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Philippine Normal University
The National Center for Teacher Education
College of Graduate Studies and Teacher Education Research
Taft Avenue, Manila

**Perceived Workload, Burnout and Stress among Bachelor of Science-Master of Arts
in Psychology and Regular Psychology Program Students**

A Thesis
Presented to
The College of Graduate Studies and Teacher Education Research
Philippine Normal University
Manila

In Partial Fulfillment of the
Requirements for the Degree of
Master of Arts in Psychology and Counseling

by

Shane Tiffanie C. Halili
Bachelor of Science-Master of Arts in Psychology and Counseling

April 2019

APPROVAL SHEET

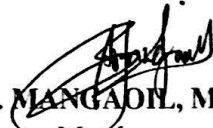
This thesis entitled **"PERCEIVED WORKLOAD, BURNOUT AND STRESS AMONG BACHELOR OF SCIENCE-MASTER OF ARTS IN PSYCHOLOGY AND REGULAR PSYCHOLOGY PROGRAM STUDENTS"** prepared and submitted by **SHANE TIFFANIE C. HALILI** in partial fulfillment of the requirements for the degree of **Master of Arts in Psychology and Counseling**, is hereby recommended for approval and acceptance.


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ABSTRACT

Name: Shane Tiffanie C. Halili

Title of the Study: PERCEIVED WORKLOAD, BURNOUT AND STRESS
AMONG BACHELOR OF SCIENCE-MASTER OF ARTS IN
PSYCHOLOGY AND REGULAR PSYCHOLOGY
PROGRAM STUDENTS

Key Concepts: Academic Workload, BSMA Psychology Program, Regular BS
Psychology Program, Burnout, Stress

Degree: BSMA

Specialization: Psychology and Counseling

Adviser: Peter Howard R. Obias, MD, PhD, RPh, RP

Students face different issues inside and outside the school. Students are considered to be very vulnerable population. Students experience depression and suicidal thought. With this reason, there is a need for guidance counselors but there are only few licensed guidance counselor in the country. BSMA is a program is an answer to the lack of professional guidance counselor but before entering the professional world; a study was conducted to know if they are ready and capable. The researcher investigated the difference among BSMA and regular psychology program for burnout and stress. Oldenburg Burnout Inventory, Academic Stress Scale and Perceived Workload Questionnaire were administered to three different universities from Manila, (2) state-university and private university, consisted of 50 BSMA psychology students, 33 BS psychology students (public) and 41 BS psychology students (private). The result indicated, as expected, significant difference for burnout between BSMA and regular psychology program but

stress showed no significant difference. This bespeak that students from BSMA psychology program experienced burnout the most. Understanding the occurrence and effect of burnout within BSMA psychology program will support the faculty and administration to better educate the students via curriculum planning. This will also help other programs in the universities help its students since everybody is susceptible to mental exhaustion. Different interventions and techniques should be given to students to better cope with the demands and requirements needed to accomplish.

CHAPTER I

The Problem and Literature Review

Introduction

Due to a groundbreaking scientific and technological development, the world has been undergoing rapid changes. The world has been caught in a fast phase system; everything has been a click-away. In this global change, education all over the world has been facing new and larger demands. Students have been complying with the changing school standards and have been preparing themselves to confront the changing demands and expectations of the society. The labor market that the students will soon face possesses increasing and changing demands which needs skilled workforce in order for them cope up with these changes. To withstand the impact of these global changes and higher labor quality demands, a competence- based education and training has been implemented to educational setting. In this learning process, there have been issues that the students should deal with. One of the foremost concerns to deal with is the amount of time needed for the students to expend for them to cope with this demand in education. It has been significant to take into consideration the time spent by the students in studying as it should cater to the demand of the competitive world and also provide them with a healthy learning environment. Students have been mentally facing battles on their own. With this, a need for guidance counselors should be raised.

Academic workload has been the allocation of all aspects of academic work of the students, the time spent for home works and for reviewing, the paper works and deadlines of projects and portfolios, and other extra-curricular activities. It is of great necessity that academic workload should provide the correct time management and time budgeting to

ensure the students' mental wellness for a balance in the activities is a great factor in maintaining one's mental health. However, through globalization and other factors, the rising demand for academic excellence has been a big factor making academic workload demanding for the students. Along with a demanding academic workload, are various factors such as student's perception of academics, financial or time pressure and other health related issues that may manifest in behaviors like smoking and alcohol drinking that may affect their experience in life as a student.

Due to these factors, there have been studies which revealed that students, especially in their early adolescence, show manifestation of stress and burnout. Researches have also shown that students in early adolescence spend more time in school and with their peers instead of their families. With these, students' exposure in a depressive and anxiety prompting environment has been very alarming to the researchers that made them study on students' possible manifestation of stress and burnout.

It is normal for students to feel stressed from the huge amount of workload that they received but it can have a negative effect in the students' mental wellness once this stress becomes pervasive. The academic environment some of the time had postured incredible medical and mental issues to students' lives (Danna & Griffin, 1999; Dyck, 2001; Grawitch, Kohler, Trares., 2007; Ongori, 2008) from desire of others to genuine weight on school works that tends to incompleteness of years in university.

According to Sandra Davie (2017), a senior education correspondent of The Straits Times, Singapore students were topping the charts in mathematics, science and reading, but there was a heavy emotional price on the students. An international study suggested that Singapore students were, known for academic excellence worldwide, were

experiencing high levels of anxiety and were exposed to bullying. The findings emerged in a study by the Organization for Economic Cooperation and Development (OECD) conducted the triennial tests called the Programme for International Student Assessment (Pisa). It showed that the anxiety levels of Singapore students were significantly higher than the OECD average for all five questions. In 2014, OECD reported that a survey had found that at fifteen years old, the average Singaporean students was spending approximately 9.4 hours of homework every week, doubling the global average of five.

Filipinos put a high premium on formal education; a college degree is unequivocally viewed as an essential necessity for social and monetary versatility. Students are in this way forced to exceed expectations or finish a degree, keeping in mind that they convey shame to their family and life aspects. In this regard, academic related matters are notable issues for students that can initiate more amounts of depressive symptoms.

An authority of Department of Health (DOH) in the CARAGA area said that the depression among secondary school and students identifies with suicidal behavior. The issues were raised after DOH-Caraga conceded the death of information particularly among students, making them the most vulnerable portion of populace. Imelu Mordeno, who holds PH.D in clinical psychology and a professor at Mindanao State University-Iligan Institute of Technology additionally clarified that suicide is a combination of a few components like academic pressure, less social support and high expectations of family.

Valdez (2018) mentioned that due to lack of registered guidance counselors, some teachers were given a title of guidance teacher who teaches and provide a service of a guidance counselor. It was also stated that the country suffers from a severe shortage of registered guidance counselors (RGCs) for school to meet the standard. Since the first batch

of licensure examinees in 2008, it only has 3,220 RGCs nationwide as of July 2017. When, the Republic Act (RA) 9258, the Guidance and Counseling Act of 2004, it's been harder to produce registered guidance counselors. RA 9258 which sought to professionalize the practice of guidance and counseling by prohibiting nonregistered individuals from practicing guidance and counseling seemed to be a problem. It requires a master's degree and a licensure exam which is harder to comply with.

According to Andolong (2018) in his news report in CNN Philippines, DepEd officials called for an increase in guidance counselors' pay to help address the clack of such professionals in public schools. The DepEd Chief said that there were only 1,300 out of 3,500 positions available slots for guidance counselors in public schools. Even if all of them join public schools, it still won't be enough.

Keeping in pace with changes, a straight program course of bachelor's degree to master's degree in the span of 5 years has been created. In response of the shortage of registered guidance counselors, Bachelor of Science – Master of Arts (BSMA) in Psychology and Counseling Straight Program was offered to answer the demand of guidance counselors in the country. The graduate degree would allow its graduates to finish a four-year degree whereas ordinarily a master's degree can be completed in one or two years and would take more if one is not a full time student. The BSMA straight program has been an answer to lack of professional guidance counselors. After finishing the straight program, BSMA graduates are qualified to take licensure examinations for guidance and counseling.

The interests in pursuing this study is that students may feel stressed and burnout about school but is it really because of the burden of the course requirements or the program

they are enrolled in. This moved the researcher into studying this matter as to examine how workload of different program contributes in the manifestation of burnout and stress. Also, the researcher is pioneer of the BSMA straight program and is currently enrolled as 5th year student. The BSMA psychology and counseling straight program along with OBTEC and trimester scheme, the researcher has been delving in this program and has chosen BSMA students to participate in the research and a regular type of program in public and private university. BSMA is a straight five-year program. No diploma or certificate for the bachelor's degree will be given if one decided not to take the master's degree. For the regular psychology program, after finishing their degree, students can decide whether to take up a master's degree or start working instead. Knight (2011) said that there were number and type of international dual degree program, also known as joint, combined or double degree program. It can be a bachelor's degree and a graduate degree or two bachelor's degrees. The undergraduate and graduate degree results in faster progress through the curriculum. Students typically begin graduate school at their senior year. According to College Data, the following are the advantages of accelerated degrees: First is to start to get to graduate studies early, followed by one admission fee covers both undergraduate and graduate schools; and students graduate with an advanced degree in less time.

But with BSMA program, the workload of students has been heavier compared to regular type of program. BSMA program is a trimester scheme with a 21-27 maximum units to be taken per term for 5 years. Internship and master thesis are taken during the last year of the program. While for bachelor's degree program of the two other universities, it is a semester scheme with 18-25 maximum units to be taken per semester for 4 years.

According to Akili Humphrey (2018), graduate programs require more responsibility than the undergraduate. In undergraduate, skipping classes, submitting late assignments, or even partying all weekends was easy. Graduate school requires maturity. Handling workload and taking education seriously is expected of graduate students. Master's and doctoral programs include some class work but research preparation and defense is the primary focus of most programs.

This research impact will give awareness to the guidance counseling office of the students, mental health situation and may give the needed attention of the school personnel who may be of help. Also, if the result shows no difference among the respondents, straight program may be a good program for them to study and eventually adopt in their universities. If this shows significant difference, reducing mental health issues can be planned and implemented so that students may overcome difficulties instead of choosing to drop out from school. The future researchers can give rise to future studies on variables that were not utilized so as to improve the present study. This will also yield everyone knowledge of possible emotional exhaustion and disengagement that the school program can give to the students.

In checking the novelty of the study, there might had been other studies about perceived workload, burnout and stress but the researcher ensured that the concept of the study was not fully covered by another author. This study will be the first and foremost study done with BSMA psychology regarding manifestation of burnout and stress. This study is relevant today due to the demand that the OBTEC has brought to the country and the straight program it has brought to the university.

The complexity of the study is that it will undergo empirical methods that will clearly define and answer the statement of the problem with the use of collected evidences. The researcher will use theories to support and justify the study regarding the manifestation of burnout and stress of different universities. Testing will be used in the procedure to test the hypothesis. The evaluation and interpretation of the data will be abductured from the results gathered to provide the coherent explanation of the study. Given the conclusions and recommendations, implications will be made at the end of the study.

There will be ethical considerations to be followed in the course of the study. Inform consents were given to participants. Anonymity of the participants was observed for the privacy. The study and its purpose were explained for the participants to be fully informed. All information accumulated in the study will used for educational purposes only.

Related Literature

The related literature contains information, ideas, data and evidences related to the topic the researchers propose to study on. It provides the foundation and justification for the researchers' research problem.

Academic Workload

Christopher Wickens (2008) developed the multiple resource theory. It distinguished a few mental resource "pools" individuals use for performing multiple tasks, for example, doing homework while surfing social media. Pools have task stages, such as: perception, cognition and response; contributions from visual, auditory, tactile and olfactory senses; and thinking or processing, including subconscious, symbolic and linguistic processes. In this model, an individual can perform multitask effectively as long

as the demands don't require a same resource pool. For example, say a person is writing an e-mail about the budget and talking on the phone with a friend about a ball game. He may be able to multitask reasonably well because each task draws on different resource pools. His ability to multitask declines if he's writing and talking about the budget, because both tasks use the same resource pool: cognition, symbolic and linguistic. (Chinn, 2019)

The *stage of processing* dimension showed that perceptual and cognitive (e.g. working memory) tasks use different resources from those underlying the selection and execution of action. The *codes of processing* dimension indicates that spatial activity uses different resources than does verbal/linguistic activity, a dichotomy expressed in perception, working memory, and action (e.g. speech vs. manual control). The *modalities* dimension determined that auditory perception uses different resources than does visual perception. It was later added a fourth dimension, *visual channels*, distinguishing between focal and ambient vision.

The theory of multiple resources predicts the consequence to concurrent task performance of the resource allotment policy between tasks, demand for limited resources (task difficulty), and their demand for common versus distinct resources (e.g. resource overlap).

Multiple resource theory and mental workload are two related ideas that are frequently confused. They overlap but are distinct. To recognize them, keep in mind that the multiple resource model comprises of three segments identified (later four) with demand, resource overlap, and distribution policy. The idea of mental workload relates most unequivocally to the first of these, characterizing demand imposed by tasks on the

human's constrained mental resources, regardless of whether considered as single or multiple (Moray, 1979).

This demand can be conceptually associated with the demand exceeds the capacity and performance will break down. The task demand should be in lined with the worker's capacity in order to perform well or finished the task presented. Overload is imposed by multiple tasks then only multiple resource theory make an important contribution to mental workload. It predicts how much performance will fail once overload has been reached.

Substantial reshaping in society and the advancement of higher education in intensifying its quality relevance, and the answer to the major challenges it faces, required strong involvement not only of governments and of higher education institutions, but also of all stakeholders, including the students and teachers. Higher education institutions had to form the most effective ways to achieve the required learning outcomes, characterized in contemplated programs (Kolar, Lesjak, Sirca, Stepišnik, 2007). In that way, the stakeholders most especially the student, will be able to cope with the rapid change in demand of higher education. To finish a program of study effectively, students were required to take part in various activities and additionally self-coordinated learning exercises. Student's workload was the time taken by students to finish the learning exercises.

Academic workload was the key task attributes which affected human execution which told how individuals achieved a required work and in what way a man comprehended the assignment (Megaw, 2005). Academic workload included all the requirements, projects and other work-related things like seminar and such that the students need to accomplish. Then again, assignment request pertains to the proportion between

time expected to finish a specific undertaking and the accessible time to fulfill it. The idea of assignment request brought up that workload was a mix between the accessible assets of a working framework, undertaking request, and the students' capacities (Wickens, 2008). The time allotted was the on-class lectures, examination and online learning activities can be seen in the syllabus given to the students by their course professors. Workload was said to influence and decrease the capacity of an individual. In addition, high-task workload and complexity were thought to be two of the most critical factors in the reduction of performance quality (Both, Hoogendoorn, Lambalgen, Oorburg, & Vos, 2009). Education gives students high-task academic workload in order to comply with the demand of the global economy.

The size of a study programs in colleges is expressed by its workload. Appraisal of students' workload characterizes the learning result that ought to be refined and presented in the active teaching techniques is the basic for making new instructive procedures. High level of workload in academic setting requires prompt mindfulness. The organization should put into thought the impacts of workload to academic execution including physical and psychosocial factors in boosting the student's potential in learning (Banob, Kurataa, Matiasa, 2015). More than the physical and psychosocial factors, the administration also considers the psychological health of the students which might be affected by excessive academic workload or vice versa.

Dr. Rodolfo Sandin (2014), an authorized psychiatrist of more than 40 years at Woodhull Medical and Mental Health Center in Bedford Stuyvesant, Brooklyn, said that an excessively difficult workload can be unsafe to an undergrad. A few students at York felt that they have to accomplish more. Marcia Arifitil, a sophomore at York, said that

achievement originated from quality work which she longed that professors should give students additional time.

Also, according to Yoshiki Kurata, Rose Marie Bano and Aura Matias (2015), high level of workload in academic setting needed awareness. Workload was defined as components and task demanded relationship. Workload components were the key tasks qualities impacted human performance which characterized how individuals achieved a required work and in what way a man grasped the task while task demand was the proportion between time expected to finish a specific job and the accessible time to fulfill it. Hence, workload was a combination between the available resources, task demand, and people's capability to do and finish a task. Along these lines, the organization expected to consider the impacts of workload to academic performance including physical and psychosocial factors in boosting the student's potential in learning.

Louw and Dumont (2009) said that students, who saw the academic necessities to be extremely demanding, to such an extent that they were not able to adapt to the academic workload, accomplished lower academic evaluations. It was very alarming when students got lower grades especially the quality of education was at stake. If students won't be able to cope with the demand of school, academic performance will decline and can lead to serious mental illness. It was reported by Bean and Hammer in 2006 that huge amount of academic workload contributed to the physical and psychosocial health of the individual. The research demonstrated that academic workloads anticipated apparent worry among students and recommended the significance of counseling in higher education institutions which help enhance their academic performance.

Studies demonstrated that academic workload was a standout amongst the most crucial elements influencing student engagement with a course, and over-burden was one of the fundamental contributors of student drop-out due to burnout and other mental-related issues. Students had constrained time to contemplate. They would vary in their capacities and would invest diverse measures of energy in coursework; however they were required to move at a pace that meets the educator's desires of the measure of work that ought to be finished at each phase of the course (Lockwood, 2008). Academic workload at that point likewise influenced the way students learn and most particularly, it influenced the mental solidness of the students. Workload differs depending on the type of university and program.

Burnout

Burnout is an individual stress experience embedded in a context of complex social relationships, and it involves the person's conception of both self and others. A multidimensional theory conceptualizes burnout in terms of three core components: emotional exhaustion, depersonalization, and reduced personal accomplishment (Maslach, 1998).

Emotional exhaustion alludes to sentiments of being sincerely overextended and exhausted of one's emotional resources. The major sources of this exhaustion are work overload and personal conflict at work. Workers feel depleted and fed up, with no source of replenishment. They don't have enough vitality to confront one more day or someone else in need. The emotional exhaustion component speaks to the basic individual stress dimension of burnout.

Depersonalization refers to a negative, cynical, or excessive detached response to other individuals, which regularly incorporates a loss of idealism. It normally creates in response to overload of emotional exhaustion, and is self-defensive at first-an emotional buffer of detached concern. The depersonalization component speaks to the interpersonal dimension of burnout.

Reduced personal accomplishment refers to a decrease feelings of competence and productivity at work. This brought lowered feeling of self-efficacy and has been connected to depression and inability to adapt to the demands of the job, and it tends to be exacerbated experience a developing feeling of inadequacy about their capacity to support clients, and this may result in a self-imposed verdict of failure. The personal accomplishment component speaks to the self-evaluation component of burnout.

This provides a better understanding of burnout than does any kind of unidimensional ‘stress’ approach, because it more clearly recognizes the complexity of the phenomenon and its location within a situational context. Various levels of experience are not simply a function of individual variables but reflect the differential impact of organizational factors on the three dimensions.

A study of Farber (2015) revealed that teachers surveyed felt that administrative meetings were unhelpful in solving problems of teachers. Teacher burnout was the result of the school organization’s lack of responsiveness to the complicated and increasingly pressured aspects of teacher’s work. It was also noted that teachers do not generally experience a “psychological sense of community” though they do experience rewarding contacts with colleagues.

Farber defined burnout as a “progressive loss of idealism, energy, purpose, and concern as a result of condition of work” (p. 325). In general, burnout is a component of feeling of inconsequential that regardless of how hard one works, the settlements as far as achievement, acknowledgment, or gratefulness are not there. The study of Farber (2015) concluded that many were committed to teaching but their motivation for continuing in the field should consists of positive, rewarding contact with students; that their stresses are often dealt with either through the support of colleagues in the school or the support of friends or family at home; and that principals and administrators (as well as parents and the general public) will be helpful.

Burnout may prompt mental distress in the form of tension, depression, frustration, threatening vibe or dread. Earlier research demonstrated that burnout can prompt lower responsibility, higher turnover, absenteeism, diminished productivity, low morale, and lower human consideration (Cordes & Dougherty, 1993; Maslach & Pines, 1977; Maslach, 1978). Burnout was identified with different personal dysfunctions, for example, physical exhaustion, a sleeping disorder, and increased drug and alcohol use. A few side effects of burnout incorporate lower motivation and fulfillment with work, expanded danger of health impairments, social conflicts, and lower efficiency (Maslach, Jackson, & Leiter, 1997).

Emotional exhaustion, related alluded to feelings of being exhausted with one's emotional resources, was viewed as the fundamental individual stress component of the syndrome. Depersonalization, referring to adverse, critical, or too much detached responses to other individuals at work, represented the interpersonal aspect of burnout. At last, diminished individual achievement referred to feelings of decrease in one's skill and efficiency, and to one's lowered feeling of adequacy, representing the self-evaluation

aspect of burnout (Maslach, 1998). Burnout was in every case more probable when there is a noteworthy confound between the nature of job and the nature of the individual who does the job. The central point of burnout incorporates work overload, lack of control, lack of reward, lack of network, esteem struggle, and lack of fairness, which were evident signs that the individual and the job were mismatch (Maslach & Leiter, 1997).

There were various studies about in the area of business related burnout, particularly on teacher burnout, burnout among medical caretakers, specialists, supervisors and so forth yet not many studies were done on academic burnout of students. As per Yang (2004), “students in the learning process, because of course stress, course load or other psychological factors, display a state of emotional exhaustion, a tendency to depersonalization, and a feeling of low personal accomplishments” (p. 287). Although, formally, students were neither employed nor do they hold jobs, from a mental point of view their main activities can be considered "work". Consequently, they are occupied with organized, coercive activities (e.g. going to classes, finishing assignments) that are coordinated towards a particular objective (i.e. passing exams). Thus, being a work-related phenomenon, burnout may likewise exist in students, where it shows itself by feeling depleted due to study demands, having a skeptical and isolated disposition towards one's study, and feeling incompetent as an undergraduate. In a similar study, a few researches on stress in school life have considered students as a sort of worker too (Chambel & Curral, 2005).

Numerous students who look for counseling may be experiencing burnout or a few of its results. Subsequently, distinguishing factors that influence burnout was critical with the end goal to enhance treatment and prevention measurements for student burnout. Job

stress was generally attributed to outside components identified with the workplace, for example, work demands, working conditions, and poor supervision.

Most researchers who have inspected the connection among workload and burnout have detailed a positive relationship, with more workload at hand related with more burnout. A few researches have observed this relationship to be genuine true for emotional exhaustion (Male & May, 1997, 1998). It was sensible to expect that workload contributed causally to burnout, however numerous workers appeared to adapt effectively to workload, while others don't. Maybe it is the subjective response to workload, rather than workload itself, that contributed most to burnout. Separate proportions of workload and subjective workload should be produced and differentially explored as indicators of burnout.

Other than the prevalence of burnout disorder among students, extensive inquires have uncovered that students' burnout was identified with perceived workload, perceived stress, examination anxiety, and academic performance. As observed from above studies, while burnout originates from inside (anxiety, stress) and outside (workload) factors, at the equivalent, it might impact students as far as both inner and outside consequences. External consequences of burnout can be conceptualized as specifically function of burnout. For instance, low academic accomplishment could be considered as an outside outcome of burnout on students. Studies recommended that burnout affects academic performance.

Stress

Flow-experience is a pleasant condition of retention of an individual during an ideally difficult activity. During the flow, the acting individual shows full focus to a restricted stimulus field, while time experience is normally distorted and self-referential thoughts are faded out of the mind (Csikszentmihalyi, 1975). He considered that flow

experience is the situation where challenges match person's skills. Csikszentmihalyi (1988) point out that to experience flow, challenges and skills must not only be in balance, but must also exceed levels in a way that one must increase the complexity of the activity by developing new skills and taking on new challenges. But what if the skills do not match the challenges at hand?

At present, the majority of the organizations that take up our time-schools, workplaces, factories are composed around the assumption that serious work is troubling and unsavory. In view of this presumption, most of our time is spent doing unsavory things. It drew a connection among flow and challenge, expressing that stress could be changed into flow when it is considered as challenge. Flow-experience has been used in the context of stress before. As per Weimar (2005), he expressly examined flow in connection to stress: In his cross sectional study with teachers, he discovered support that flow can be experienced in circumstances that are stress-related as per the transactional stress model (e.g., Lazarus & Folkman, 1984). The transactional stress model expresses that an individual will encounter stress, if – because of an emotional evaluation – a circumstance or task is rated as personally relevant and if the requests of a circumstance or assignment surpass the skills and coping resources of the person. A stress-relevant circumstance can be evaluated as a danger, a misfortune or a challenge. Rather than danger and misfortune, challenge is followed by pleasurable feelings (Lazarus & Folkman, 1984).

In essence, our mood, sense of well-being, behavior and health were influenced by stressors. Excessive stress could lead to psychological problems. The responses and interpretation to stress differs from one person to another, however, if stress was too high

it could result in serious medical illness and social problems (Buksh, Nisa, Shahza, 2011; Ironson, Schneiderman, Siegel, 2005; Waghachavare, et. al, 2013).

As per the Cannon-Bard (1927) theory of emotion, we respond to a stimulus and experience the related emotion in the meantime. The Cannon-Bard theory of emotion, otherwise called the thalamic theory of emotion, is a physiological clarification of emotion created by Walter Cannon and Philip Bard. Cannon's work recommended that feelings could be experienced even when the body does not show a physiological response. In different cases, he noted, physiological responses to various emotions can be similar. Individuals experience perspiring, a dashing heartbeat and expanded breath in when in fear, excitement, and outrage. These emotions are altogether different, yet the physiological reactions are the same. For instance, when a student perceived tasks and requirements as heavy, he or she may feel sad and tired at the same time, unable to do and concentrate on the task.

It could be a routine stress at home, work and school. Different things caused stress in different people. It was also a part of student's everyday life. Students experienced different stressors at schools, such as pressure of academics with an obligation to success or get high grades, uncertain future, and difficulties in making projects, passing examinations and teacher's way of teaching. Students faced just not physical and social problems but also emotional difficulties which may affect their performance and well-being. According to Waghachavare, Vivek and Dhumale, Girish and Kadam, Yugantara and Gore (2013). Academic factors were a standout as the most important stressors in the participants of their study and these could be ascribed to advancement of stress and

seriousness of stress. There respondents from three distinct fields of education revealed academic problems.

Students were perceived as stressed individuals because of the amount of workloads they bore. Stress was an emotional feeling that made the person felt uncomfortable and unhappy with the situation that he or she had to overcome ([Ganesh et al., 2012](#)). Being in a place where comfort and happiness was absent, growth and development will not be found. If stressed students were needed to finish a course for 4 to 5 years, the course will be a long journey of burden they needed to conquer every day. Creative minds and innovative ideas will not be given by the students due to lack of interest brought by the stressful environment. Assignment, tutorial, classes, test or examination, quizzes, report and practical were under academic workloads where students needed to fulfill (Yusoff et. al., 2010). These things that the students were required to do took a lot of time for them inside and outside the school. If the students were not stressed about these things, they can produce a more sensible output.

There were numbers of foreign studies which proved that academic workload was one of the causes of students' stress. In a study conducted by Weerasinghe in 2012, he proved that in Sri Lankan state funded colleges in Colombo district, heavy academic workload was the most noticeable factor influencing to feeling of stress of the students in the said area. Another study conducted by Misra and McKean (2000) showed that in the presence of academic stress and anxiety, students indulged in leisure satisfaction to overcome these. It then became more evident that academic workload triggered manifestation of stress and anxiety because of lack in time for leisure activities.

Stress kept college students from confronting and appreciating learning harmoniously. Stress turned into a vital subject in academic circle and in the society too. It became common among university students, if not well managed, it could have negative consequences. Selye (1956) watched that extreme, delayed stress reactions prompted tissue harm and malady. Stressed individual was influenced physically, mentally and biologically. A person who was unhealthy most likely can't play out his or her best at school. This caused more mischief for the students. Majority of diagnosed medical ailment had been frequently viewed as a serious life stressor and regularly joined by depression (Cassem, 1995). Producing incapable individual because of stress is such a waste so instead of putting more stressed to students, the university and the student work hand in hand in addressing this kind of problems.

College was a critical period because it was the stage between childhood and adulthood. In preparation to different standardized tests, professors were assigning more tasks to students. Tom Loveless of the Brown Center on Education Policy of Brookings Institution said that a few students who might not have expanded tasks and requirements experienced stress because of overscheduling and overstimulation. Full timetable impeded one's mind and capacity to learn.

More studies proved that workload is a factor of a student's stress. In a study by Essel and Owusu in 2017, they determined the factors that affected a students' stress. There, they categorized different factors that caused stress among students into four. One of which was academic factor. They found out that the highest determinant of academic factor as a source of stress was the increased class workload. According to Essel and Owusu, an expansion in class workload stresses up students as in when students need to

accomplish more than what they could deal with, they turned to get disappointed and were not able to concentrate and think straight. Kausar (2010) contemplate likewise demonstrated a positive connection between academic workload and active practical coping strategies to overcome or lessen the students' stress. Being provided with numerous studies about the positive relationship of academic workload and stress from abroad, the researchers aimed to find if the same relationship will be obtained if studied in the Philippines and among the BSMA psychology and counseling students.

Synthesis

Based on the aforementioned researches, workload affects one's performance when the demands are beyond the capacity of an individual. It also comprises all the things that the student needed to accomplish at school. All the subject matter/topics, including their professors' way of teaching or attitudes of the students towards their professors, will have an effect to the academic workload. Time related issues also affect academic workload. The time spent inside the classroom, number of hours during break, how many subjects before break and the time spent outside the classroom to do requirements. Workload also affects the burnout and stress of an individual. When an individual feels stress over a task or demand, it is most likely to cause mental strain to an individual. All these factor matter, the program aftermath with BSMA and regular psychology students' affect one's mental health. With this kind of fast growing society, with the aim to be globally competitive, the university demands so much of student effort and time inside and outside the campus. School program can be a factor that can cause students' burnout and stress and lack of people who can support the student in school.

Through studies we found out that burnout can cause emotional exhaustion to students which may lead to low academic performance, absenteeism and low self-efficacy. Students may have felt that they were out of proportion to the situation in school when things became complicated for them. When deadlines were nearer and workloads were increasing as the term was near to its end, students were rattled and felt anxious about these deadlines. Being emotional drained can hinder one's ability to function normally; therefore, it will be harder for the students to excel in their field and do their best. Student's state of mind will be unbalanced and unsound.

Stress had been part of student's life. Cramming from moment to moment, sudden emotional break down and emotional difficulties will hinder student to maximize their full potential. Stress in academic aspects of students made feel loose interest in studying. It will be uncomfortable and unhappy for them to continue doing what things that only burden them. Too much requirements, pressure on subject and unbalance time for school and self will eventually make a student fall out of interest in the things that he or she does. Unmotivated students will not perform their best and will make student's ability to function well will be discomposed.

Since burnout and stress are very rampant in school settings, the demand along with the pressure make it hard for the students to maintain physical and mental welfare. The academic degree that will help the students battle against the global education can be a poison to their body that will destroy their abilities, interest and potentialities to go higher and soar the global changes that they need to conform which may kill student's creativeness innovativeness making the students' physical and mental state at risk. It is more important to produce students with toned body and mind rather than loss students

battling for the unknown. Students must work in an environment conducive for development of their potentialities. Every school must provide a learning environment that is conducive to help students maximize the talents and abilities without sacrificing one's mental state. Lack of guidance counselors and personnel can also be a reasons of why reduction in burnout and stress in school are not observed.

Conceptual Framework

Figure 1 shows the hypothesized relationship of workload to type of program of a students and the possible manifestation of burnout and stress. The relationship of academic workload to the type of program will be compared to know if there is a significant difference among the types of program.

Academic workload is the students' perception of how heavy one's tasks and demands regarding subject matter (e.g. requirements), teacher-student relationship, teaching approach, and time allotment of the tasks. Workload of BSMA and regular psychology shows a huge difference in terms of number of units taken per term/semester and in tasks demands since BSMA needed to do undergraduate and graduate requirements and as well as take subjects in both area unlike the regular psychology students who only need to finish undergraduate requirements. Manifestation of burnout and stress will be explored.

Research created in the field of education demonstrated that government funded or public schools, in comparison with private or Catholic schools, have higher internal complexity and more administrative; as well as, the educational activities have no association with the school's authority system (Scott & Meyer, 1994). Consistently classroom activities in public schools will in general be separated from long term decisions

and planning. Also, teachers are more distant from each other which creates difficulties in building a harmonious relationship and understanding about school's objectives and mission (Lee, Dedrick, & Smith, 1991). This will make public schools less responsive to the families' and students' needs (Hannaway, 1991).

On the other hand, teachers of Catholic schools on average came about as being less stressed: either due to the fact that Catholic schools demonstrated lower dimensions of absenteeism and burnout, or because the quantity stressed or burnout teachers was lower in Catholic schools (Ferreira & Martinez 2012; Solman & Feld, 1989). Cherniss and Kranz (1983) saw that burnout was absent in monasteries, Montessori schools, and religious care centers where individuals consider their work as a 'calling' instead of occupation. They argued that such "ideological communities" give an identity that prevents burnout from happening as a result of social commitment, a sense of communion, contact with the collective whole, and shared strong values.

The findings discussed can deeper investigated using students enrolled in state university and private university to know if it will also show a significant difference in manifestations of burnout and stress. Comparing three groups (BSMA, BS-public and BS-private) we expected to deepen the knowledge about the type of university played in determining burnout and stress as well as the difference given by the belonging to different program.

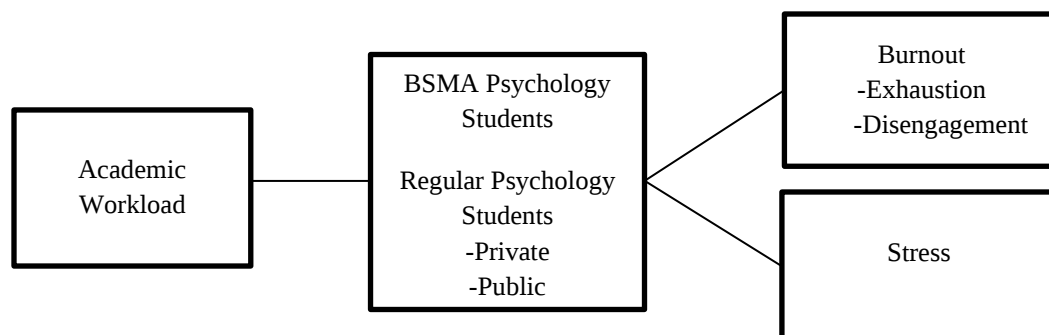


Figure 1: Conceptual Framework of the Study

Statement of the Purpose

The implementation of OBE curriculum in 21st century brings higher demand to educational system here in the Philippines. Commission on Higher Education (CHED) approved straight program from bachelor's degree to master's degree with a specialization in psychology and counseling to respond to need of guidance counselors in the Philippines. Recently, there have been effort in responding to this need but before having a licensed and professional guidance counselors, intense and comprehensive program was created to answer the demand in guidance and counseling.

The aim of this study is to look if the difference in academic program among BSMA psychology students and two other universities has an effect to students' burnout and stress. The participants were not in any way harmed because the topics tackled in the study were not delicate. The participant's safety is the top most priority of the researcher. Justice, beneficence and respect was observed by the researcher. The study will be conducted in a safe place for both the participants and the researcher.

The following statements were designed to explore the manifestation of burnout and stress in relation with academic workload. Specifically, this will answer the following:

1. Describe BSMA and regular psychology students in terms of the following;
 - 1.1 Academic Workload
 - 1.2 Burnout
 - 1.3 Stress

2. Identify the significant difference of burnout and stress among BSMA and regular psychology students; and
3. Identify the significant difference of burnout and stress among BSMA and regular psychology students while controlling for the effect of workload.

Significance of the Study

This study seeks to give information about the status of workload of BSMA psychology and regular psychology students. The course loads for each program may affect one's mental health situation. The needed stress management education of the students can be a useful tool in addressing the problems, if there's any.

School

It is time for the school to give priority to mental health issues. Providing students stress management education or program cannot just help the students but also the university. Having stress-free environment in a university can help students perform much better.

Teachers, professors or other school personnel

It will give them knowledge to be sensitive in handling students' need in giving reinforcement, tasks and other school related matters. The students expectedly should be sensitive in their school obligations, time management and perseverance should be their priority to finish any degree. Students should also be sensitive for their fellow students. School environment which includes all of the people in school plays an important role in a student life. Teacher - student interaction can make a huge impact to one another.

Students

The study hopes to give students assistance to have a proper time management so as to recognize the relationships between burnout and stress caused by academic program. The students are encouraged to act upon the stressors available and seek for concrete ways to reduce the manifestations of stress and anxiety. They can also help filling the gaps of co-students so that it will be easier for everybody to make a stress-free school community.

Parents and other people

The study will give knowledge to the parents and other people of the possible mental malady experienced in school. Parents can provide more support and positive reinforcement to their children. The awareness will be shown in the possibility that academic workload is precursor to stress and trauma, and anxiety. It also promotes awareness that mental health is as important as your physical health.

For psychologists and Guidance Counselors

It can be of help in creating programs and activities for the students because this study will depict on what is really experienced by the students in universities. They can use this as basis for their future researches. By doing so, they can help university and the school community in many various ways. Helping hand in hand would be better for all.

Future researchers

Moreover, this study will help future researchers who are also interested in this field of study by providing them enough information about the effects of academic

workload in the manifestation of students' mental malady and encouraging them to make a study using different sample and do cross-section case analysis or generalization in the future.

Definition of Terms

The following terms are supported by the literature review. Some of the terms were defined in the journal articles and dictionaries. Academic Stress, BSMA program, burnout, perceived workload and regular psychology program were defined in the context of the study.

Academic Stress

It is a mental tension in the students that causes pressure through studying the course.

Burnout

It is an affective reaction to on-going stress whose core content is the gradual depletion over time of individual's intrinsic energetic resources (Demerouti et al 2002). It has two core components which are exhaustion and disengagement.

Academic Workload

It is the students' perception of the teaching and learning environment that shapes students' behavior and approach to learning style.

CHAPTER II

Method

This chapter gives an outline of research methods that were utilized in the study. This chapter contains the research design used, the respondents of the study, the research locale, instrumentation, statistical treatment of data, the data gathering procedure, and the ethical consideration involved in the research.

Research Design

To address the inquiries of the study and to achieve its purpose, a descriptive comparative research design was used. According to Richardson (2018), comparative research studies analyzed two different groups, which may be in two different social contexts. Such studies might seek to compare, for example, large amounts of demographic or employment data from different nations that define or measure relevant research elements differently. According to Hopkins, W. (2000) descriptive studies were also called observational because you observe the subjects without otherwise intervening. This design was appropriate because the intention was to describe the BSMA psychology and regular psychology students in determining the manifestation of burnout and stress. Comparisons were made among BSMA psychology, BS -Private and BS - Public to determine if program will have an effect on the manifestation of burnout and stress while controlling for the effect of workload. To gather primary data, questionnaire surveys were distributed among target respondents who are the BSMA and regular psychology students. The respondents were provided data on burnout and stress. Through questionnaires, information on burnout, stress and perceived workload of students were obtained.

Research Setting

This study was conducted in selected universities in Manila City: one (1) private university and two (2) state universities. Quality has emerged as a theme adopted as higher education institutions compete with each other (Sohail, M.S. 2003). Quality is always one of the criteria's that makes an organization distinctive from others. Having this distinctiveness is a competitive advantage for higher education institutions. Private and state universities have some similarities but also different attributes. The Philippine Commission on Higher Education (CHED) has been pushing for a stronger research orientation and encourages research in the 1,605 public and private HEIs. According to Salazar-Clemen (2016), HEIs manifest varied research capabilities, a diversity that can be explained by differences in the university type, faculty profile, as well as university locale.

Collection of data happened in their respected universities to ensure all participants' safety. Testing rooms were requested to have a conducive environment for the student

Sampling and Respondents

The respondents of this study were the students coming from private university and two state universities in Manila City. Fourth and fifth year BSMA in a state university and graduating psychology students from private university and a state university were the respondents during the course of the study. Students were selected randomly across all the sections of graduating year psychology students. Since, there was only one section of fourth and fifth year BSMA, all of them were part of the study.

The BSMA students were chosen accidentally and incidentally by the researcher because she is part of the pioneer class of BSMA Psychology and Counseling. It was based on firsthand experience of the people within the group. Research ethics were strictly

followed to avoid any harm to the participants and illegal or misuse of information gathered.

Research Instruments

A test was conducted among psychology students in order to measure their workload and assess burnout and stress. Three instruments were used in the study. Oldenburg Burnout Inventory and the Academic Stress Scale were used to measure manifestation of burnout and stress. Perceived workload questionnaire by Kember (2004) were also used.

Oldenburg Burnout Inventory (OLBI)

OLBI measures burnout with two dimensions: exhaustion and disengagement. The eight items of exhaustion sub-scale are generic and refer to general feelings of emptiness, overtaxing from work, a strong need for rest, and a state of physical exhaustion. Disengagement refers to distancing oneself from the object and the content of one's work and to negative. Cynical attitudes and behaviors toward one's work in general. This also comprises of 8 items making the scale 16 items all in all. The researcher computed for the Cronbach's alpha value for the scale in this study was 0.86, which was regarded as a sufficiently high value (Schmitt, 1996) to establish the reliability of the scale.

The answering categories are 4 Likert scale from strongly agree to strongly disagree. For both sub-scale, four items are positively worded and four items are negatively worded. The reliability for both exhaustion and disengagement is .85.

Strongly Disagree	=	1
Disagree	=	2
Agree	=	3

Strongly Agree = 4

The researcher made a level of interpretation of a 4 point Likert scale for the Oldenburg Burnout Inventory.

3.28 - 4.00 = High

2.52 - 3.27 = Moderate

1.76 - 2.51 = Low

1.00 - 1.75 = None

Academic Stress Scale

Student Academic Stress Scale was originally developed by Kim (1970) and was adapted to Indian conditions by Rajendran and Kaliappan (1990). The items are classified into five areas containing 8 items each, a) personal inadequacy, b) fear of failure, c) interpersonal difficulties with teachers, d) teacher-pupil relationship / teaching methods, and e) inadequate study facilities.

The Academic Stress Scale is comprised of 40 items. Each item has five alternatives response varying with the following numerical description.

No Stress = 0

Slight Stress = 1

Moderate Stress = 2

High Stress = 3

Extreme Stress = 4

The authors established content validity of the tool on the basis of the scrutiny of experts and item validity through item analysis. The adopted version was assumed to having validity and reliability. The test-retest correlation of 50 students with an interval of

25 days has been found to be 0.82. (Kim, 1970) validity and reliability. The researcher computed for the Cronbach's alpha value for the scale in this study was 0.95, which was regarded as a sufficiently high value (Schmitt, 1996) to establish the reliability of the scale.

The total items were 40. Therefore, the maximum possible score 160 and the highest score on each factor would be 32 since each factor had equal number of items. The higher the value of the score, the more the academic stress and vice-versa.

The researcher made a level of interpretation of a 5 point Likert scale for the Academic Stress Scale.

4.21 - 5.00	=	Too Heavy
3.41 - 4.20	=	Heavy
2.61 - 3.40	=	Moderate
1.81 - 2.60	=	Light
1.00 - 1.80	=	Too Light

Perception of Student Workload

The students' perception of their workload was investigated using a six-item scale. Students were asked to respond on a five-point Likert scale from definitely disagree to definitely agree. A measure of the perception of workload was computed by summing the scores from the six items. This scale ranged from 6 to 30, with a low score indicating a light workload and a high one a heavy perceived workload. The mean value for the workload scale was 18.4, with a standard deviation of 5.72. The researcher computed for the Cronbach's alpha value for the scale in the study of was 0.86, which was regarded as a sufficiently high value (Schmitt, 1996) to establish the reliability of the scale.

The researcher made a level of interpretation of a 5 point Likert scale for the Perceived Workload.

4.21 - 5.00	=	Too Heavy
3.41 - 4.20	=	Heavy
2.61 - 3.40	=	Moderate
1.81 - 2.60	=	Light
1.00 - 1.80	=	Too Light

Statistics

The responses made by the students measuring the perceived workload, manifestation of burnout and stress were presented. In providing overall picture of the data the researchers gathered, summary presentations were presented.

1. Mean score was used to compute for the mean scores of respondents regarding workload, burnout and stress.

$$\bar{x} = \frac{\sum x}{N}$$

2. Standard deviation was used to for workload, burnout and stress to quantify the amount of variation or dispersion of the gathered data.
3. Cronbach alpha was utilized to check the internal consistency of workload, burnout and stress. It employed the validity of questionnaires that was used in the study.

$$\alpha = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum_{i=1}^k \sigma_{y_i}^2}{\sigma_x^2} \right)$$

...where: k refers to the number of scale items

σ^2_{y1} refers to the variance associated with item i

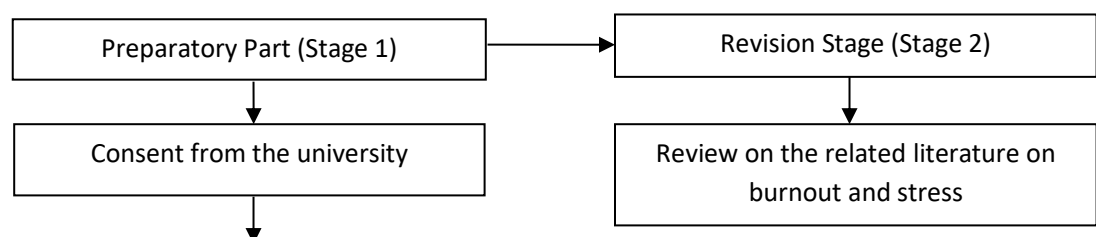
σ^2_x refers to the variance associated with the observed total scores

4. Tukey's HSD (honestly significant difference) test was also used to have a multiple comparison of the data. It compared the three type of program and compared all possible pairs of means to know which of the type of programs are significant.
5. One-way analysis of variance (ANOVA) was used to determine whether there are any statistically significant differences between the means of AdU, PNU and UDM in terms of burnout and stress.
6. ANCOVA was a statistical test related to ANOVA. This was used to know if there is a significant difference among the three type of program in terms of burnout and stress while controlling for the effects of workload.

Responses to the questionnaire by the BSMA psychology and regular psychology students were statistically analyzed with the data requirements of the study.

Data Gathering Procedure

This study follows two stages, which are (1) Preparatory Part; and (2) Revision Stage.



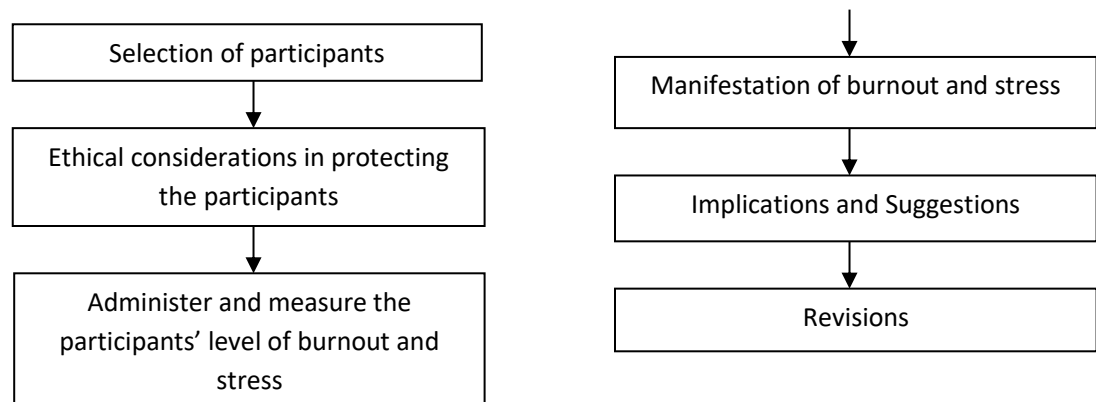


Figure 2: Research Procedure of the Study

Stage One: Preparatory Part

The researcher wrote a letter asking permission from the president of the universities and respected departments for consent to involve the selected students as participants. All letters were communicated to explain the purpose of the study and thoroughly explicate the process and procedures including why the participants are chosen to be part of the study. The letter also assured the confidentiality and privacy of the participants for protection. The researcher will give the universities a copy of the study and this could be used as a reference to help students who are burnout and stressed.

Based on the criteria set, participants were selected. Consent form was given to all the participants. The researcher oriented the participants on why they will be part of the study, purpose and possible benefits they could get from it. The researcher informed the participants that everything was treated with utmost confidentiality. As part of the orientation, the researcher emphasized that they could refuse to participate, making participation voluntary.

After the orientation, the researcher proceeded to testing to know the manifestation of burnout and stress, using Oldenburg Burnout Inventory for burnout and Academic Stress

Scale for stress. All tests administered were standardized, exhibited acceptable reliability, and proven to be free from biases. Data collection was free from biases. The study focused on psychology majors regardless of gender, socioeconomic status, ethnicity or any cultural organization. The tests were administered at the designated room, a well-ventilated free from any distractions, and with assurance on confidentiality and privacy of the participants. The researcher explained instructions, giving emphasis on the idea that there were no wrong or right answers on the items. They were given sufficient time to read on each item but were encouraged finishing the test in 50-60 minutes. The answers were summarized without compromising the identity of each student involved. Thus, the results were strictly confidential, in which only the researcher can access the results solely for the study and not for any other purposes.

Stage Two: Revision Stage

In this stage, survey of literatures, test results were obtained from the participants were considered in providing recommendations.

A thorough review on related literature from articles, books and journals were done. In doing so, it gave the researcher chance to know more about the manifestation of burnout and stress. Consequently, this helped the researcher to have a deeper understanding on manifestation of burnout and stress due to workload, which in return helped in giving recommendations and suggestions for developing and designing a module to help the students battle with burnout and stress.

The content was scrutinized by the experts for content validation. This will help in determining the appropriateness of the recommendations and suggestions used in designing activities of the module for the participants in the future. The recommendations can be used

to guide if the content in the module are aligned to the goal of the program. Revisions were made, taking into consideration the suggestions and comments of the experts.

Ethical Considerations

The research objectives were designed to ensure the participants' safety at all times. The state of the participants was the top concern of the researcher. The study required collection of information from human participants. It only tackled the students' workload and the possible manifestation of burnout and stress. It did not involve vulnerable population but rather BSMA psychology and regular psychology students. The conduct of the research did not pose any harm to any individual involved in the study. Any harm and risks were avoided. There was no collection of any biological materials that can trace any specific individual. No individual in the study was forced to participate if it is against their will. All participation was voluntary and they remained anonymous throughout the research process. The study was purely for educational purposes only. It was not used for researcher's own interest or other people or organization related to the researcher.

The researchers ensured respect for every participant in the study by giving them consent form prior to answering the questionnaires to ensure that the participation in the study was voluntary and for keeping confidentiality and if the participants wish to be anonymous they were free to do so.

Consent form was given to all the participants wherein the procedures, risk and benefits, and confidentiality of the study was discussed. Consent form solicited to the participants was signed to know that they fully understand the study and were willing to take part in the study. There was no need for parental consent since all of the participants were no longer minors.

All data were stored accessible to the researcher and will be disposed after 5 years. After the results were analysed, the universities and the participants have the right to know their results. The results, including the whole paper of the study, will be given to the respected universities and results per participant will be given upon request to the researcher; they do not have the right to know the result of other participants as the other participants to their results.

For beneficence, protection from be any form of danger prior and after the study were of guarantee. The participants have the right to know the benefits of the study and it assured the results were used for the improvement of student and school condition. All the collected data were used for the enhancement towards development of the students and the university. The study aimed to contribute to the students, guidance counselors and to the universities. This provided information about the students' condition and may be of help in their future career and success with the university. This will also help guidance counselors monitor students' mental state and will help them in creating and providing suitable program for the students.

Justice was given to all individual involved in the study. The selection of participants in the study was free from biases. Appropriate ethics were observed during the process of the study. Transparency of research was ensured that's why no potential conflict arose. The study underwent scientific education and the researcher secured proper training and qualification in doing the study.

At the end of the data gathering procedure no monetary incentives were given but a token of appreciation was distributed by the researcher to all the participants and universities for the giving off their time.

CHAPTER III

Results and Discussion

This chapter includes the results and discussion of gathered data from different institutions through the use of questionnaires. The findings of the study are presented in tabular and textual form. The data are then interpreted based on the analysis of the researcher.

Purpose 1: Describe BSMA and regular psychology students in terms of the academic workload, burnout and stress

In identifying BSMA psychology, BS private and public psychology students' perceived workload, perceived workload questionnaire by David Kember (2004) was used. Descriptive statistics of workload for all the three sample programs were computed.

Table 1

Descriptive Statistics of BSMA and regular psychology students in terms of workload

Program	N	Mean Score	SD	Level
BSMA	50	4.13	.64	Heavy
BS - Private	41	3.65	1.01	Heavy
BS - Public	33	3.31	.57	Moderate
Total	100%	3.75	.83	Heavy

Perceptions of workload are not synonymous with time spent studying but can be weakly influenced by them. There were both class effects from contextual variables and individual differences within a class.

As shown in table no. 1, when BSMA, BS - Private and BS - Public were compared on the variable of workload, mean scores of 4.13 and 3.65 have been found to be heavy workload and mean score of 3.31 has been found to be moderate workload. It is therefore inferred that BSMA and BS - Private Psychology students have same level of perception

of their workload compared to BS - Public Psychology students. It means that BSMA and BS - Private psychology students report to have higher perception of their workload compared to BS - Public.

BS - Private psychology students perceived a heavy workload for their course and moderate for BS - Public may be of the reason that psychology is a premed course in which aside from lecture courses they also have laboratory courses making scheduling courses tricky (Kosarek, 2018). This can make students taking bachelor's degree perceived to have this kind of workload. BSMA having the highest mean score for workload is not surprising. Based on Knight (2011), the duration of the straight program was usually longer than a single program making their stay in university longer. Knight also mentioned that double degree programs raise most doubts and dilemmas about completion requirements and legitimacy of qualifications. Having course work and research requirements in first degree and in second degree were needed for the completion of the degree. But this kind of straight program is shorter compared to two degrees which are taken separately. So the demand to finish all the requirements of the straight program was faster than the usual two degrees to be taken for a regular 4 years or 5 years bachelor's program notwithstanding the fact that the institute where BSMA program came from is a research oriented university so the heavier the workload on research may persist onto the students.

BSMA score the highest for item no. 4 *"This course seems to cover many topics"* and item no. 6 *"I feel a lot under pressure because of the amount of work we are expected to do"*. Since BSMA is a straight program wherein undergraduate and graduate subjects were combined, topics overwhelm students especially for the pioneer section of BSMA since adjustments will be based on their performance. Finishing a graduate degree in a year

can put too much pressure to an individual, time in finishing the degree is shorter than the usual two to three years on a regular graduate students. BS-private scores the highest in item no. 4. BSMA and BS-private is known to be competitive universities in the country. BS-public scores the highest for item no. 6 putting them under a lot of pressure somehow due internship, subjects and research to be taken at the same time. The psychology students score the highest in item no. 6. Regardless of their program, students feel a lot pressure somehow because they are all in graduating class. The pressure whether they will make it on time since they were expected to do a lot of work.

To determine BSMA psychology, BS private and public psychology students' level of burnout, Oldenburg Burnout Inventory was used. Descriptive statistics of burnout for all the three sample programs were computed.

Table 2

Descriptive Statistics of BSMA and regular psychology students in terms of Burnout

Program	N	Mean	SD	Level
BSMA	50	2.80	.35	Moderate
BS - Private	41	2.50	.33	Low
BS - Public	33	2.40	.32	Low

In table no. 2, when the three universities were compared on the variable of burnout, mean scores of 2.50 and 2.40 have been found to be low burnout and mean score of 2.80 has been found to be moderate burnout. When grouped according to program, the burnout levels of the three universities show a significant difference ($p = 0.000$). We can infer that the three universities show significant difference in burnout. BS - Private and BS - Public

showed same level of burnout compared to BSMA having the highest burnout level among the three.

According to Adler, Day and Rigg (2013), graduate student population is susceptible to burnout particularly those based in research intensive universities. BSMA program requires two researches; one from undergraduate degree and the other from graduate degree. Studies about emotional exhaustion in employees indicated that employees endeavor to mitigate emotional exhaustion by removing themselves either temporarily or permanently from the work situation (Gaines & Jerimer, 1983; Moore, 2000). Similarly, graduate students that are suffering from exhaustion may exhibit similar behavior. Making the students disengaged and exhausted from the course. But Adler et. al., study demonstrated that students who were engaged and self-efficacious were less exhausted from their studies.

The psychology students score the highest in subscale exhaustion. The highest score of exhaustion subscale is item no. 2 “*There are days when I feel tired before I arrived at work*” and for subscale disengagement, the highest score is item no. 11 “*Sometimes I feel sickened by my work tasks*”. Regardless of their program, students feel tired even before coming to school and feel sickened by the work tasks since they felt like they are expected to do a lot of work.

Academic stress is a mental tension in the students that causes pressure through studying the course and burnout is an affective reaction to on-going stress whose core content is the gradual depletion over time of individual’s intrinsic energetic resources (Demerouti et al 2002). In the study of Galdino et. al., it demonstrated signs of the occurrence of burnout in the sample. Variables related to the perception of master’s and

doctoral students about the course and its requirements prevailed in predictive models of the burnout syndrome dimensions. Dissatisfaction with the study topic, lower perceptions of social support, and leisure opportunities were the main predisposing factors. BSMA having the highest mean score can be explained because of tasks that require high mental load like pressure to produce publishable researches, which requires a lot of time for a graduate student, along with mental, physical and emotional skills and energy needed.

To determine BSMA psychology, BS private and public psychology students' level of stress, adaptation of Student Stress Scale by Kim (1970) was used by Rajendran and Kaliappan (1990) was used. Descriptive statistics of burnout for all the three sample programs were computed.

Table 3

Descriptive Statistics of BSMA and regular psychology students in terms of Stress

Program	N	Mean	SD	Level
BSMA	50	2.00	.57	Slight Stress
BS - Private	41	1.80	.82	No Stress
BS - Public	33	1.72	.71	No Stress

As shown in table no. 3, when BSMA, BS - Private and BS - Public were compared on the variable of stress, mean scores of 1.80 and 1.72 have been found to be no stress and mean score of 2.00 has been found to be slightly stressed.

Among the 40 items for the academic stress scale, psychology students top 5 highest scores came from item no. 1 “*Teachers make too many extra demands on students*”, item no. 5 “*Lack of concentration during study hours*”, item no. 6 “*Difficulty remembering all that is studied*”, item no. 7 “*Worrying about the examinations*” and item no. 12 “*Worry*

about results after examination". These are the items that made students felt a slight stress at school.

According to Yusuf et. al., (2018) that variety of stress reduction interventions has been used with students. They have examined undergraduate and graduate students in terms of anxiety and perceived stress. Both participants showed significant reduction in anxiety and perceived stress relative to control groups. Students ways of coping in a stressful event do not differ on the type of program they were enrolled. Though the BSMA got a little higher in stress scale it still showed no significant difference.

Purpose 2: Identify the significant difference of burnout and stress among BSMA and regular psychology.

To confirm that the workload of BSMA, BS - Private and BS - Public Psychology students has an effect to burnout and stress, Oldenburg Burnout Inventory and Academic Stress Scale were used. A One-way ANOVA was conducted to determine a statistically significant difference between BSMA, BS - Private and BS - Public on burnout and stress.

Table 4

Analysis of Variance of Burnout

Source	Sum of squares	dF	Mean square	F	Sig
Corrected Model	3.684 ^a	2	1.842	16.152	.000
Intercept	789.399	1	789.399	6922.037	.000
PROGRAM	3.684	2	1.842	16.152	.000
Error	13.799	121	.114		
Total	847.488	124			
Corrected Total	17.483	123			

Table 4 indicates that there is a significant difference ($F(16.152, p=0.000 < 0.05)$) of burnout among BSMA and regular psychology students. This intends to look at the

differences in burnout among BSMA and regular psychology students with different type of program.

To further know the significance difference in burnout among the BSMA, BS-public and BS-private, post hoc test was carried out to see which programs differ.

Table 5

Multiple Comparisons Programs for Burnout Using Tukey HSD

PROGRAM	PROGRAM	Mean Difference	Std. Error	Sig.
BSMA	BS - Private	.202*	.066	.003
	BS - Public	.237*	.074	.002
BS - Private	BSMA	-.202*	.066	.003
	BS - Public	.035	.072	.628
BS - Public	BS - Private	-.237*	.074	.628
	BSMA	-.035	.072	.002

*. The mean difference is significant at the 0.05 level.

Using Tukey as post hoc analysis, findings revealed that BSMA has significant difference with both BS - Private (sig=.003) and BS-Public (sig=.002). BS-private and BS-public has no significant difference.

The result showed significant difference psychology students even they were grouped according to their program. It could be attributed that the students who participated in this study from different type of programs having different experience from their course will certainly reflect on the levels of burnout. According to Dziegielewski et. al. (2004) programs that identify stressors and provide information on stress reduction and burnout prevention can help students learn to better cope with exhausting experiences.

Table 6*Analysis of Variance of Stress*

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1.674 ^a	2	.837	1.721	.183
Intercept	407.042	1	407.042	836.610	.000
PROGRAM	1.674	2	.837	1.721	.183
Error	58.871	121	.487		
Total	488.086	124			
Corrected Total	60.545	123			

It can be taken from the table 6 that there is no significant difference in the stress levels of the respondents when they are grouped according to their program (p-value =.183). The analysis of variance shows that there is no significant difference among the three programs. The findings revealed that BS - Private, BSMA and BS - Public have no significant difference when it comes to stress.

Common comparisons in past stress research have focused on differences between upperclassmen and underclassmen (Arnett, 2000), often leaving out the large population of graduate students enrolled at many institutions. Although there was not a significant difference between BSMA and regular psychology students stress levels, the finding itself is an important finding considering stress has been implicated as the top factor affecting academic performance.

Purpose 3: Identify the significant difference of burnout among BSMA and regular psychology while controlling for the effect of workload.

There are many differences in undergraduate and graduate programs. One of it is workload. Graduate students have heavier requirements compared to undergraduates since

it is more specialized and focused on the area of expertise. Therefore, controlling for its effect is done.

Table 7

Analysis of variance of burnout with covariate workload

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	6.459 ^a	3	2.153	23.435	.000
Intercept	16.680	1	16.680	181.559	.000
WORKLOAD	2.775	1	2.775	30.204	.000
PROGRAM	1.215	2	.608	6.615	.002
Error	11.024	120	.092		
Total	847.488	124			
Corrected Total	17.483	123			

When the covariate, which is workload, is included in the model, it can be taken that there was still a significant effect of the program on the burnout levels of the respondents after controlling for the effect of the workload of the respondents $F(2,120) = 6.615$, $p\text{-value} = .002$. After controlling for the effect of workload to manifestation of burnout, we can conclude that the universities show significant difference when it comes to burnout not by random chance or error.

A one-way ANCOVA was conducted to compare the burnout of three different universities while controlling for the workload. Levene's test and normality checks were carried out and the assumptions met. Table 7 indicates a significant difference in burnout [$F(2,120) = 6.615$, $p = .002$] between universities. Post hoc tests were done using Tukey HSD in table 5, it showed that there was a significant difference between BSMA and BS - Private ($p = 0.00$) and BSMA and BS - Public ($p = 0.00$).

Students from BSMA are reported to have the highest mean score for workload and as well as burnout. As per Galdino et al., (2016), causes of overload and exhaustion in nursing graduate students are related to high levels of academic requirements that are relevant to the complex function of teaching, research and publishing. In the same study, results showed that among the tasks that require high mental load and lead to exhaustion, the pressure to produce publishable scientific texts in periodicals with a high impact factors was reported. These activities require intense mental effort and many hours of study. The present students of BSMA are without professional work experience in the area specializing which may predispose individual to exhaustion due to difficulties in the development of research related to practice.

Implications to counseling and psychology

The results of the study have implications for students, parents, intellectuals, instructor, career and counseling centers, and university administrations to put in place all those mechanisms that can lessen the impacts of burnout and stress on the students. Students' academic, career, and personal/social development should be taken care of. The results of the study suggest that students should be given time management training, social support, cognitive behavioral therapy and coping skills. A study of Awa and colleagues (2010) identified positive impacts of person-directed interventions including cognitive behavioral therapy, psychosocial skill training, and recreational music making. Others explored person-organization directed intervention in reducing burnout; include work schedule reorganization and lectures.

This study could contribute to the evaluation of the straight program, bachelor's to master's, in the country since only few straight programs were introduced in the country.

This may provide information necessary for future researchers to study students coming from a straight program course. Furthermore, to explore on students' mental welfare aside from burnout and stress that may affect their academic performance. Wherein, guidance counselor can provide treatment and assistance.

This psychological response of students may cause current or future psychological damage experiencing burnout and stress. It would be of benefit to counseling as a profession, the profession of mental and physical health as well as society as a whole to better understand the best treatment options for students suffering from burnout and stress. The therapeutic relationship between counselor and client has been shown to be an important factor in effective therapeutic outcomes. It would be beneficial to better understand more specifically how this relationship can be most effective and how counselor can assist their clients in obtaining the best outcomes to reduce burnout and stress.

Students preferred to go to friends, professors, or advisers for psychological help, worst part they keep it to themselves, may be related to the students having more easy access and regular access to these individuals. The collaboration between counselors in school and other key individuals on campus can be of great help for students to easily access the counseling services offered which can help them with their concerns.

CHAPTER IV

Summary, Conclusions and Recommendation

This chapter presents the summary, conclusion, and recommendations drawn from the findings of the study.

Summary of the study

The study investigated the three different universities with different psychology programs: (1) BSMA, (2) BS - Private, and (3) BS - Public. Burnout and stress were examined while controlling for the effect of perceived workload. Since, BSMA program is a new program having two degrees in a short period of time so the researcher thought that it is good to study the population besides there have been few studies about comparison of undergraduate and graduate students' mental health. It was also studied to address the need of guidance counselors in the country. Given the fact that BSMA had more workload compared to both private and public BS program, it aims to study and look if the difference in the academic program between BSMA psychology students and regular psychology students' has an effect to students' burnout and stress.

The three programs served as the independent variables of the study while the burnout and stress are the dependent variables. The participants were identified according to their program; (1) BSMA, (2) BS - Private and (3) BS - Public. The program of the schools was be used to know if the students show manifestation of burnout and stress while controlling for the effect of workload. The study used descriptive quantitative research design. Specifically, delved into the difference in terms of program of BSMA and BS - Private and Public Psychology students. It also attempted to find if there is a significant difference in burnout and stress of BSMA and BS - Private and Public Psychology students.

Three questionnaires were used to measure perceived workload, burnout and stress. Perceived workload was used to measure their workload, Oldenburg burnout inventory was used for burnout and academic stress scale for stress. Different statistical treatment was used but analysis of variance was the main statistical treatment used to know if there is a significant difference in burnout and stress of the three universities.

Summary of Results

1. There is a heavy perception of workload for BSMA program. The straight program in which there is a 1 year extension in college and course requirements for both undergraduate and graduate are likely to be the reasons to have heavy perceptions. In a shorter period of time, two degrees are expected to be done by the students making the program to have a compressed academic allocation of work.
2. The three universities show significant difference in burnout but have no significant difference in stress. BS - Private psychology and BS - Public psychology showed same level of burnout compared to BSMA having the highest burnout level among the three. Since, BSMA program is a straight program up to master's degree level. Exhaustion and disengagement to the course maybe prevalent to the BSMA since they are strain longer to course requirements compared to regular psychology program. But a little bit of difference among the universities are seen when it comes to burnout, though, BSMA program is really different from the two other program; there are small difference in the result of their burnout. People cope with stress differently from one another. After school, students may release their stress from surfing the net,

posting on social media, drinking with a friend and eating out. It immediately reduces the stress but doesn't mean to have no stress at all.

3. The findings for burnout revealed, while controlling for the workload, that BSMA has significant difference between BS - Private and BS - Public respectively and there is no significant difference between BS - Private and BS - Public. There's no significant difference in stress even after controlling for the workload. After controlling for the effect of workload to manifestation of burnout, it can still conclude that BSMA showed the most burnout students. Since, BSMA program is facing more increased workload, emotional exhaustion and disengagement to the course is present.

Limitations of the Study

Research participants were provided complete information about the study. Before the testing procedures, the researcher discussed what and why the study was conducted. Copy of consent form was given to the participants which include the aim of the study, its benefit and risk is there's any. The study did not use any deception since it doesn't tackle any sensitive topic or knowing the study will not affect the data gathering procedures.

The study was conducted among BSMA psychology students and graduating psychology majors coming from two other universities in Manila City enrolled in academic year 2018-2019. Perceived workload was used not the actual workload of the students enrolled in different programs. This implies the findings cannot be applied to other educational associations. Be that as it may, just like the necessity of the authenticity of any researches, this study could be rehashed in another educational association which has a straight program courses so the findings can be contrasted with the discoveries of this

study, or a future report to study a similar phenomenon could center around numerous factors to permit cross-case analysis and excavate more on different variables that may affect academic workload and manifestation of mental malady such as depression and the like then possible generalization of findings can be made.

In consideration of research ethics, all the participants will not be harm in any form. All participation will be voluntarily. Suitability of the place for conducting the study will be in a safe environment in which the protection of the participants and the researcher won't be at stake. Everything that was gathered from the participants will remain between the participant and researcher only. All information will be used for educational purpose only.

Conclusion

1. This study showed a higher prevalence of burnout and stress to BSMA psychology students compared to BS-public and BS-private psychology students. This may provide a better understanding of some difficulties that may be negatively impacting the students.
2. The study demonstrated signs of burnout for BSMA psychology and regular psychology students. There is also occurrence of stress for BSMA psychology students. Perception of students about the course and its requirement somehow predicted the manifestation of burnout. Though the percentage that it is because of the workload is small.
3. The prevalence of burnout is high within the BSMA psychology students even after controlling for the workload. Understanding the occurrence and effect of burnout within BSMA psychology program will support the faculty and

administration to better educate the students via curriculum planning. This could prepare students to not only understand and recognize burnout, but also afford students opportunities to decrease it. Since, small portion of the burnout was explained by the interaction of workload, others factors like social support, financial stability, facilities in the university, teaching style of professors can be another factor to look into affecting burnout.

Recommendations

1. This study recommends that future research explore the actual workload of the students in looking for manifestation of burnout and stress. Other factors that may have an effect for burnout and stress can also be consider such as social support, financial stability, coping mechanisms and academic environment. Qualitative or mix method approaches can be used to provide a deeper and richer understanding of student experiences and enhances understanding of the impact of burnout and stress.
2. Time management and organization can help prevent students' burnout and stress. Effective managing of time and deadlines is very helpful for keeping track of priorities. Students should keep track of their responsibilities and avoid procrastination. Eating healthily, getting exercise, and having enough sleep are important to staying healthy physically and mentally.
3. Guidance office may provide counseling session or regular supervision that can help address feelings of burnout and stress. Providing insights into managing a self-care routine can be a good help. Counseling can help student explore personal growth, discussion about managing emotional exhaustion and gaining

motivation can help students reduce burnout and stress. Different coping strategies can be introduced for BSMA psychology and regular psychology students.

4. Strategies that promote engagement may be just as important for burnout prevention as strategies to reduce the risk of burnout. A setting that is designed to support the positive development of involvement, and effectiveness should be successful in promoting the well-being and productivity of its students.
5. Families, friends and fellow classmates can be a good social support. It provides important benefits to our physical and emotional health. Receiving support is beneficial to our physical and mental health. When dealing with stressful situation, people with support system are less likely to experience stress-related health problems.

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Appendices

Appendix A

Letter of Permission to Conduct Research

Date

Sir/Ma'am (Name):

[Affiliation]

Dear Sir/Ma'am:

Good day!

I am finishing my Bachelor of Science - Master of Arts degree in psychology and counseling at Philippine Normal University. As part of our requirements, I am currently working on my thesis paper entitled: **“Perceived Workload, Burnout and Stress among Bachelor of Science - Master of Arts in Psychology and Regular Psychology Students”**. This study seeks to know if academic program of psychology students shows manifestation of burnout and stress while controlling for the effect of workload. Furthermore, this study will help the students to manage their time wisely and take good care of their mental welfare. This study will specifically provide recommendations to help students manage their burnout and stress. The respondents of the study will include fourth year and fifth year psychology majors who are currently enrolled for the school year 2018-2019 in a university.

The study shall necessitate me to do the following procedure:

1. Administer Oldenburg Burnout Inventory, Academic Stress Scale and Perceived Workload. The three instruments are standardized test and worldwide used test that guarantee the appropriateness of the test to the students.

In lieu with this, I humbly seek for your permission to allow me to conduct the study as well as do the procedure accordingly. Should you allowed me, rest assured that I will follow the ethical research protocol in conducting the study. I will also provide a copy of my study that can be a reference in managing the burnout and stress of the students.

Thank you very much!

Sincerely yours,

Shane Tiffanie C. Halili

BSMA Psychology and Counseling Student

Noted by:

Dr. Peter Howard Obias, MD, PhD, RPh, RP

Thesis Adviser

Appendix B

Consent Form

Researcher: HALILI, Shane Tiffanie C.

Adviser: Dr. Peter Howard Obias, MD, PhD, RPh, RP

This study is entitled “Perceived Workload, Burnout and Stress Among Bachelor of Science-Master of Arts in Psychology and Regular Psychology Students”. The researcher aims to know if there is a significant difference between the academic workload of BSMA and regular psychology students in terms of manifestation of burnout and stress. The study also aims to provide the participants an activity which will help them cope up whenever they feel stressed and exhausted about school.

Procedures:

College students who are currently enrolled in Philippine Normal University and under the BSMA Psychology Straight Program and college students who are currently enrolled in Adamson University and Universidad de Manila who are under a regular psychology undergraduate program are invited to participate in this study. The procedure and purpose of the study will be explained by the researcher. Consent forms will be distributed to the respondents and will be asked to sign on it to confirm that they agreed to participate in the study. Once the consent form has been signed, the respondent will be asked to answer the questionnaires completely and as honestly as possible. Answering the test questionnaires will take about 50 minutes to 60 minutes. In case of inconvenience of the study that may bring the respondents, the researcher will allow the respondent to withdrawal of procedure in the study and will guide the participants accordingly.

Risk and Benefits:

There will be no risks associated with the participation in the study since the study will not tackle any sensitive topics. Nevertheless, if there is any question/s that may let the respondent feel uncomfortable of answering or may give him or her emotional and/or psychological potential risk, the respondent can call the researcher’s attention and have the right to withdraw the procedure or the researcher can provide help or assistance if possible.

This study can contribute to the students as well as the university in managing students' mental state. The respondents will be also made aware of the straight program as an emerging trend in education.

Confidentiality:

Anonymity of the respondents will be ensured in any possible condition so as their identity will not be revealed. The data obtained from this study will also be kept private. All the information that will be gathered from each respondent will be treated with utmost confidentiality. The data will be stored securely and the researcher will make sure that only the researcher and her thesis adviser will have access to the information. The specific, personal result of the procedure will be available upon the request of the participant. Individual results will not be presented.

For more questions regarding the study, you may contact the following person:

Shane Tiffanie C. Halili

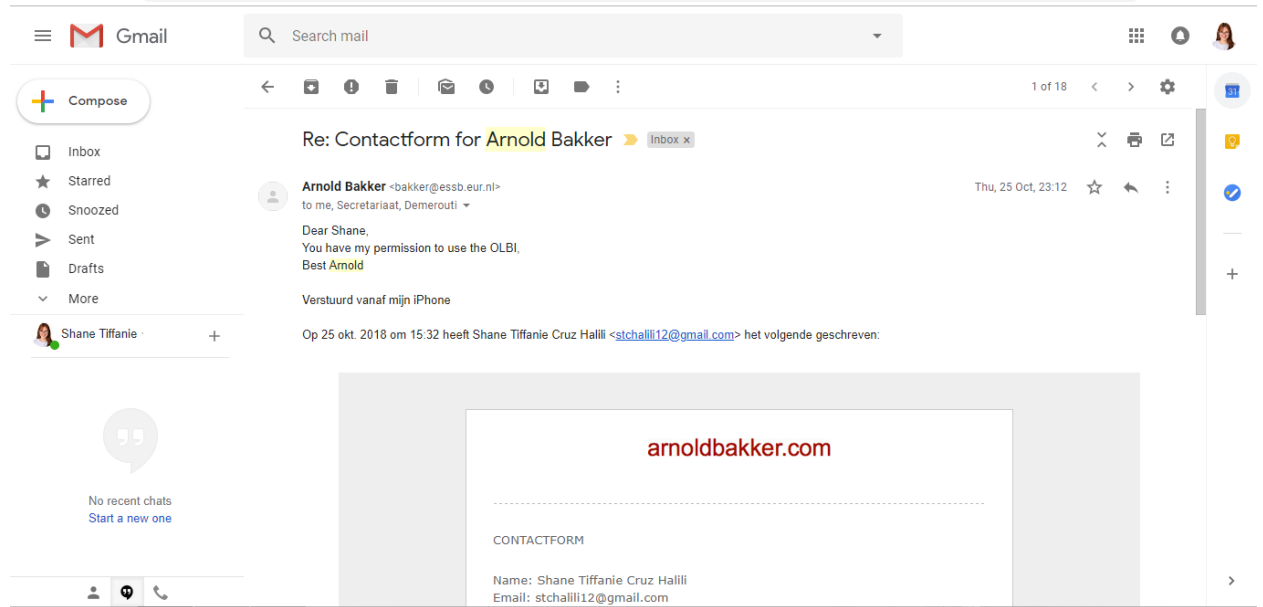
0977-824-8823

stchalili12@gmail.com

I have read the above information, and have received answers to any questions. I consent to take part in the research study "Perceived Workload, Burnout and Stress Among Bachelor of Science-Master of Arts in Psychology and Regular Psychology Students".

Appendix C

Approved Letter of Permission to Use Oldenburg Burnout Inventory



Appendix D

Approved Letter of Permission to Use the Academic Stress Scale

The screenshot shows a Gmail interface with a search bar at the top. On the left, there is a sidebar with navigation options: Compose, Inbox, Starred, Snoozed, Sent, Drafts, and More. Below these is a chat section showing a contact named 'Shane Tiffanie' with a plus sign. The main area displays an email from 'Shodhganga Infolibnet' to 'kodela, Manoj. me' dated '13 Aug 2018, 17:12'. The email content is as follows:

Dear Ms. Shane Tiffanie Halli,

The entire thesis requested by you is given in this URL- <http://hdl.handle.net/10603/8993>.

You may use the questionnaire by getting permission from the order or giving due credit to the researcher. We are not authorized to give permission.

The details are given below for your ready reference:-

Title:	A study of academic stress and adjustment styles of teacher trainees
Researcher:	Balaji Rao, R
Guide(s):	Ramakrishna, A S
Keywords:	Education
Upload Date:	17-Apr-2013
University:	Acharya Nagarjuna University

However, we are requesting the university librarian to help you.

With regards,

Scientist-D (CS) (वैद्यकि डी (सी एस))
INFLIBNET Centre, Gandhinagar | चूचना एवं पुस्तकालय नेटवर्क केंद्र, गांधीनगर
An Inter University Centre of University Grants Commission,
Infocity Gandhinagar - 382007, Gujarat, INDIA.
Phone : 079-23208220 (O), 06376134222 (M)
manoj@infolibnet.ac.in, shodhganga@infolibnet.ac.in, galiber2017@infolibnet.ac.in

A-2/B, Shanti Apartment, Near Rajpath raw houses, Bodakdev
Resd : 079-26872221 (Res)

Appendix E

Approved Letter to Use the Perceived Workload

The screenshot shows a Gmail interface with a search bar at the top. On the left, there's a sidebar with 'Compose' and a list of folders: 'Inbox', 'Starred', 'Snoozed', 'Sent', 'Drafts', and 'More'. Below the folders, there's a chat section showing 'Shane Tiffanie' with a status of 'No recent chats' and a link to 'Start a new one'. The main area displays two email threads. The first thread is from 'Shane Tiffanie Halili' to 'david.kember', dated 'Tue, 16 Oct, 19:49'. The email content says: 'Good day! I am Shane Tiffanie Halili, master student at Philippine Normal University taking up Bachelor of Science - Master of Arts in Psychology and Counseling Straight Program. I am currently finishing my master's thesis entitled *Perceived Workload, Burnout and Stress Among Bachelor of Science-Master of Arts in Psychology and Regular Psychology Students*. My colleague found your instrument about student workload. I would like to know if I could ask a permission to use the scale for my thesis. Thank you!'. The second thread is from 'David Kember' to 'me', dated 'Wed, 17 Oct, 05:49'. The email content says: 'Feel free to use it. David'. Below this, there's a 'Details' section showing the email's origin: 'From: Shane Tiffanie Halili <stchalili12@gmail.com>', 'Sent: 16 October 2018 22:49:21', 'To: David Kember', and 'Subject: Permission'. At the bottom, there's a disclaimer from the University of Tasmania regarding electronic communications policy.

Compose

Inbox

Starred

Snoozed

Sent

Drafts

More

Shane Tiffanie

No recent chats
[Start a new one](#)

Search mail

2 of 2

Shane Tiffanie Halili <stchalili12@gmail.com>
to david.kember

Tue, 16 Oct, 19:49

Good day!

I am Shane Tiffanie Halili, master student at Philippine Normal University taking up Bachelor of Science - Master of Arts in Psychology and Counseling Straight Program.

I am currently finishing my master's thesis entitled *Perceived Workload, Burnout and Stress Among Bachelor of Science-Master of Arts in Psychology and Regular Psychology Students*. My colleague found your instrument about student workload. I would like to know if I could ask a permission to use the scale for my thesis.

Thank you!

David Kember <david.kember@utas.edu.au>
to me

Wed, 17 Oct, 05:49

Feel free to use it.

David

From: Shane Tiffanie Halili <stchalili12@gmail.com>
Sent: 16 October 2018 22:49:21
To: David Kember
Subject: Permission

University of Tasmania Electronic Communications Policy (December, 2014).
This email is confidential, and is for the intended recipient only. Access, disclosure, copying, distribution, or reliance on any of it by anyone outside the intended recipient organisation is prohibited and may be a criminal offence. Please delete if obtained in error and email confirmation to the sender. The views expressed in this email are not necessarily the views of the University of Tasmania, unless clearly intended otherwise.

Appendix F

Oldenburg Burnout Inventory

S. No.	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
1.	I always find new and interesting aspects in my work.	☐	☐	☐	☐
2.	There are days when I feel tired before I arrived at work.	☐	☐	☐	☐
3.	It happens more and more often that I talk about my work in a negative way.	☐	☐	☐	☐
4.	After work, I tend to need more time than in the past in order to relax and feel better.	☐	☐	☐	☐
5.	I can tolerate the pressure of my work very well.	☐	☐	☐	☐
6.	Lately, I tend to think less at work and do my job almost mechanically.	☐	☐	☐	☐
7.	I find my work to be a positive challenge.	☐	☐	☐	☐
8.	During my work, I often feel emotionally drained.	☐	☐	☐	☐
9.	Over time, one can become disconnected from this type of work.	☐	☐	☐	☐
10.	After working, I have enough energy for my leisure activities.	☐	☐	☐	☐
11.	Sometimes I feel sickened by my work tasks.	☐	☐	☐	☐
12.	After my work, I usually feel worn out and weary.	☐	☐	☐	☐
13.	This is only type of work that I imagine myself doing.	☐	☐	☐	☐
14.	Usually, I can manage the amount of my work well.	☐	☐	☐	☐
15.	I feel more and more engaged in my work.	☐	☐	☐	☐

16. When I work, I usually feel ☐ ☐ ☐ ☐
- energized.

This scale consists of 16 items describing burnout in your institution/ college life from the various sources. The level of burnout you feel for each item can be indicated by shading the circle against each statement.

Appendix G

ACADEMIC STRESS SCALE

This scale consists of 40 items describing the stress in your institution/ college life from the various sources. The level of stress you feel for each item can be indicated by marking a “✓” mark in the bracket given against each statement.

If you feel No Stress put a “✓” mark in the 1st bracket (NS), Slight Stress in the 2nd (SS), Moderate Stress in the 3rd (MS), High Stress in the 4th (HS) and you feel Extreme Stress put a “✓” mark in the 5th bracket (ES).

S. No.	Statement	NS	SS	MS	HS	ES
1.	Teachers make too many extra demands on students.	()	()	()	()	()
2.	Poor interest in some subjects.	()	()	()	()	()
3.	Progress reports to parents.	()	()	()	()	()
4.	The teacher is not humorous towards us.	()	()	()	()	()
5.	Lack of concentration during study hours.	()	()	()	()	()
6.	Difficulty in remembering all that is studied.	()	()	()	()	()
7.	Worrying about the examinations.	()	()	()	()	()
8.	Lack of self-confidence.	()	()	()	()	()
9.	The teachers do not listen to our ideas.	()	()	()	()	()
10.	Conflict with friends/college authorities.	()	()	()	()	()
11.	Teachers give more punishment in the class.	()	()	()	()	()
12.	Worry about results after examination.	()	()	()	()	()
13.	Hesitate to ask the teacher for detailed explanation.	()	()	()	()	()
14.	Biased attitude of the teacher.	()	()	()	()	()
15.	Inadequate space or room for study at home.	()	()	()	()	()
16.	Not knowing how to prepare for the examinations.	()	()	()	()	()
17.	Lack of assertiveness (confidence) in the class.	()	()	()	()	()

- | | | | | | | |
|-----|---|-----|-----|-----|-----|-----|
| 18. | Lack of opportunity to meet teachers. | () | () | () | () | () |
| 19. | Teacher shows socio-economic status on students. | () | () | () | () | () |
| 20. | Slow in getting along with the curriculum. | () | () | () | () | () |
| | | | | | | |
| 21. | Exam papers are tough and not valued well. | () | () | () | () | () |
| 22. | Unable to complete the assignment on time. | () | () | () | () | () |
| 23. | Lack of communication between teachers and students. | () | () | () | () | () |
| 24. | Monotonous (boring or tedious) teaching style by the teacher. | () | () | () | () | () |
| 25. | Not enough discussion in the class. | () | () | () | () | () |
| 26. | Lack of mutual help among classmates. | () | () | () | () | () |
| 27. | Lack of fluency while speaking the language other than the mother tongue. | () | () | () | () | () |
| 28. | Difficulty in public speaking. | () | () | () | () | () |
| 29. | The teacher is fast and does not use blackboard legibly. | () | () | () | () | () |
| 30. | Teacher lacking interest in students. | () | () | () | () | () |
| 31. | Examination syllabus is too heavy in some subjects. | () | () | () | () | () |
| 32. | Feeling of inferiority. | () | () | () | () | () |
| 33. | Unable to discuss academic failures with parents. | () | () | () | () | () |
| 34. | Not able to grasp the subject matter. | () | () | () | () | () |
| 35. | Incomplete and confusing study material. | () | () | () | () | () |
| 36. | Eleventh hour preparation for the examinations. | () | () | () | () | () |
| 37. | Importance of the subject matter. | () | () | () | () | () |
| 38. | Difficulty in adjusting with opposite gender. | () | () | () | () | () |
| 39. | Inadequate subject knowledge of the teacher. | () | () | () | () | () |
| 40. | Inadequate lab and library facilities. | () | () | () | () | () |

Appendix H

Perceived Workload

This scale consists of 6 items describing your perception about your workload in your institution/ university. The level of workload you feel for each item can be indicated by shading the circle against each statement.

Statement	Definitely disagree	Disagree	Moderately	Agree	Definitely agree
1. The workload for this course has been heavier than expected	☐	☐	☐	☐	☐
2. The pace in this course has been so rapid I had trouble keeping up	☐	☐	☐	☐	☐
3. Compared with other courses at the same level, there has been a heavy workload	☐	☐	☐	☐	☐
4. This course seems to cover too many topics	☐	☐	☐	☐	☐
5. The heavy workload in this course causes a great deal of stress for me	☐	☐	☐	☐	☐
6. I feel under a lot of pressure because of the amount of work we are expected to do	☐	☐	☐	☐	☐

Appendix I

Reliability Testing

Oldenburg Burnout Inventory

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.858	.861	16

Item Statistics

	Mean	Std. Deviation	N
O1	2.0887	.54118	124
O2	3.2823	.68147	124
O3	2.6048	.78418	124
O4	3.1855	.70269	124
O5	2.1371	.61598	124
O6	2.6613	.69711	124
O7	1.9194	.64514	124
O8	2.7339	.77679	124
O9	2.7097	.68401	124
O10	2.5161	.77022	124
O11	2.8871	.65282	124
O12	2.9032	.61709	124
O13	2.7984	.74332	124
O14	2.2016	.62443	124
O15	2.2984	.61127	124
O16	2.4274	.63978	124

Academic Stress Scale

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.953	.953	40

Item Statistics

	Mean	Std. Deviation	N		Mean	Std. Deviation	N
A1	2.5161	1.03188	124	A21	1.8871	1.09106	124
A2	1.6935	1.00549	124	A22	2.0161	1.30031	124
A3	.9355	1.03391	124	A23	2.0081	1.20632	124
A4	1.3710	1.03960	124	A24	2.1613	1.18519	124
A5	2.3548	1.17004	124	A25	2.2500	1.25992	124
A6	2.4355	1.12070	124	A26	1.6452	1.18386	124
A7	2.7339	1.10512	124	A27	1.6371	1.23851	124
A8	2.0565	1.25784	124	A28	2.0726	1.36253	124
A9	1.9032	1.17853	124	A29	1.6129	1.13846	124
A10	1.7984	1.21628	124	A30	1.7258	1.13581	124
A11	1.4919	1.32208	124	A31	2.2500	1.13069	124
A12	2.5565	1.19825	124	A32	1.7823	1.28506	124
A13	1.8629	1.21865	124	A33	1.5645	1.40985	124
A14	2.1371	1.15705	124	A34	1.9758	1.18571	124
A15	1.8629	1.25805	124	A35	2.1210	1.19343	124
A16	1.9194	1.24676	124	A36	2.2339	1.22381	124
A17	1.9597	1.19211	124	A37	1.8226	1.20330	124
A18	1.4516	1.02295	124	A38	.7016	.93687	124
A19	1.0242	.96663	124	A39	1.7661	1.18328	124
A20	1.4355	1.05339	124	A40	1.6532	1.26905	124

Perceived Workload

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.864	.864	6

Item Statistics

	Mean	Std. Deviation	N
W1	3.7500	1.00910	124
W2	3.3952	1.05011	124
W3	3.6935	1.03733	124
W4	3.8548	.92564	124
W5	3.7742	.94429	124
W6	3.9597	.99918	124

Appendix J

Univariate Analysis of Variance of Burnout

Burnout

Descriptive Statistics

Dependent Variable: Burnout

Program	Mean	Std. Deviation	N
1	2.4954	.33465	41
2	2.7913	.35279	50
3	2.3920	.31726	33
Total	2.5872	.37701	124

Levene's Test of Equality of Error Variances^a

Dependent Variable: Burnout

F	df1	df2	Sig.
.711	2	121	.493

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Program

Estimates

Dependent Variable: Burnout

Program	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
1	2.495	.053	2.391	2.600
2	2.791	.048	2.697	2.886
3	2.392	.059	2.276	2.508

ANOVA

Burnout					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.684	2	1.842	16.152	.000
Within Groups	13.799	121	.114		
Total	17.483	123			

Post Hoc Tests

Homogenous Subset

BURNOUT

Tukey HSD^{a,b}

PROGRAM	N	Subset for alpha = 0.05	
		1	2
3.00	33	38.2727	44.6600
2.00	41	39.9268	
1.00	50		
Sig.		.359	1.000

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 40.164.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Appendix K

Univariate Analysis of Variance of Stress

Descriptive Statistics

Program	Mean	Std. Deviation	N
1	1.8012	.81939	41
2	1.9930	.56953	50
3	1.7197	.70977	33
Total	1.8569	.70160	124

Levene's Test of Equality of Error Variances^a

Dependent Variable: Stress

F	df1	df2	Sig.
2.358	2	121	.099

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Workload + Program

Curriculum Vitae



Shane Tiffanie C. Halili

0977 824 8823

stchalili12@gmail.com

Block 2 Lot 8 Queens Row East Bacoar City, Cavite

Objective/s

To seek challenging opportunities where I can fully use my skills for the success of the organization and development of my talent.

Education

Philippine Normal University-Manila

2014 - Present | Bachelor of Science-Master of Arts in Psychology and Counseling Straight Program

Eastern Bacoar National High School

2010 - 2014 |

Work Experience

Peppa Pig Tutorials

August 2017 - March 2018 | Tutor

McDonald's Pontevia

May 2015 - May 2016 | Local Store Marketing

Skills

- Eager to learn new things
- Self-motivated, initiative, high level of energy
- Tolerant and flexible to different situations
- Strong verbal communication skill
- See challenges as opportunities to improve oneself

Personal Information

Date of Birth:

September 12, 1997

Age:

21 years old

Civil Status:

Single

Height:

153 cm

Place of Birth:

Sta. Cruz, Laguna

Sex:

Female

Religion:

Aglipayan

Weight:

45 kg

Achievements and Events

Seminars

October 2018	Is a Gender Sensitive Family Possible?
March 2018	Tips and Tricks in Board Exam: A Review on Psychological Assessment
February 2018	From Dogs to Twin Oaks: BF Skinner's Philosophy of Education
December 2017	What is Comparative Education?

PNU Lions Club

December 2017	Giving Good Vibes - Community Outreached in Paranaque
September 2017	#Lifehacks: Unlocking the Secrets Towards a Positive Life - Organizer
July 2017	The Apple Drive Project: Big Apple Day - Volunteer

Philippine Normal University

Jan. 2018 - March 2018	IV-11 BSMA Class Secretary - 3 rd Term
June 2017 - March 2018	PNU Lions Club Vice President - External
June 2016 - March 2017	PNU Lions Club Business Manager

Eastern Bacoar National High School

June 2013 - March 2014	5 th Honorable Mention Best in Physics
June 2012 - March 2013	Supreme Student Government - Treasurer
June 2011 - March 2012	Supreme Student Government - Business Manager

Teaching Experience

Philippine Normal University - ITL

June 2018 - September 2018	Practice Teaching 01
September 2018 - November 2018	Practice Teaching 02

Manila Daycare Center, San Andres Bukid

March 2015	NSTP 12 Deployment
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Character References:

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Peppa Pig Tutorial - Owner

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McDonald's Pontevia