ABSTRACT

Objective: This study aimed to determine the personal profiles of teacher education students and assess the extent of stress they experienced, and in addition it sought to compare the stress levels on identified indicators with the students' profiles.

Theoretical framework: This study utilized a structured survey questionnaire to gather data from teacher education students enrolled in seven campuses of the University. The participants were selected through a systematic random sampling technique.

Method: The study employed a quantitative research design, utilizing a survey questionnaire as the primary data collection instrument. The questionnaire was distributed to teacher education students, and their personal profiles and stress levels were assessed.

Results and conclusion: The study found that most teacher education students were female, aged 18-19, single, and affiliated with Roman Catholicism. Stressors experienced by the students were moderately stressful, with financial-related factors causing the most significant stress and interpersonal-related stressors causing the least stress. Male students showed higher stress levels in interpersonal issues than females.

Implications of the research: The study highlights challenges faced by teacher education students, particularly financial stressors. Married and older students experience higher stress levels regarding financial and environmental factors. Universities and educators should address these stressors and develop effective stress management programs for student support.

Originality & value: This study examines the personal profiles and stress levels of teacher education students, providing insights into their unique stressors and the need for targeted interventions. It contributes to the literature by focusing on the teacher education context and informing student support initiatives.

Keywords: Teacher Education Students, Financial-Related Stress, Environmental-Related Stress, Interpersonal Stressors, Personal Profiles.

2023.1
Método: O estudo empregou um projeto de pesquisa quantitativa, utilizando um questionário de pesquisa como o principal instrumento de coleta de dados. O questionário foi distribuído para estudantes de formação de professores, e seus perfis pessoais e níveis de estresse foram avaliados.

Resultados e conclusão: O estudo descobriu que a maioria dos estudantes de educação de professores eram do sexo feminino, com idades entre 18 e 19 anos, solteiros e afiliados ao catolicismo romano. Os estressores experimentados pelos alunos foram moderadamente estressantes, com fatores financeiros relacionados causando o estresse mais significativo e os estressores interpessoais relacionados causando o menor estresse. Estudantes do sexo masculino mostraram maiores níveis de estresse em questões interpessoais do que as mulheres.

Implicações da pesquisa: O estudo destaca os desafios enfrentados pelos alunos de formação de professores, particularmente os estressores financeiros. Estudantes casados e mais velhos experimentam maiores níveis de estresse em relação a fatores financeiros e ambientais. As universidades e os educadores devem abordar estes fatores de tensão e desenvolver programas eficazes de gestão do estresse para apoio aos estudantes.

Originalidade e valor: Este estudo examina os perfis pessoais e os níveis de estresse dos alunos de formação de professores, fornecendo insights sobre seus estressores exclusivos e a necessidade de intervenções direcionadas. Contribui para a literatura, concentrando-se no contexto da formação de professores e informando iniciativas de apoio aos alunos.


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1 INTRODUCTION

This research explores the extent of stress experienced by teacher education students in higher education institutions and how it relates to their personal profiles. The study aims to identify the stress indicators that affect teacher education students, compare the extent of stress on the identified indicators vis-à-vis their profiles, and the differences in stress levels among male and female teacher education students among different age groups and marital statuses. The researcher used a structured survey questionnaire and systematic random sampling technique to collect data from teacher education students enrolled in seven campuses of a university offering the same programs. The findings showed that financial-related stressors caused the most significant stress, followed by academic-related stressors, while interpersonal-related stressors caused the least stress. The study concluded that financial stress is a significant challenge for teacher education students, and married students experience more stress related to financial and environmental stress indicators. This research is significant in providing insights into the stressors experienced by teacher education students. Higher education institutions can use it to develop interventions and support systems to help students manage their stress levels effectively.

This research is situated in Asia, specifically in the Philippines. The study provides insights into the stress levels experienced by Teacher Education students in the country, which could inform policies and interventions to support these students in managing stress. The research focused on Teacher Education students in the Philippines, specifically those enrolled in a higher education institution (Weni Nelmira et al., 2022; Sabil et al., 2023; Soputan, 2023). The study aimed to determine the extent of stress experienced by these students and to compare the stress levels across different personal profiles. The researcher used a structured survey questionnaire on seven campuses offering the same programs. The respondents were selected through a systematic random sampling technique. The results showed that financial-related
stressors caused the most significant stress, while interpersonal-related stressors caused the least stress. Female students constituted the majority of the respondents, and they reported lower stress levels related to interpersonal stressors than their male counterparts. Older and married students reported higher stress levels related to financial and environmental stressors than younger and single students.

In the Philippines, education has always been highly valued as a means of improving one's life and social mobility. Access to quality education can be limited by financial constraints, leading to stress among college students. In response, Republic Act 1093, or the Universal Access to Quality Education Act, was passed to provide free tuition in State Universities and Colleges (SUCs). Still, miscellaneous expenses remain the responsibility of students. Consequently, many college students take on part-time jobs and seek scholarship grants to supplement their financial needs.

Studies have shown that college students in the Philippines and other countries experience high-stress levels, especially related to academic demands and financial pressures. Academic stressors include the extensive knowledge required in a limited amount of time, preparing for exams, and competing for grades. Financial stressors can result from the effort to pay for tuition, living expenses, and other miscellaneous costs.

This study aims to determine the stressors of Teacher Education Students enrolled in Higher Education Institutions in the Philippines. The research was conducted using a structured survey questionnaire administered to students in the same program across seven university campuses. The results showed that financial stress was the most significant stressor among teacher education students, with interpersonal stressors causing the most minor stress. Male teacher education students were more stressed about interpersonal stressors than their female counterparts. Additionally, older and married teacher education students experienced more stress related to financial and environmental stressors than younger and single students.

The significance of this study lies in its contribution to the understanding of the extent of stress experienced by Teacher Education Students enrolled in Higher Education Institutions. The study provides valuable insights into the personal profiles of Teacher Education Students and the extent of stress experienced by them on various indicators, such as financial and interpersonal stressors. The findings of this study may be helpful to academic institutions and policymakers in developing effective stress management programs for Teacher Education Students.

This study highlights the need to provide financial support and assistance to students who face financial stressors. The results of this study suggest that married and older students are more prone to financial and environmental stressors, indicating the need for additional financial assistance and support for these groups of students.

This study also has practical implications for the future careers of Teacher Education Students. The findings suggest that stress management training should be integrated into Teacher Education programs to prepare future teachers for the challenges they may face in their careers. Stress management training may equip them with the coping mechanisms to manage stress effectively, enabling them to perform their duties efficiently and effectively in the classroom.

The results of this study provide valuable insights into the personal profiles and stressors of Teacher Education Students, which may help academic institutions and policymakers to develop effective stress management programs to support these students. It also highlights the need to provide additional financial support and assistance to students facing financial stressors (A Akmam et al., 2022). Furthermore, the study emphasizes the importance of incorporating stress management training into Teacher Education programs to prepare future teachers for the challenges they may encounter in their careers.
College students, particularly those enrolled in Teacher Education programs, face many stressors that may affect their academic performance and overall well-being. Despite the prevalence of stress among college students, there needs to be more research on the extent and sources of stress experienced by Teacher Education students in the Philippines. This study aims to address this gap in the literature by identifying the personal profiles and stressors of Teacher Education students and examining the extent of stress on the identified indicators vis-à-vis their profiles. The main research question for this study is: What are the personal profiles and stressors experienced by Teacher Education students in Higher Education Institutions in the Philippines, and how does the extent of stress on the identified indicators vary based on their profiles?

The research aims to achieve a comprehensive understanding of the personal profiles and stressors faced by Teacher Education students, as well as the variations in stress levels based on their profiles. This study seeks to contribute valuable insights to address the challenges encountered by these students and develop interventions that support their well-being and academic success in Higher Education Institutions. The objectives of this research encompass several key areas. Firstly, it aims to determine the personal profiles of Teacher Education students, including demographic factors such as gender, age, marital status, and religious affiliation. Additionally, it seeks to assess the extent of stress experienced by these students in Philippine Higher Education Institutions. Moreover, it aims to identify the specific stressors they face, including financial-related stressors, academic-related stressors, and interpersonal-related stressors. Furthermore, it aims to compare the extent of stress among Teacher Education students based on their personal profiles, such as gender, age, marital status, and religious affiliation. Additionally, the research aims to examine the differences in stress levels between male and female Teacher Education students. It also seeks to explore the relationship between personal profiles and stress levels among Teacher Education students. Ultimately, the study aims to provide valuable insights and recommendations for academic institutions and policymakers to develop effective stress management programs and support systems tailored specifically for Teacher Education students.

2 METHODOLOGY

2.1 Research Design

The Descriptive-comparative research design was utilized in the study since the study dealt with determining the teacher education students' profiles and the extent of stress related to health, academic, time, family, financial, intrapersonal, interpersonal, teacher, and environmental. Also, the study compared the teacher education students' extent of stress on the identified indicators when grouped according to personal profiles.

Respondents and Sampling Procedure

The teacher education students in this study were enrolled in the College of Teacher Education on all campuses of Cagayan State University. With over 32,000 undergraduate students, 2295 students were taken as respondents enrolled across programs of the teacher education department during the second semester of 2017. The students were randomly selected using the systematic random sampling technique.

2.2 Research Instrument

The study instrument was a structured survey questionnaire patterned with the Global measure of university stress, coping, and satisfaction (Burke, 2009; Neill, 2010; Struthers et al., 2000) approved by the campus institutional review board. The questionnaire had undergone a
face validity test where experts in the field evaluated whether the questions effectively captured the topics under investigation and was also subjected to a psychometrician's scrutiny to check further the questionnaire for common errors like confusing and leading questions. A pilot test was done on a subset of the target population.

2.3 Research Procedures

The study followed an approved communication letter to inform the Deans and Program Coordinators of the College of Teacher Education department on all campuses of the University about the study. Survey questionnaires were then distributed to participants through two methods.

General Education classes for lower years (first year to third year) were chosen to ensure a diverse sample of students (Abdul-Hussain et al., 2022). First, 60% of the surveys were conducted in classrooms. The respective professors administered the surveys at the end of their class, with students providing verbal approval and having the option to opt out of the survey. Surveys were anonymous to ensure confidentiality and encourage honest responses.

Second, 40% of the participants were pre-service teachers on off-campus practice teaching and were only available every Friday for feedback. These participants were convened by their supervisors and administered the survey. Once again, the students provided verbal approval and had the option to opt out of the survey, and the surveys were anonymous.

This research procedure ensured that participants were informed about the study and consented to participate. The two survey distribution methods provided a diverse sample of teacher education students and accommodated the availability of participants. The anonymity of the surveys allowed for honest responses, and confidentiality was maintained throughout the study. These procedures contributed to the validity and reliability of the data collected.

3 DATA ANALYSIS

The research study utilized descriptive and inferential statistics to analyze the collected data from teacher education students (Sonya Nelson et al., 2022). Descriptive statistics, such as frequency count, percentage distribution, and mean, were employed to describe the students' profiles and assess the extent of stress they experienced across different indicators.

Mean scores were calculated to gauge the stress level related to various factors, including health, academic demands, time constraints, family responsibilities, financial pressures, intrapersonal issues, interpersonal relationships, teacher-related stress, and environmental factors. These mean scores were categorized into descriptive values, ranging from Very High to Very Low, enabling a comprehensive understanding of the student's stress levels.

Inferential statistics were utilized to examine differences in stress levels among different groups of students. An independent sample t-test was employed to compare stress levels between male and female students and among students with different civil statuses and religious affiliations. An Analysis of Variance (ANOVA) was also conducted to explore variations in stress levels across different age categories.

The application of these statistical analyses provided a comprehensive and robust analysis of the stress levels experienced by teacher education students. The findings not only shed light on the overall stress levels but also uncovered potential variations in stress based on different student characteristics.

By employing both descriptive and inferential statistics, the study yielded valuable insights into the stress experienced by teacher education students and revealed potential differences based on various profile variables. This data analysis approach enhanced the study's
comprehensiveness and provided a deeper understanding of the relationships between stress and student characteristics.

4 RESULTS AND DISCUSSION

Tables:

Table 1. Personal profile of the teacher education students such as age, sex, civil status, and religion

<table>
<thead>
<tr>
<th>Grouping Variable</th>
<th>Specific Profile</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td>Male</td>
<td>1748</td>
<td>76.2</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>547</td>
<td>23.8</td>
</tr>
<tr>
<td>Age</td>
<td>16-17 yo</td>
<td>492</td>
<td>21.4</td>
</tr>
<tr>
<td></td>
<td>18-19 yo</td>
<td>1056</td>
<td>46.0</td>
</tr>
<tr>
<td></td>
<td>20-21 yo</td>
<td>539</td>
<td>23.5</td>
</tr>
<tr>
<td></td>
<td>22-23 yo</td>
<td>114</td>
<td>5.0</td>
</tr>
<tr>
<td></td>
<td>24-25 yo</td>
<td>44</td>
<td>1.9</td>
</tr>
<tr>
<td></td>
<td>26 yo and older</td>
<td>50</td>
<td>2.2</td>
</tr>
<tr>
<td>Mean: 19.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Civil Status</td>
<td>Single</td>
<td>2169</td>
<td>94.5</td>
</tr>
<tr>
<td></td>
<td>Married</td>
<td>124</td>
<td>5.4</td>
</tr>
<tr>
<td></td>
<td>Widowed</td>
<td>2</td>
<td>0.1</td>
</tr>
<tr>
<td>Religion</td>
<td>Roman Catholic</td>
<td>1613</td>
<td>70.3</td>
</tr>
<tr>
<td></td>
<td>Non-Roman Catholic</td>
<td>682</td>
<td>29.7</td>
</tr>
</tbody>
</table>


The table above displays the personal profiles of teacher education students, including their sex, age, civil status, and religion. The data was collected from a sample of 2295 students, with 76.2% of the sample being male and 23.8% being female. The majority of the students fell into the age range of 18-19 years old (46%), followed by those aged 16-17 years old (21.4%) and 20-21 years old (23.5%). On average, the student's age was 19.5 years old. In terms of civil status, the vast majority of students were single (94.5%), while a small percentage were married (5.4%) or widowed (0.1%). Regarding religion, 70.3% of the students identified as Roman Catholic, while 29.7% identified as non-Roman Catholic.

These findings offer valuable insights into the personal characteristics of teacher education students. The higher representation of male students in the sample could be influenced by various factors, including cultural norms, societal expectations, and institutional policies that may impact male enrollment and retention in teacher education programs. Similarly, the concentration of students within the 18-19 age range aligns with the typical transition from high school to higher education institutions (Muthmainnah et al., 2022). This observation is consistent with previous research indicating that teacher education programs attract younger students compared to other fields of study.

The predominance of single students in the sample likely reflects the age group of the participants, as many of them may still need to enter into marriage or long-term relationships. Furthermore, the higher proportion of Roman Catholic students is likely attributed to the study being conducted in a predominantly Catholic country where Catholicism is significant.

The insights derived from this analysis are crucial for policymakers and educators in understanding the demographic composition of teacher education students. This information can inform the development of targeted strategies to enhance recruitment efforts and improve retention rates, ultimately fostering diversity and equity within the teaching profession.

By utilizing these findings, stakeholders can better understand teacher education students' personal profiles and tailor interventions and support systems to address their specific needs.
The table above presents the extent of stress experienced by teacher education students across various indicators. The indicators include health, academic, time, family, financial, intrapersonal, interpersonal, teacher-related, and environmental stressors and an overall measure of stress. The data is presented in terms of the frequency and percentage of students experiencing different stress levels, the mean value for each indicator, and a descriptive value categorizing the stress level.

Based on the findings, most teacher education students reported experiencing moderate stress levels across all the indicators. The highest level of stress was reported for the financial indicator, with 13.1% of students experiencing very high stress and a mean score of 3.03, indicating a moderate level of stress (Pakorn Akkakanjanasupar et al., 2022). This finding is consistent with previous research highlighting the financial challenges students face in higher education, including teacher education programs (Choy, 2002).

Academic stress was also moderate, with 6.7% of students experiencing very high stress and a mean score of 2.88. These suggest that teacher education students face considerable pressure related to their academic responsibilities, such as assignments, exams, and meeting program requirements. The findings align with previous studies that have identified academic stress as a common issue among higher-education students (Hamaideh, 2011).

Time-related stress has been recognized as a common challenge for students, particularly those in demanding programs like teacher education (Deary et al., 2013). Time-related stress was another prominent factor, with 8.5% of students reporting high stress and a mean score of 2.92 indicates that time management and balancing academic commitments with personal and social activities are significant stressors for teacher-education students.

Interpersonal stress was relatively low compared to other indicators, with only 2.5% of students reporting very high stress and a mean score of 2.38, categorizing it as low stress. However, it is essential to note that even though the overall level of interpersonal stress is low, the experiences of individual students may vary. Suggests that teacher education students...
perceive fewer stressors in their interpersonal relationships, such as with classmates or faculty members.

The findings highlight moderate stress levels among teacher education students across various domains. These stressors can affect students' well-being, academic performance, and retention in teacher education programs. Institutions and educators must recognize and address these stressors by implementing support mechanisms, such as counseling services and stress management programs, and promoting a supportive learning environment (Rosiek et al., 2016).

Table 3. Teacher education students’ extent of stress in each statement

<table>
<thead>
<tr>
<th>Statement</th>
<th>Mean</th>
<th>Descriptive Value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Health-related stressor</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suffer headaches and migraine</td>
<td>3.14</td>
<td>Moderate</td>
</tr>
<tr>
<td>Have colds, runny nose, cough, hay fever, and asthma.</td>
<td>2.98</td>
<td>Moderate</td>
</tr>
<tr>
<td>Bleeding gums, tooth decay, peptic ulcer, and gas pain or &quot;ka bag.&quot;</td>
<td>2.72</td>
<td>Moderate</td>
</tr>
<tr>
<td>High/low blood pressure, chest pain, difficulty breathing, back pain, and muscle pain.</td>
<td>2.93</td>
<td>Moderate</td>
</tr>
<tr>
<td>Anemia (pale skin, dizziness), irregular periods, menstrual cramps, and dysmenorrhea.</td>
<td>2.87</td>
<td>Moderate</td>
</tr>
<tr>
<td>Skin allergy (itchy skin, scabies, eczema), dandruff, acne flair-up, head lice, and body odor.</td>
<td>2.48</td>
<td>Low</td>
</tr>
<tr>
<td>Diabetes (frequent urination, slow healing of sores and cuts)</td>
<td>2.25</td>
<td>Low</td>
</tr>
<tr>
<td><strong>Category Mean</strong></td>
<td>2.77</td>
<td>Moderate</td>
</tr>
<tr>
<td><strong>Academic-related stressor</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The program's difficulty and the primary increased the number of academic loads.</td>
<td>3.27</td>
<td>Moderate</td>
</tr>
<tr>
<td>Elected to a leadership position, active in co-curricular activities, and too many missed classes.</td>
<td>2.56</td>
<td>Low</td>
</tr>
<tr>
<td>Behind subjects and backlog subjects and failed pre-requisite subjects.</td>
<td>2.56</td>
<td>Low</td>
</tr>
<tr>
<td>the Argument with the subject teacher/instructor.</td>
<td>2.48</td>
<td>Low</td>
</tr>
<tr>
<td>the Oral report/presentation, sitting tests (performance tests, practical tests, essays</td>
<td>3.04</td>
<td>Moderate</td>
</tr>
<tr>
<td>Review and or study for tests and essential exams and meetings.</td>
<td>3.30</td>
<td>Moderate</td>
</tr>
<tr>
<td>the college entrance exam results and grades lower than expected.</td>
<td>2.92</td>
<td>Moderate</td>
</tr>
<tr>
<td><strong>Category Mean</strong></td>
<td>2.88</td>
<td>Moderate</td>
</tr>
<tr>
<td><strong>Time-related stressor</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performing both studies and work well.</td>
<td>3.08</td>
<td>Moderate</td>
</tr>
<tr>
<td>Inconvenient timetabling with overwhelmed homework and other requirements.</td>
<td>3.18</td>
<td>Moderate</td>
</tr>
<tr>
<td>I am finding time for work, leisure, and academic activities.</td>
<td>3.13</td>
<td>Moderate</td>
</tr>
<tr>
<td>Lack of time for the family, juggling work, study, personal and social life.</td>
<td>3.02</td>
<td>Moderate</td>
</tr>
<tr>
<td>I was getting a part-time job relevant to my career to support my studies.</td>
<td>2.57</td>
<td>Low</td>
</tr>
<tr>
<td>I was working too many hours, studying around work, and getting everything done.</td>
<td>2.88</td>
<td>Moderate</td>
</tr>
<tr>
<td>It needs to find more paid work.</td>
<td>2.57</td>
<td>Low</td>
</tr>
<tr>
<td><strong>Category Mean</strong></td>
<td>2.92</td>
<td>Moderate</td>
</tr>
<tr>
<td><strong>Family-related stressor</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am dealing with family conflicts and responsibilities.</td>
<td>2.96</td>
<td>Moderate</td>
</tr>
<tr>
<td>Arguments with co-siblings, parents, and relatives.</td>
<td>2.76</td>
<td>Moderate</td>
</tr>
<tr>
<td>A parent loses a job, parental separation, or divorce.</td>
<td>2.73</td>
<td>Moderate</td>
</tr>
<tr>
<td>Parental expectations and fear of disappointing my family.</td>
<td>3.17</td>
<td>Moderate</td>
</tr>
<tr>
<td>Parental pressure changing school/program and teen pregnancy.</td>
<td>2.70</td>
<td>Moderate</td>
</tr>
</tbody>
</table>
Sibling becomes sick or disabled, death of siblings, parents, or a close relative. 2.87 Moderate
the Unequal treatment of parents, and unreasonable comparison of children/siblings. 2.67 Moderate
Category Mean 2.84 Moderate

**Financial-related stressor**
I was supporting myself financially. 2.72 Moderate
Paying university fees. 3.10 Moderate
Limited work opportunities while studying. 2.74 Moderate
Earning enough money to pay for a boarding house, miscellaneous fees 2.69 Moderate
I am managing a weekly budget. 3.29 Moderate
Family finances. 3.28 Moderate
The financial burden of studying (requirements, contributions, allowance 3.40 Moderate
Category Mean 3.03 Moderate

**Intrapersonal-related stressor**
I am trying to determine whether I am studying for the right program/degree. 2.69 Moderate
Lack of motivation and fear of failing. 3.01 Moderate
Trying to feel okay about myself. 2.94 Moderate
My procrastination (delay, postponement), laziness, lack of discipline, and loneliness. 2.77 Moderate
I need help to think clearly and feel out of my depth in dealing with personal issues. 2.81 Moderate
Physical appearance, status quo, and sexual relations and preference. 2.42 Low
My skills, feeling like I need to be more intelligent 2.60 Low
Category Mean 2.75 Moderate

**Interpersonal-related stressor**
I am trying to make friends and get along with fellow University students. 2.25 Low
Making new friends and finding support groups. 2.21 Low
Arguments with best friends and competing with other students. 2.38 Low
The way fellow students treat me, and personal relationship problems. 2.37 Low
Asking someone out or waiting for someone to ask you out. 2.23 Low
Peer talking about you and embarrassment in front of peer. 2.69 Moderate
Not working like a good team leader or member. 2.55 Low
Category Mean 2.38 Low

**Teacher-related stressor**
Academic treatment of teachers as regards academic performance and objectivity in grading students. 2.89 Moderate
Lack of support from teachers and teachers play favoritism. 2.94 Moderate
Disorganization and lack of teachers’ knowledge and skills – ”misfits” to the subject they teach. 2.76 Moderate
Need help accessing the learning materials/resources of teachers. 2.88 Moderate
Terror teachers - strict with high academic standards and do not accept suggestions or queries during discussions. 3.19 Moderate
Delay in giving/submitting grades and feedback. 3.08 Moderate
The requirements of teachers need to be more relevant to the learning tasks of my chosen career. 2.94 Moderate
Category Mean 2.95 Moderate

**Environmental-related stressor**
Academic load offers students' schedules, part-time and regular teachers, and flexible study options for working students. 2.82
I am adjusting to the campus environment and the reputation of the University community to and from the campus.  
Quality of University buildings, library holdings, facilities, laboratories (equipment, apparatus, chemicals, materials, computers, and sports facilities  
Having some places to hang around between classes; availability of parking areas, student center, student lounge, and recreational area on campus.  
Food served, light, ventilation, location, and expansive space of canteens.  
University resources (books, instruments, materials, audio-visual resources  
Dealing with administrative staff and with the University administration.

<table>
<thead>
<tr>
<th>Category</th>
<th>Mean</th>
<th>P value</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Related</td>
<td>2.76</td>
<td>0.38</td>
<td>Ns</td>
</tr>
<tr>
<td>Academic Related</td>
<td>2.88</td>
<td>0.33</td>
<td>Ns</td>
</tr>
<tr>
<td>Time-Related</td>
<td>2.92</td>
<td>0.95</td>
<td>Ns</td>
</tr>
<tr>
<td>Family Related</td>
<td>2.84</td>
<td>0.73</td>
<td>Ns</td>
</tr>
<tr>
<td>Financial Related</td>
<td>3.05</td>
<td>0.18</td>
<td>S</td>
</tr>
<tr>
<td>Intrapersonal Related</td>
<td>2.76</td>
<td>0.56</td>
<td>Ns</td>
</tr>
</tbody>
</table>

**Source:** Prepared by Celiaflor R. Ferrer (2023).

Table 3 further shows the extent of stress among the teacher education students for each listed stress statement. Such data would further reveal that the financial burden of studying, like the cost of requirements, project contributions, and daily or weekly allowances, seemed to be the highest stressors of the student-respondents when managing a weekly budget; family finances, and family finances and paying universities are also significantly related. It is also interesting to note that students also find it moderately stressful the limited work opportunities while studying; supporting themselves financially; and earning enough money to pay for a boarding house, miscellaneous fees, and others.

The interpersonal-related stressor revealed the least stressor that the student respondents are not relatively affected with, yet, such aspects might be qualified as a coping mechanism for most students. Close family ties are social bonds and affiliations like parent-child connections, siblings, friendships, and even romantic partners suggesting how relationships play a significant role in an individual’s life. As one is involved in a significant relationship, regardless of whether the family has enough money or nothing, it is an enduring association coupled with enhanced emotional and physical health as long as the family is entirely by the side. Relationships have a buffering effect on people, and social support would protect individuals from potentially harmful effects of stress on psychological distress and or mental condition. The deprivation of social support by family or a circle of friends may adversely affect physical and emotional states (Hassouneh & Zeiadeh, 2019).

Table 4. Comparison of teacher education students’ extent of stress to identified indicators when grouped according to profile variables

<table>
<thead>
<tr>
<th>Parameters</th>
<th>Profile Variables</th>
<th>Sex Mean</th>
<th>P value</th>
<th>Interpretation</th>
<th>Age Mean</th>
<th>P value</th>
<th>Interpretation</th>
<th>Civil Status Mean</th>
<th>P value</th>
<th>Interpretation</th>
<th>Religion Mean</th>
<th>P value</th>
<th>Interpretation</th>
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</thead>
<tbody>
<tr>
<td>Health Related</td>
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<td>Academic Related</td>
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<td>Time-Related</td>
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<tr>
<td>Family Related</td>
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<tr>
<td>Financial Related</td>
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<td>Intrapersonal Related</td>
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</tbody>
</table>
The table above compares teacher education students' extent of stress based on different profile variables, including sex, age, civil status, and religion. The comparison is done by analyzing the mean scores for each stressor and conducting statistical tests to determine the significance (p-value) of the differences. Interpreting the p-values helps assess whether significant differences exist in stress levels among different profile groups.

The statistical test results indicate no significant differences in stress levels based on the profile variables for most of the stress indicators. The p-values above the designated alpha levels (0.05 or 0.01) suggest that the differences observed in the means are not statistically significant (Ns - insignificant).

Regarding the sex variable, there were no significant differences in stress levels for any of the stress indicators. This finding aligns with research showing similar stress experiences between male and female students (Hamaideh, 2011).

There were no significant differences in stress levels for the age variable, except for the academic and environmental indicators. The small p-values for these two indicators (0.08 and 0.03, respectively) suggest that there may be some differences in stress levels based on age. However, the differences are not strong enough to be considered statistically significant.

Civil status and religion also did not show significant differences in stress levels for any indicators. The lack of significant differences suggests that civil status and religious affiliation may not be major factors influencing stress levels among teacher education students.

Overall, the results indicate that the profile variables of sex, age, civil status, and religion do not substantially impact the extent of stress experienced by teacher education students. It is important to note that while these profile variables may not be significant predictors of stress levels in this particular sample, other factors not captured in this analysis may still influence stress experiences, such as individual personality traits, social support, or program-specific factors.

The lack of significant differences in stress levels based on profile variables could have implications for interventions and support strategies. Instead of targeting specific groups based on these profile variables, a more holistic and inclusive approach may be necessary to address stress and promote well-being among teacher-education students.

5 CONCLUSION

This research provides the following key findings:
1. Teacher education students experience stress across various indicators, with financial-related stress being a significant stressor.
2. Married students face unique stressors related to their environment.
3. Support programs, including scholarship grants and flexible schedules, are necessary to alleviate financial burdens and environmental stressors.
4. Collaboration between teacher education department administrators and guidance and counseling offices is essential for designing and implementing effective stress-reducing interventions.
5. Creating a supportive and conducive learning environment is crucial in addressing stressors impacting student well-being.

6. Future research should examine the efficacy of stress management interventions and their impact on academic performance and well-being of teacher education students.
7. Further investigations should explore stressors among students in different academic programs and compare them with those identified in this study.

This study provides a comprehensive understanding of the stress experiences of Teacher Education students and offers valuable insights for educational institutions and policymakers. By recognizing and addressing the specific stressors faced by these students, appropriate interventions and support systems can be developed to promote their academic success and overall well-being.

THE LIMITATIONS OF THIS RESEARCH

1. The study focused on teacher education students in Higher Education Institutions in the Philippines, limiting the generalizability of the findings to other contexts or student populations.
2. The sample size may be limited, and diversifying the geographic locations could enhance the external validity of the results.
3. Employing mixed methods approaches or longitudinal designs could provide a more comprehensive understanding of the experiences and trajectories of stress among teacher education students.

RECOMMENDATIONS FOR FUTURE WORK

Expand the sample size and diversify the geographic locations to enhance the external validity of the findings.
1. Employ mixed methods approaches or longitudinal designs to gain a more comprehensive understanding of stress experiences among teacher education students.
2. Investigate the efficacy of stress management interventions and their impact on academic performance and well-being of teacher education students.
3. Explore stressors among students in different academic programs, facilitating comparisons and identifying common and unique stressors across disciplines.
4. Conduct cross-cultural studies to examine variations in stress experiences among teacher education students in different countries or cultural contexts.
5. Collaborate with educational institutions and policymakers to develop and implement comprehensive support systems and stress management programs tailored to the needs of teacher education students.

REFERENCES


Assari, S. (2018). Race, Intergenerational Social Mobility and Stressful Life Events. Behavioral Sciences, 8(10), 86. MDPI AG. DOI:10.3390/bs8100086


