various aspects of work life, such as work overload, role ambiguity, and role conflict, contribute to stress. On a personal level, organizational stress can lead to increased morbidity and mortality. The rapidly changing global landscape is placing additional pressure on the workforce to maximize output and enhance competitiveness. To meet these demands, workers are often required to perform multiple tasks, which can contribute significantly to job stress.

In the Philippine context, work-related stress is a significant concern among teachers, as it greatly affects their ability to perform their duties effectively (Cox, Solomon, & Parris, 2018). Teacher well-being is integral to their physical health, school stability, teaching effectiveness, and student achievement. Addressing work-related stress is therefore crucial for the overall effectiveness of the educational system.

In 2017, various reports highlighted the impact of work-related stress on Filipino workers. A CNN Philippines poll identified management, deadlines, workload, and co-worker interactions as common sources of stress, affecting 23 percent of Filipinos (Ansis, 2017). Similarly, a survey by Watson (2015), as cited by Sarabia (2020), revealed that low pay, inadequate staffing, company culture, lack of work/life balance, and insufficient supervisor support were the top five causes of employee stress. Dealing with these stressors is essential, as they can lead to low-quality output and increase the risk of hypertension and heart disease among Filipino workers (Ermitanio, 2015). As the educational system evolves, teachers face increasing expectations to excel, often juggling heavy paperwork, managing diverse student behaviors, attending numerous seminars, and participating in training sessions. These demands can lead to psychological issues such as stress, job dissatisfaction, disengagement, and, in severe cases, depression, anxiety, and even suicide (Sarabia, 2020).

In schools, individual differences are pronounced, and social intelligence is required to navigate the diverse attitudes, values, beliefs, and perceptions of teachers and staff. This diversity can sometimes lead to conflicts, and professional jealousy within schools may contribute to stress among faculty members.

The personnel at West Visayas State University - Lambunao Campus are not immune to stress. As the frontliners in developing students, the added responsibilities of preparing for accreditation activities, committee memberships, and community program involvement can contribute to their stress levels. Excessive and unmanageable demands and pressures from work are common stressors.

This research aims to determine the level of organizational stress among WVSU - Lambunao Campus personnel in terms of task demands, physical demands, role demands, interpersonal demands, and other personal-related factors. The findings will serve as a basis for developing a stress management program.

### **Objectives of the Study**

This study aimed to determine the level of organizational stress among WVSU - Lambunao Campus Personnel as basis for a stress management program. This study was conducted in academic year 2022-2023.

Specifically, the study aims to answer the following questions:

1. What is the level of organizational stress among WVSU - Lambunao Campus personnel in terms of task demands, physical demands, role demands, and interpersonal demands when respondents are taken as a whole and when respondents are classified according to personal-related factors?
2. Is there a significant difference in the level of organizational stress among WVSU - Lambunao Campus in terms of task demands, physical demands, role demands, and interpersonal demands when respondents are classified according to personal-related factors?

3. What appropriate stress management program will be developed for the WVSU Lambunao Campus Personnel?

### *Hypothesis*

In view of the preceding problem, a null hypothesis was formulated.

1. There are no significant difference in the level of organizational stress among West Visayas State University - Lambunao Campus Personnel in terms of task demand, physical demand, role demand and interpersonal demand when respondents are classified according to personal related factors.

### **Methodology**

The descriptive-survey method was employed in this study. This approach allowed respondents to provide answers to questions related to the level of organizational stress across four dimensions: task demand, physical demand, role demand, and interpersonal demand. The analysis also considered personal-related factors, including type of personnel, additional assignments, position, sex, age, marital status, highest educational attainment, length of service, and monthly income.

Before conducting the study, permission was obtained from the Campus Administrator to distribute and administer the research instrument via Google Forms. A letter of consent was provided to the respondents before they completed the questionnaire. Any queries from the respondents regarding how to answer the questions were addressed satisfactorily. Respondents were also assured of the confidentiality of their responses.

### **Respondents of the Study**

The study's respondents consisted of 61 personnel, including both faculty and staff, who volunteered to participate. The researchers employed a convenience sampling technique to select permanent personnel from West Visayas State University - Lambunao Campus for the school year 2022-2023.

### **Data Gathering Instrument**

The data for this study was collected using a researcher-designed checklist on organizational stressors, adapted from De La Cruz (2016), which was specifically validated and reliability-tested for this study. After confirming the validity of the questionnaire, it was subjected to a reliability test. Cronbach's alpha was used to determine the reliability of the scales, with an alpha coefficient of at least 0.70 or higher being considered acceptable reliability (Jackson, 2016).

The validated instrument was pilot-tested on 30 personnel from WVSU - Janiuay Campus who were not participants in the main study. The researcher personally administered the questionnaires, retrieved them, and then tallied the responses. The data was subjected to appropriate statistical treatment using the Statistical Package for the Social Sciences (SPSS) software. The pilot test results showed a high level of internal reliability, with a Cronbach alpha coefficient of 0.8701, which is considered highly reliable and exceeds the value recommended.

The checklist consisted of two parts:

#### Part I: Respondents' Data

This section collected information on personal and related variables, including type of personnel, additional assignments, position, sex, age, marital status, highest educational attainment, length of service, and monthly income.

#### Part II: Main Instrument/Checklist on the Level of Stress

To assess the level of organizational stress, the checklist included descriptions of stressful events or situations adapted from De La Cruz (2016). Each item described a scenario that WVSULC

personnel might encounter in their daily work as faculty or staff. The checklist comprised 10 stressful events or situations for each of the following dimensions: Task Demand, Physical Demand, Role Demand, and Interpersonal Demand. Respondents rated each item using a five-point scale:

- 5 - Strongly Agree: The event/situation is extremely stressful
- 4 - Agree: The event/situation is very stressful
- 3 - Neutral: The event/situation is moderately stressful
- 2 - Disagree: The event/situation is minimally stressful
- 1 - Strongly Disagree: The event/situation is not stressful

To determine the overall level of organizational stress, the following mean score descriptions were applied:

Scale	Description
4.21 – 5.00	Very high level of organizational stress
3.41 – 4.20	High level of organizational stress
2.61 – 3.40	Moderately high level of organizational stress
1.81 – 2.60	Low level of organizational stress
1.00 – 1.80	Very low level of organizational stress

### **Data Analysis Procedures**

The data gathered were analyzed using frequency, mean, Kruskal - Wallis H Test and Mann - Whitney U Test. The data collected were tallied, tabulated, and computed using Microsoft Excel and the Statistical Package for the Social Sciences Software, at 0.05 level of significance.

### **Result and Discussion**

This study presents the analysis and interpretation of the data gathered from the respondents of the study.

#### **Descriptive Data Analysis**

#### **Level of Organizational Stress among WVSULC personnel in terms of Task Demand, Physical Demand, Role Demand and Interpersonal Demand when taken as entire group and grouped According to Personal – related factors**

The level of organizational stress among WVSULC personnel in terms of task demand, physical demand, role demand and interpersonal demand when taken as entire group and when grouped according to personal – related factors such as type of personnel, additional assignments for faculty, position for staff, sex, age, marital status, highest educational attainment, length of service and monthly income was determined in the present study.

Table 1 shows that as an entire group the level of organizational stress in terms of task demand ( $M = 3.21$ ), physical demand ( $M = 3.27$ ), and role demand ( $M = 3.08$ ) was “moderately high”, however, in terms of interpersonal demands ( $M = 2.82$ ) was “low”.

In addition, the respondents seemed to manifest a moderately high level of stress. The respondents are sensible but quite restrained in their level of organizational stress. Taking into considerations the task demand, physical demand, role demand and interpersonal demand place upon them were able to handle well, however when the demands seemed to challenge them further this may turn into a high level of organizational stress.

#### **Task Demands**

As to personal-related factors; when grouped according to type of personnel a “moderately high” level of organizational stress in terms of task demand was noted for faculty ( $M = 3.21$ ) and staff ( $M = 3.24$ ).

As to additional assignments a “moderately high” level of organizational stress was noted for faculty with administrative designation (M = 3.00) and faculty without administrative designation (M = 3.32).

When grouped according to position for staff ,both the head of unit/office (M = 3.09) and the members (M = 3.50) was noted with a “moderately high” level of organizational stress.

As to sex, a quite similar mean score of 3.38 for the male respondents and 3.18 for female respondent falling into a “moderately high” level of organizational stress.

Moreover, when respondents where grouped according to Age, personnel aged below 31 years old (M = 3.05), 31 years to 40 years old (M = 3.40), 41 years to 50 years old (M = 3.18), and 51 years old and above got a “moderately high” level of organizational stress. When grouped as to marital status those who are single 3.14 and married 3.21, all mean score fall into the description of “moderately high”. However, the respondent that is categorized as widowed obtained a mean score of 3.60 which is described as having “high” level of organizational stress.

A similar “moderately high” level of organizational stress was seen in terms of task demand when respondents were grouped according to highest educational attainment. Those with Doctoral degree obtained the highest mean score of 3.26, those with Master’s Degree with Doctorate Units have a mean score of 3.20, followed by those with Master’s Degree holder (M = 3.27), and the lowest are those with Bachelor’s degree with MA units (M = 2.98).

In addition, when grouped according to length of service, the highest mean score of 3.39 was noted among respondents with 16 years - 24 year , 5 years and below 3.38, 6 years to 15 years 3.14, 25 years and above 3.03. All mean scores fell on the description of “moderately high” level of organizational stress.

Finally, a “moderately high” level of organizational stress in terms of task demand was also noted among respondents who have a monthly income of Php36,000 and above (M = 4.20),below Php20,000 (M = 3.30), Php20,000 – Php29,000 (M = 3.18) and Php30,000 – Php35,000 (M = 3.04).

**Table 1.Level of Organizational Stress among WVSULC personnel in terms of Task Demand, Physical Demand, Role Demand and Interpersonal Demand when taken as entire group and grouped According to Personal – related factors**

Variables	n	Task Demand		Physical Demand		Role Demand		Interpersonal Demand	
		M	D	M	D	M	D	M	D
Entire Group	61	3.21	MH	3.27	MH	3.08	MH	2.54	L
<b>Personal – Related Factors</b>									
<b>A. Type of Personnel</b>									
Faculty	50	3.21	MH	3.33	MH	3.11	MH	2.54	L
Staff	11	3.24	MH	3.03	MH	2.96	MH	2.54	L
<b>B. Additional Assignments</b>									
With Administrative Designation	20	3.00	MH	3.14	MH	2.95	MH	2.44	L
W/O Administrative Designation	29	3.32	MH	3.44	H	3.20	MH	2.60	MH
Not Applicable (Staff)	12	3.31	MH	3.10	MH	3.00	MH	2.59	L

**C. Position**

Head of Unit/Office	20	3.09	MH	3.10	MH	3.04	MH	2.41	L
Member	22	3.50	MH	3.45	H	3.25	MH	2.78	M H
Not Applicable (Faculty)	19	3.02	MH	3.26	MH	2.93	MH	2.41	L

**D. Sex**

Male	20	3.28	MH	3.33	MH	3.24	MH	2.70	M H
Female	41	3.18	MH	3.25	MH	3.00	MH	2.47	L

**E. Age**

Below 31 years old	2	3.05	MH	3.10	MH	3.10	MH	2.45	L
31 years – 40 years old	23	3.40	MH	3.35	MH	3.11	MH	2.62	M H
41 years – 50 years old	22	3.18	MH	3.34	MH	3.16	MH	2.57	L
51 years old and above	14	2.99	MH	3.08	MH	2.90	MH	2.38	L

**F. Marital Status**

Single	10	3.14	MH	3.23	MH	3.10	MH	2.68	M H
Married	49	3.21	MH	3.30	MH	3.07	MH	2.50	L
Widow	2	3.60	H	2.85	MH	3.20	MH	2.80	M H

**G. Highest Educational Attainment**

Doctoral Degree	21	3.26	MH	3.34	MH	3.11	MH	2.52	L
Master's Degree Holder with Doctorate Units	25	3.20	MH	3.40	MH	3.07	MH	2.60	L
Master's Degree	9	3.27	MH	3.21	MH	3.27	MH	2.73	M H
Bachelor's Degree Holder with MA units	6	2.98	MH	2.63	MH	2.73	MH	2.10	L

**H. Length of Service**

5 years and below	9	3.38	MH	3.47	H	3.43	MH	2.94	M H
6 years - 15 years	26	3.14	MH	3.18	MH	2.94	MH	2.48	M H
16 years - 24 years	14	3.39	MH	3.52	H	3.23	MH	2.53	M H
25 years and above	12	3.03	MH	3.05	MH	2.95	MH	2.40	L

**I. Monthly Income**

below Php20,000	28	3.30	MH	3.41	H	3.16	MH	2.60	L
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Php20,000 – Php29,000	14	3.18	L	3.25	MH	3.00	MH	2.54	L
Php30,000 – Php35,000	18	3.04	L	3.07	MH	3.01	MH	2.43	L
Php36,000 and above	1	4.20	H	3.30	MH	3.20	MH	2.90	M H

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<b>Legend:</b> M – Mean	<b>Scale</b>	<b>Level of Organizational Stress</b>
D – Description	4.21 - 5:00	Very High
H – High	3.41- 4:20	High
M - Moderately High	2.61 - 3.40	Moderately High
VH – Very High,	1.81 - 2.60	Low
L – Low,	1.00 - 1.80	Very Low
VL – Very Low		

### Physical Demand

The level of organizational Stress in terms of physical demand was also looked into. In terms of personal-related factors, when grouped according to type of personnel a “moderately high” level of organizational stress in terms of physical demand was noted for faculty (M = 3.33) and staff (M = 3.03).

As to additional assignments a “moderately high” level of organizational stress was noted for faculty with administrative designation (M = 3.14), however, “high” level of organizational stress was also noted to the faculty without administrative designation (M = 3.44).

When grouped according to position for staff, the head of unit/office got a “(M = 3.10) while the members (M = 3.45) was noted with a “high” level of organizational stress.

The same moderately high level of organizational stress in relation to physical demand was manifested by both male (M = 3.33) and female (M = 3.25) respondents. When grouped according to age a “moderately high” level of organizational stress in relation to physical demand was manifested by the respondents. Those who are 31 years – 40 years old group got the highest means score of 3.35, followed by those in the 41 years – 50 years old group (M = 3.34), below 31 years old (M = 3.10) and the lowest mean score was obtained by the 51 years old and above (M = 3.08). A “moderately high” level of organizational stress in relation to physical demand was noted to those whose marital status is single (3.23), married (M = 3.30) and widower (M = 2.85).

When taken as to highest educational attainment all groups studied showed a “moderately high” level of organizational stress in relation to physical demand with those who have Master’s degree with Doctorate units obtained the highest mean score of 3.40, followed by those with Doctorate degree (M = 3.34), Master’s degree (M = 3.21), and those with Bachelor’s with MA Units having the lowest mean score of 2.63.

In like manner, when grouped according to length of service, the same “moderately high” level of organizational stress in relation to physical demand was shown by those with 6 years to 15 years in service (M = 3.18) and 25 years and above (M = 3.05), however, 5 years below (M = 3.47) and those with 16 to 24 years of service (M = 3.52) got a “high” level of organizational stress.

Finally, a “high” level of organizational stress in relation to physical demand was shown by those with monthly income below Php 20,000.00 (M = 3.41) while those with a monthly income Php36,000 and above (M = 3.30), Php20,000 – Php29,000 (M = 3.25), and Php30,000 – Php35,000 (M = 3.07). Data is reflected in Table 1.

### Role Demand

A “moderately high” level of organizational stress in relation to role demand was also shown by the respondents in almost all groupings. In terms of personal-related factors; when grouped according to type of personnel a “moderately high” level of organizational stress was noted for faculty (M = 3.11) and staff (M = 2.96).

As to additional assignments, both faculty with administrative designation (M = 2.95) and without

administrative designation ( $M = 3.20$ ) was noted “moderately high” level of organizational stress in terms of role demand.

When grouped according to position for staff, both group got a “moderately high” level of organizational stress in terms of role demand. The head of unit/office got a mean score of 3.04 while the member 3.25 all mean score fall into the description of “moderately high”.

As to sex, both male ( $M = 3.24$ ) and female ( $M = 3.00$ ) respondents were noted to have a moderately high level of organizational stress in relation to role demand.

As to age those 41 years – 50 years old obtained the highest mean score of 3.16, followed by 31 years old to 40 years old ( $M = 3.11$ ), below 31 years old ( $M = 3.10$ ), and those 51 years old and above obtained the lowest mean score of 2.89.

As to marital status all groups studied manifested a “moderately high” level of organizational stress in relation to role demand obtaining a mean score of 3.20 for the group of widow, followed by the group of singles ( $M = 3.10$ ) and, and married group ( $M = 3.07$ ).

In like manner, a “moderately high” level of organizational stress in relation to role demand was also manifested by the respondents when taken as to highest educational attainment with those who have Master’s degree obtaining the highest mean score of 3.27, Doctoral degree ( $M = 3.11$ ) and Master’s with Doctorate units ( $M = 3.07$ ). Those with Bachelor’s with MA Units obtained the lowest mean score of 2.73.

As to length of service, those with 5 years and below in service obtained the highest mean score of 3.43, followed by those with 16 to 24 years ( $M = 3.23$ ), those with 25 years and above ( $M = 2.95$ ) and those with 6 years to 15 years obtained the lowest mean score of 2.94, all noted with “moderately high” level of organizational stress in terms of role demands.

Finally, when taken as to monthly income, all groups studied were noted to have “moderately high” level of organizational stress in relation to role demand: Php36,000 and above ( $M = 3.20$ ), below Php20,00 ( $M = 3.16$ ), Php30,000 to Php35,000 ( $M = 3.01$ ) and Php20,000 to Php20,000.00 - Php29, 000.00 ( $M = 3.00$ ). Data is reflected in Table 1.

### **Interpersonal**

Table 1 further shows a “low” level of organizational stress in relation to interpersonal demand was also manifested by the respondents in almost all groupings. In terms of personal-related factors; when grouped according to type of both the faculty and the got a mean score of 2.54, all mean score fall into the description of “low” level of organizational stress in terms of interpersonal demand.

As to additional assignments a “low” level of organizational stress was noted for faculty with administrative designation ( $M = 2.44$ ), however, “moderately high” level of organizational stress was also noted to the faculty without administrative designation ( $M = 2.60$ ).

When grouped according to position for staff, the head of unit/office got a mean score of 2.41 which fall under the description of “low” level while the members ( $M = 2.60$ ) was noted with a “moderately high” level of organizational stress.

As to sex, male respondents manifested a “moderately high” level of organizational stress with a mean score of 2.70 while the female ( $M = 2.47$ ) respondents manifested a “low” level of organizational stress in relation to interpersonal demand.

In addition, those 31 years old to 40 years old to obtained the highest mean score of 2.62 which fall under the description of “moderately high” level or organizational stress while, those in the 41 years old to 50 years old group ( $M = 2.57$ ), below 31 years old ( $M = 2.45$ ) and with those with 51 years old and above got a mean score of 2.38 which fall under the description of “low” level of organization stress when grouped according to age.

As to marital status, a “low” level of organizational stress in relation to interpersonal demand was manifested by the married ( $M = 2.50$ ), and a “moderately high” level of organizational stress in relation to interpersonal demand was shown by those in the widower group ( $M = 2.80$ ) and single ( $M = 2.68$ ).



In like manner, a “moderately high” level of organizational stress in relation to interpersonal demand was also manifested by the respondents when taken as to highest educational attainment with those who have Master’s degree obtaining the mean score of 2.73, while those with Master’s with Doctorate units ( $M = 2.60$ ), Doctoral degree ( $M = 2.52$ ) and Bachelor’s degree holder with MA units ( $M = 2.10$ ) obtained the similar description of “low” level of organizational stress.

As to length of service, those with 5 years and below in service obtained the highest mean score of 2.94, followed by those with 16 years to 24 years ( $M = 2.53$ ), 6 years to 15 years ( $M = 2.48$ ) manifested a “moderately high” level of organizational stress and those with 25 years and above obtained the lowest mean score of 2.40 which fall under the description of “low” level of organizational stress.

Finally, when taken as to monthly income, most groups studied were noted to have “low” level of organizational stress in relation to interpersonal demand: those who earn below Php20,000 ( $M = 2.60$ ), Php20,000 to Php29,000 ( $M = 2.54$ ), and those who earn Php30,000 to Php35,000 ( $M = 2.43$ ), while those who earn Php36,000 and above obtained a mean score of 2.90 which fall under the description of “moderately high” level of organizational stress.

It can be observed that the respondents of the present study were noted to have “moderately high” level of organizational stress in terms of task, physical, and role demand, and on the other hand interpersonal demands were noted to have “low” level of organizational stress.

Work stress may occur when administrators, teachers and non teaching staff worry that they could not cope with excessive pressure or other type of demands placed upon them (Kyriacou and Sutcliffe, in Chan et al., 2009) as cited in De La Cruz, 2016 . The moderately high level of organizational stress in relation to task, physical, and role demand runs parallel to the study of De La Cruz, 2016 that reported the common sources of work stress include heavy workload, time pressure, education reforms, pursuing further education, and managing student behavior and learning.

Likewise, workload, conditions at work, relationship with colleague, lack of regular breaks, long working hours, social recognition and work with students were also considered as high stressors among higher education institution school workforce.

Lastly, the moderately high level of stress in relation to task demands, physical demands and role demands may have mismatch roles brought about by uncertainty of results placed upon the individual in the organization structure. Their ability to work under pressure may have a positive and negative result. When faculty and staff are recognized and utilized, then it has a positive effect resulting into a moderately high level of organizational stress.

### **Differences in the Level of Organizational Stress among West Visayas State University Lambunao Campus Personnel**

The differences in the level of organizational stress among West Visayas State University - Lambunao Campus Personnel in terms of task demand, physical demand, role demand and interpersonal demand were ascertained in the present study.

Tables 2 to 3 reflect the statistical data obtained.

The non-parametric Kruskal - Wallis H Test results in Table 2 show “no significant” difference in the level of organizational stress in terms of task demand, physical demand, role demand and interpersonal demand among respondents when grouped according to additional assignment, position, age, marital status, highest educational attainment, length of service and monthly income.

For **Task demand**, when respondents were grouped according to additional assignment ( $\chi^2=2.220$ ,  $p$ -value=.330); position ( $\chi^2=3.664$ ,  $p$ -value=.162); age ( $\chi^2=2.157$ ,  $p$ -value=.541); marital status ( $\chi^2=1.157$ ,  $p$ -value=.561); highest educational attainment ( $\chi^2=1.094$ ,  $p$ -value=.779); length of service ( $\chi^2=2.517$ ,  $p$ -value=.472) and as to monthly income ( $\chi^2=3.917$ ,  $p$ -value=.271). The  $P =$  value of all groups studied was greater than the set 0.05 alpha level of significance.

In addition, in terms of **Physical demand**, when respondents were grouped according to additional assignment ( $\chi^2=1.642$ ,  $p$ -value=.440); position ( $\chi^2=1.480$ ,  $p$ -value=.447); age ( $\chi^2=1.314$ ,  $p$ -value=.726); marital status ( $\chi^2=1.110$ ,  $p$ -value=.574); highest educational attainment ( $\chi^2=6.168$ ,  $p$ -value=.104); length of service ( $\chi^2=3.561$ ,  $p$ -value=.313) and as to monthly income ( $\chi^2=2.283$ ,  $p$ -value=.516). The  $P$  = value of all groups studied was greater than the set 0.05 alpha level of significance. Data reflected in Table 2.

Moreover, in terms of **Role demand**, when respondents were grouped according to additional assignment ( $\chi^2=1.823$ ,  $p$ -value=.402); position ( $\chi^2=3.221$ ,  $p$ -value=.200); age ( $\chi^2=1.421$ ,  $p$ -value=.701); marital status ( $\chi^2=.274$ ,  $p$ -value=.872); highest educational attainment ( $\chi^2=1.655$ ,  $p$ -value=.647); length of service ( $\chi^2=4.674$ ,  $p$ -value=.197) and as to monthly income ( $\chi^2=2.027$ ,  $p$ -value=.567). The  $P$  = value of all groups studied was greater than the set 0.05 alpha level of significance.

Finally, in terms of **Interpersonal demand**, when respondents were grouped according to additional assignment ( $\chi^2=.640$ ,  $p$ -value=.726); position ( $\chi^2=2.236$ ,  $p$ -value=.327); age ( $\chi^2=.752$ ,  $p$ -value=.861); marital status ( $\chi^2=.968$ ,  $p$ -value=.616); highest educational attainment ( $\chi^2=3.187$ ,  $p$ -value=.364); length of service ( $\chi^2=2.928$ ,  $p$ -value=.403) and as to monthly income ( $\chi^2=2.830$ ,  $p$ -value=.419). The  $P$  = value of all groups studied was greater than the set 0.05 alpha level of significance.

Data reflected in Table 2.

The null hypothesis advanced that no significant difference in the level of organizational stress in terms of task demand, physical demand, role demand and interpersonal demand when respondents were grouped according to certain categories was retained.

In the study of De La Cruz (2016) the quality and quantity of output a worker accomplishes depends upon his/her physical, emotional and behavioral conditions. If a person is qualified for and ready to work in a willing and fitting environment most likely he/she will give the best of what is expected of him/her. However, if such situation place special demands on an unwilling and unprepared person then the purpose will be defeated.

**Table 2 . Differences in the Level of Organizational Stress among WVSU - Lambunao Campus Personnel in Terms of Task Demand, Physical Demand, Role Demand and Interpersonal Demand when grouped according to certain categories**

Categories		Chi-square value	df	p-value	Decision
<b>A. Additional Assignments</b>	Task Demands	2.220	2	.330	Not significant
	Physical Demands	1.642	2	.440	
	Role Demands	1.823	2	.402	
	Interpersonal Demands	.640	2	.726	
<b>B. Position</b>	Task Demands	3.644	2	.162	Not significant
	Physical Demands	1.480	2	.477	
	Role Demands	3.221	2	.200	
	Interpersonal Demands	2.236	2	.327	
<b>C. Age</b>	Task Demands	2.157	3	.541	Not significant
	Physical Demands	1.314	3	.726	
	Role Demands	1.421	3	.701	
	Interpersonal Demands	.752	3	.861	
	Task Demands	1.157	2	.561	

<b>D. Marital Status</b>	Physical Demands	1.110	2	.574	Not significant
	Role Demands	.274	2	.872	
	Interpersonal Demands	.968	2	.616	
<b>E. Highest Educational Attainment</b>	Task Demands	1.094	3	.779	Not significant
	Physical Demands	6.168	3	.104	
	Role Demands	1.655	3	.647	
	Interpersonal Demands	3.187	3	.364	
<b>F. Length of Service</b>	Task Demands	2.517	3	.472	Not significant
	Physical Demands	3.561	3	.313	
	Role Demands	4.674	3	.197	
	Interpersonal Demands	2.928	3	.403	
<b>G. Monthly Income</b>	Task Demands	3.917	3	.271	Not significant
	Physical Demands	2.283	3	.516	
	Role Demands	2.027	3	.567	
	Interpersonal Demands	2.830	3	.419	

\*  $P < .05 = \text{significant}$

As shown in Table 3, the non - parametric Mann-Whitney U Test reveals “no significant” difference in the level of organizational stress among WVSU - Lambunao Campus personnel in terms of task demand, physical demand, role demand and interpersonal demand when respondents were grouped according to type of personnel and sex.

For **Task demand**, when respondents were grouped according to type of personnel ( $Z = -.075$ ,  $p\text{-value} = .940$ ) and as to sex ( $Z = -.015$ ,  $p\text{-value} = .988$ ). The  $P =$  value of the two categories studied was greater than the set 0.05 alpha level of significance.

In addition, in terms of **Physical demand**, when respondents were grouped according to type of personnel ( $Z = -1.043$ ,  $p\text{-value} = .297$ ) and as to sex ( $Z = -.323$ ,  $p\text{-value} = .746$ ). The  $P =$  value of the two categories studied was greater than the set 0.05 alpha level of significance.

Data reflected in Table 3.

Moreover, in terms of **Role demand**, when respondents were grouped according to type of personnel ( $Z = -.310$ ,  $p\text{-value} = .756$ ) and as to sex ( $Z = -1.395$ ,  $p\text{-value} = .163$ ). The  $P =$  value of the two categories studied was greater than the set 0.05 alpha level of significance.

Finally, in terms of **Interpersonal demand**, when respondents were grouped according to type of personnel ( $Z = -.432$ ,  $p\text{-value} = .666$ ) and as to sex ( $Z = -1.108$ ,  $p\text{-value} = .268$ ). The  $P =$  value of the two categories studied was greater than the set 0.05 alpha level of significance. The null hypothesis was accepted, that no significant difference would exist in the level of organizational stress when grouped according to type of personnel and sex.

This means that regardless of sex (male or female) and type of personnel (faculty and staff) both have comparable level of stress they had experienced in the workplace.

**Table 3 . Differences in the Level of Organizational Stress among WVSU- Lambunao Campus Personnel in Terms of Task Demand, Physical Demand, Role Demand and Interpersonal Demand when grouped according to Type of Personnel and Sex**

CATEGORIES	Z-Value	p-value	Decision
<b>A. Type of Personnel</b>	-.075	.940	Not
	-1.043	.297	

● Faculty	Task Demands	-.310	.756	significant
● Staff	Physical Demands	-.432	.666	
	Role Demands			
<b>B. Sex</b>	Interpersonal Demands	-.015	.988	
● Male		-.323	.746	Not
● Female	Task Demands	-1.395	.163	significant
	Physical Demands	-1.108	.268	
	Role Demands			
	Interpersonal Demands			

\*  $P < .05 = \text{significant}$

Pressure at the workplace is unavoidable due to the demands of the contemporary work environment. Pressure perceived as acceptable by an individual, may even keep workers alert, motivated, able to work and learn, depending on the available resources and personal characteristics. However, when that pressure becomes excessive or otherwise unmanageable it leads to stress. Stress can damage workers' health and performance.

Furthermore, a healthy job is likely to be one where the pressures on employees are appropriate in relation to their abilities and resources, to the amount of control they have over their work, and to the support they receive from people who matter to them. As health is not merely the employees feel they have little support from their heads/administrator and colleagues and where they have little control over work or how they can cope with its demands and pressures.

## Conclusion

Based on the study's findings, the following conclusions were drawn:

1. The level of organizational stress among WVSU - Lambunao Campus personnel is "moderately high" in terms of task demands, physical demands, and role demands, while it is "low" in terms of interpersonal demands.
2. The moderately high level of stress may be attributed to work demands and pressures that do not align with the personnel's knowledge and abilities, challenging their capacity to cope. Confusion between pressure and challenge may have also contributed to this moderately high level of organizational stress.
3. Factors such as marital status, monthly income, length of service, and positions held by staff and faculty with designations significantly influence the level of organizational stress, particularly in terms of task demands and physical demands. Additionally, the highest educational attainment is a contributory factor to the moderately high level of stress. A mismatch between knowledge, abilities, and job demands can result in stress, challenging the ability to cope effectively with work. This includes situations where work pressures exceed the worker's capacity to cope, as well as instances where the worker's skills are underutilized.
4. Stressful events or situations are not inherently stressful; they become sources of stress when perceived as threats that exceed an individual's ability to manage them. This explains why different individuals respond differently to the same situation or event. Although signs of stress among personnel are evident and impact their behavior, this stress can be effectively controlled and reduced. Strategies to address this include providing counseling, incorporating suggestions from personnel, aligning individual goals with organizational objectives, and prioritizing the well-being of the personnel.
5. Nine factors have been identified in this study that determine the level of organizational stress among WVSU - Lambunao Campus personnel. These factors—type of personnel, additional

assignments, position, sex, age, marital status, highest educational attainment, length of service, and monthly income—significantly influence the level of organizational stress in terms of task demands, physical demands, role demands, and interpersonal demands. These factors should be carefully considered when drafting policies, programs, and strategies by the authorities to maintain the dynamism and efficiency of personnel working at WVSU - Lambunao Campus.

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