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Stress Management Strategies among Community College Faculty: A Comprehensive Analysis

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Abstract
The study provides an analysis of psychological stress levels, the professional quality of life, and the coping strategies among faculty members at a community college. The study utilized the quantitative design using the descriptive-correlational method to assess the variables. Twenty-two (22) faculty members responded using standardized instruments, particularly the Perceived Stress Scale, the Professional Quality of Life, and the Brief Coping Orientation to Problems Experienced Inventory. The findings of the study show that there were no significant differences between the stress levels and the demographic factors such as the age, sex, civil status, and department. However, relevant findings in terms of perceived helplessness in younger faculty members were detected, while higher self-efficacy among older faculty members was revealed. Problem-focused coping was predominantly evident among the faculty. In addition, between stress and professional quality of life, a significant moderate positive correlation (r = 0.53) was identified, which implied that when the impact of stress increases, the quality of life of the faculty members also varies.

Keywords: Psychological Stress, Professional Quality Of Life, Coping Strategies, Community College Faculty, Well-Being

1. Introduction

The well-being of individuals, specifically in the educational environment, has been a highlight globally nowadays. Often, tertiary educators experience a myriad of stressors from institutional demands to personal challenges. Studies uncover that marital status has been a significant modulator of stress and coping. Despite the existing and emerging technological era, the effects of various factors on the stress levels of individuals can potentially influence and affect careers, cultures, and well-being [1].

In Asia, stress was perceived as an emotional, physical, and mental response to challenging situations and most of the educators had a key role in shaping the dynamic relationships between their students. The working conditions and the degree of support from others affect the well-being of educators. In addition, the ability to cope with the changing environment can either alleviate stress or can impact an individual positively. In an Asian study and though the psychological and physiological factors were evident to have an impact on stress among educators, the teacher-student relationship was found to be good, and the work relationships were found to be normal [2].

Nationally and in a Commission on Higher Education (CHED) survey in 2020, there were 123,571 tertiary faculty members involving 1,239 Higher Education Institutions (HEIs) in the Philippines [3]. While in basic education reported by the Commission on Audit (COA), there were 858,318 teaching personnel in 2023 [4]. Realizing the quantity of educators in the Philippines, teaching has been one of the most challenging and stressful occupations even before the onset of COVID-19 pandemic. Research studies implied that stress levels become higher, the use of various coping styles, such as problem-focused and emotion-focused coping, becomes more frequent [5].

Government-operated educational institutions were merely seen as having environments that offered a balance between broad access with affordable education while having limited resources. With that said, and while community college educators were exposed to the challenges within the environment, the exposure itself can become a source of stress in an external form. In a community college in Bacolod City, most of the faculty members deal with students from the marginalized groups, who may be facing diverse mental health issues. In a study at the community college on the basis of mental health support programs for students, the study showed that LGBTQ+ issues were viewed as low priority, while suicide/self-harm issues and family issues were seen as a high priority [6]. The responses to the stressors can be partly controlled by personality and sometimes the social environment, and when stress becomes excessive, individuals may manifest various symptoms that can affect job performance, health, and even the ability to cope, and these go to the community college educators [7].

To give light to the literature of the study, it has been observed that some findings on compassion fatigue and satisfaction were focused on studying care providers (i.e. nurses, guidance counselors, and psychologists) and yet mainstream teachers are still in question to guide students, such as in scenarios where teachers became guidance designates. One of the studies' recommendations is to provide chances to guidance designates (teachers) in enhancing their knowledge and skills through training, not limited to career guidance but also mental health programs [8]. For the community college's faculty and with the results of some studies that believed that stress can be managed in three ways: to avoid or regulate it, to recover from it, or to learn to adapt to it, the effective stress management is usually a result of individual and organizational achievement towards adopting effective coping strategies [9]. In line with this, the study bridges the gap on stress management in a community college's faculty members and the coping mechanisms they usually employ when exposed to various factors of stress.

Therefore, the study would like to investigate the stress-related causes, the professional quality of life, and the ways of coping that most faculty members from a community college do to maintain personal and professional stability and healthy habits. This study aims to determine the significant relationship between the degree of psychological stress, the professional quality of life, the effective and ineffective ways of coping among community college faculty, and their demographics.

2. Framework of the Study

The study referred to the Transactional Model of Stress and Coping by Lazarus and Folkman and the Conservation of Resources (COR) Theory by Hobfoll. The theory by Lazarus and Folkman emphasized the cognitive appraisal process, where stress is a result of an individual's evaluation of a situation and the style of their coping abilities [10]. On the other hand, the COR Theory highlights the thought that stress is examined by the importance of obtaining, retaining, and protecting resources such as time and energy when stress arises from the threats to the resources [11]. These theories are the framework for understanding the stress and coping strategies of individuals.

3. Methods

3.1 Research Design

The study adopted the quantitative research design using a descriptive-correlational method. Specifically, the descriptive approach was used to assess the levels of psychological stress, the professional quality of life, and the frequency of the coping styles used by faculty members at the community college. Meanwhile, the correlational approach was used to assess the relationship between and among the levels of psychological stress, the professional quality of life, the frequency of the coping styles, and the demographic profiles of the faculty members from a community college.

3.2 Respondents

Using the complete enumeration [12], the respondents of the study were the permanent teaching staff. The census of the permanent faculty was twenty-two (22) in a community college in Bacolod City, Philippines. The faculty members were full-time instructors from the different departments and programs of the community college, namely the College of Education (CoEd), College of Business and Office Administration (CBOA), Bachelor of Science in Information Systems (BSIS), and Bachelor of Industrial Technology (BIndTech).

3.3 Research Instrument

The instrument comprised of four parts: Part I collects demographic information (age, gender, and the department), Part II utilizes the Perceived Stress Scale (PSS-10) to assess stress levels, Part III employs the Professional Quality of Life -5 (ProQOL-5) to measure aspects of professional well-being, and Part IV incorporates the Brief Coping Orientation to Problems Experienced Inventory (Brief-COPE) to evaluate coping strategies. These standardized instruments provide comprehensive data on the variables of interest.

The PSS-10 raw scores were calculated. Average scores were calculated by summing the scores. There were two subscales in PSS-10, which were the "perceived helplessness" and the "lack of self-efficacy" [13]. ProQol-5 measured the three aspects of professional quality of life or the three subscales: compassion satisfaction, burnout, and secondary traumatic stress. The raw scores between 10 and 50 were presented for the three subscales. Each subscale score was also presented as two percentile ranks, comparing the respondent's scores to typical patterns of responding for helping professionals generally [8]. Lastly, scores and interpretations of the Brief-COPE Inventory were presented for the three overarching coping styles as average scores, indicating the degree to which the respondent has been engaging in that coping style. Coping styles such as problem-focused coping, emotion-focused coping, and avoidant coping were presented as normative percentiles, which helps contextualize results in comparison to typical responses of regular individuals [14].

3.4 Data Collection Procedure

The data collection was conducted through a Google Form distributed to the respondents, ensuring ease of access and convenience.

3.5 Data Analysis Procedure

Upon completing the data collection, the data were processed, scored, and interpreted by the researchers, one of

whom is a registered psychometrician in the Philippines. After processing the scores, the data were analyzed using statistical software to perform the descriptive and inferential analyses. The researchers also sought the expertise of a statistician to analyze the data. The study used the measures of central tendency to analyze the demographic profiles of the respondents, the levels of psychological stress, and the professional quality of life. In addition, the study also used the frequency distribution to analyze the coping styles. For the inferential statistics, the Mann-Whitney U test and Kruskal-Wallis H test were utilized to seek the differences in the level of psychological stress, the professional quality of life, and the frequency of the coping styles used by the respondents. The data analysis focused on identifying significant relationships between stress levels, professional quality of life, and coping strategies, and the Spearman's rank order correlation was used to evaluate the data.

3.6 Ethical Considerations

Considering the ethical standards set out in the conduct of the study, the researchers followed the ethical procedures, such as obtaining informed consent from the respondents and adhering to institutional guidelines to address the general principles of respect for people, justice, and beneficence.

4. Results and Discussion

4.1 Demographic Profile of the Faculty in the Community College

Table 1 shows the demographic profile of the faculty in community colleges. The mean age of the respondents was 44.7 years. In terms of age groups, 45.5% (n=10) of the younger faculty members were 44 years and below, while older faculty members aged 45 and above counted to 54.5% (n=12). On the other hand, with regard to sex, there was an equal 45.5% (n=10) male and 54.5% (n=12) female representation. Concerning civil status, most of its members were married (68.2%, n=15) against those who are single (31.8%, n=7). For the department to which they belong, 45.5% (n=10) were from the College of Business and Office Administration (CBOA). The rest, 31.8% (n=7), were from the College of Education (CoEd) while the remaining 22.7% (n=5) came from either the Bachelor of Science in Information Systems (BSIS) or Bachelor of Industrial Technology (BIndTech) programs.

The importance of diversity in academic institutions had an impact on the institutional environment. In line with the study of Paril [5], the demographic profiles of teachers were evident to have contributed to the institutional culture and decision-making processes. In addition to the resource allocation and policy development, the insights from the study are beneficial in providing strategic management. The study showed that most of the faculty members from the community college were mid-career professionals, who are into teaching because of the stability of the offered career.

Table 1: Demographic Profile of the Community College Faculty

Variable	n	%
Age (M=44.7 years old)		
Younger (44 years old and below)	10	45.5
Older (45 years old and above)	12	54.5
Sex		
Male	10	45.5
Female	12	54.5
Civil Status		
Single	7	31.8
Married	15	68.2
Department		
College of Education (CoEd)	7	31.8
College of Business and Office Administration (CBOA)	10	45.5
Bachelor of Science in Information Systems (BSIS) or Bachelor of Industrial Technology (BIndTech)	5	22.7
Whole	22	100.0

4.2 Level of Psychological Stress Among the Community College's Faculty Members

For all community college faculty respondents, the stress levels based on the scores from the Perceived Stress Scale (PSS-10) were found to be moderate (M=15.77, SD=5.95). By age, younger faculty reported slightly higher total stress (M=16.50, SD=5.25) compared to older faculty members (M=15.17, SD=6.64), although both groups are classified within the moderate stress levels. By sex, male respondents were lower on the scale of reporting low stress (M=13.70, SD=7.36); in contrast, female respondents indicated moderate stress levels (M=17.50, SD=4.01). A difference is also seen in civil status, wherein most single faculty reported low stress (M=12.86, SD=7.27) while married faculty reported moderate stress (M=17.13, SD=4.93). Faculty from BSIS or BIndTech indicate the highest level of stress (M=18.20, SD=2.05), followed by CBOA (M=16.00, SD=5.77), both of which are within the moderate range, while only CoEd faculty demonstrated low stress levels (M=13.71, SD=7.83).

Perceived helplessness scores by demographic groups reflected their differences in the experience of emotional distress. The younger faculty scored slightly higher (M=10.70, SD=5.31) than the older faculty (M=9.17, SD=4.11). Female faculty perceived more helplessness (M=10.92, SD=4.81) than males (M=8.60, SD=4.33), consistent with their higher generalized stress levels. More helplessness was also observed for married respondents (M=10.20, SD=4.77) compared to single faculty members (M=9.14, SD=4.63). Among the colleges, BSIS or BIndTech faculty had the greatest mean perceived helplessness (M=12.00, SD=1.87), followed by CBOA (M=9.90, SD=5.57), while CoEd faculty reported the least (M=8.29, SD=4.46).

Older faculty members exhibited a marginally higher score on confidence in coping ability or perceived lack of self-efficacy (M=6.00, SD=4.11) than younger ones (M=5.80, SD=3.99). Female faculty members reported more lack of self-efficacy (M=6.58, SD=3.90) as compared to male faculty members (M=5.10, SD=4.09). Civil status also gave rise to great parallels in results: married tended to score higher (M=6.93, SD=4.03) than single faculty (M=3.71, SD=2.98), showing that married respondents may have less capability in handling stress. Department-wise, faculty from BSIS or BIndTech (M=6.20, SD=3.27) and CBOA (M=6.10, SD=4.25) seemed slightly higher in self-efficacy concerns as compared to CoEd (M=5.43, SD=4.50).

The results of the study found that younger members of the faculty experience slightly higher levels of stress compared to the older members, as most of the young ones face unique challenges in transitioning into academic roles. In contrast with the study of Smitha Ruckmani & Joshua D [15], gender did not play a role in determining satisfaction and psychological well-being, while the present study states that female faculty members have higher stress and perceived helplessness, which is likely due to gender-specific workplace pressures, the insights of the study underscore a support mechanism to address stress-related issues in the community college.

Table 2: Level of Psychological Stress among the Community College's Faculty Members

Variable	Total Stress			Perceived Helplessness		Lack of Self-Efficacy	
	M	SD	Int	M	SD	M	SD
Age							
Younger	16.50	5.25	Moderate Stress	10.70	5.31	5.80	3.99
Older	15.17	6.64	Moderate Stress	9.17	4.11	6.00	4.11
Sex							
Male	13.70	7.36	Low Stress	8.60	4.33	5.10	4.09
Female	17.50	4.01	Moderate Stress	10.92	4.81	6.58	3.90
Civil Status							
Single	12.86	7.27	Low Stress	9.14	4.63	3.71	2.98
Married	17.13	4.93	Moderate Stress	10.20	4.77	6.93	4.03
Department							
CoEd	13.71	7.83	Low Stress	8.29	4.46	5.43	4.50
CBOA	16.00	5.77	Moderate Stress	9.90	5.57	6.10	4.25
BSIS or BIndTech	18.20	2.05	Moderate Stress	12.00	1.87	6.20	3.27
Whole	15.77	5.95	Moderate Stress	9.86	4.64	5.91	3.96
Mean Range: 0.00-13.99=Low Stress, 14.00-26.99=Moderate Stress, 27.00-40.00=High Stress							

4.3 Level of Professional Quality of Life among the Community College's Faculty Members

Table 3 shows the professional quality of life among the faculty members of the community college assessed through the three subscales of the professional quality of life: Compassion Satisfaction, Burnout, and Secondary Traumatic Stress. With regard to compassion satisfaction, the faculty had an overall average (M=40.45, SD=7.28). Younger faculty members reported a high number (M=42.60, SD=6.50), while older ones had an average number (M=38.67, SD=7.68). Males (M=40.00, SD=6.99) and females (M=40.83, SD=7.80) both reflected average levels. Faculty members who were single had an average compassion satisfaction (M=39.86, SD=6.47), which was almost equal to their married counterparts (M=40.73, SD=7.83). Across colleges, those in the College of Business and Office Administration (CBOA) reported high (M=42.00, SD=6.15), while those in CoEd (M=39.14, SD=8.75), and BSIS/BIndTech (M=39.20, SD=8.23) reported average levels.

Low levels of burnout were found for the faculty overall (M=20.95, SD=5.64). The pattern seemed consistent across age (Younger: M=20.90, SD=5.51; Older: M=21.00, SD=5.98), sex (Male: M=20.20, SD=6.48; Female: M=21.58, SD=5.04), and civil status (Single: M=19.14, SD=4.45; Married: M=21.80, SD=6.06). In examining the departments, CoEd (M=21.86, SD=6.77) and CBOA (M=19.00, SD=3.89) exhibited low burnout scores, while BSIS/BIndTech experienced a moderate level of burnout (M=23.60, SD=6.66), suggesting slightly higher stress in this group.

For the secondary traumatic stress, faculty members scored an overall average level (M=25.36, SD=9.16). Younger faculty earned higher scores (M=27.00, SD=10.27) than their older colleagues (M=24.00, SD=8.33). Male faculty scored average STS (M=23.30, SD=8.10), while women showed slightly higher scores (M=27.08, SD=9.98). Single faculty members reported low levels (M=21.71, SD=5.41) while married found themselves at an average level (M=27.07, SD=10.18). STS was also reported as average across different departments, with CoEd (M=25.71, SD=10.48), CBOA (M=24.40, SD=9.41), and BSIS/BIndTech (M=26.80, SD=8.47) recording comparable scores.

The professional quality of life among community college faculty members was consistent with other studies. According to the study of Bonganciso & Bonganciso [8], teachers, or educators, can be considered as guidance designers who provide care and empathy to students. As helping professionals, there are pros and cons to providing care to students. Overall, results showed a low level of burnout, which was probably mitigated by the environment and support system of faculty members. While in terms of the secondary traumatic stress, it has been observed that faculty members, particularly younger and female faculty, had moderate levels, which may mean that these vulnerable groups were more exposed to emotional stress due to higher empathy and engagement levels.

Table 3: Level of the Professional Quality of Life among the Community College's Faculty Members

Variable	Compassion Satisfaction			Burnout			Secondary Traumatic Stress		
	M	SD	Int	M	SD	Int	M	SD	Int
Age									
Younger	42.60	6.50	High	20.90	5.51	Low	27.00	10.27	Average
Older	38.67	7.68	Average	21.00	5.98	Low	24.00	8.33	Average
Sex									
Male	40.00	6.99	Average	20.20	6.48	Low	23.30	8.10	Average
Female	40.83	7.80	Average	21.58	5.04	Low	27.08	9.98	Average
Civil Status									
Single	39.86	6.47	Average	19.14	4.45	Low	21.71	5.41	Low
Married	40.73	7.83	Average	21.80	6.06	Low	27.07	10.18	Average
Department									
CoEd	39.14	8.75	Average	21.86	6.77	Low	25.71	10.48	Average
CBOA	42.00	6.15	High	19.00	3.89	Low	24.40	9.41	Average
BSIS or BIndTech	39.20	8.23	Average	23.60	6.66	Average	26.80	8.47	Average
Whole	40.45	7.28	Average	20.95	5.64	Low	25.36	9.16	Average
Mean Range: 10.00-22.99=Low, 23.00-41.99=Average, 42.00-50.00=High									

4.4 Frequency of the Coping Styles Used by the Community College's Faculty Members

Coping mechanisms among various faculty of the community college are delineated in Table 4. Youngest faculties (44 years and below) preferred problem-focused coping (90.0%, n=9), and only 10.0% (n=1) used multiple coping. Older faculties (45 years and above) seemed to lean towards problem-focused (75.0%, n=9), keeping some attention on emotion-focused (16.7%, n=2) and multiple successful coping (8.3%, n=1) styles.

In this context, male faculty members mostly have endorsed problem-focused coping (80.0%, n=8), with 10.0% (n=1) using emotion-focused and another 10.0% (n=1) adopting multiple coping styles. Females showed a trend closely similar to that of male faculties in which 83.3% (n=10) used problem-focused coping, 8.3% (n=1) used emotion-focused, and another 8.3% (n=1) used mixed coping strategies.

In terms of civil status, among the single faculty, 85.7% (n=6) preferred problem-focused coping mechanisms, while 14.3% (n=1) engaged in multiple coping strategies. Among married faculty, 80% (n=12) practiced problem-focused coping, 13.3% (n=2) used emotion-focused, and 6.7% (n=1) adopted multiple methods. Overall, problem-focused coping was the most used method of the groups (81.8%, n=18), while emotion-focused and multiple strategies were far less frequently used (9.1%, n=2 each).

The CoEd faculty responded solely with problem-focused coping (100%, n=7). This seems to be a stable strategy chosen by all for stress management. CBOA faculty, however, had a rather diverse range of strategies: 70.0% (n=7) used problem-focused coping, 10.0% (n=1) employed emotion-focused coping, and 20.0% (n=2) took a mixed approach. Likewise, those from the BSIS or BIndTech programs showed a heavy inclination toward problem-focused coping (80.0%, n=4), with 20.0% (n=1) using emotion-focused, while none went for other strategies.

Most of the faculty members were drawn towards problem-focused coping. The results of the study may mean that as the faculty members experience instances of stress-related issues, these educators would usually look for solutions instead of dwelling on the issue based on feelings and emotions [11].

Table 4: Frequency of the Coping Styles Used by the Community College's Faculty Members

Variable	Problem-Focused		Emotion-Focused		Multiple Coping		Total
	n	%	n	%	n	%	
Age							
Younger	9	90.0	0	0.0	1	10.0	10
Older	9	75.0	2	16.7	1	8.3	12
Sex							
Male	8	80.0	1	10.0	1	10.0	10
Female	10	83.3	1	8.3	1	8.3	12
Civil Status							
Single	6	85.7	0	0.0	1	14.3	7
Married	12	80.0	2	13.3	1	6.7	15
Department							
CoEd	7	100.0	0	0.0	0	0.0	7
CBOA	7	70.0	1	10.0	2	20.0	10
BSIS or BIndTech	4	80.0	1	20.0	0	0.0	5
Total	18	81.8	2	9.1	2	9.1	22

4.5 Difference in the Level of Psychological Stress among the Community College's Faculty Members

A comparison of levels of psychological stress among community college faculty based on demographic factors is shown in Table 5 with the results of statistical tests applied for that purpose. The Mann-Whitney U test and Kruskal-Wallis H test were used due to the nonparametric nature of the data. As such, there is no significant difference in psychological stress levels classified according to age [U=56.500, p=0.816], sex [U=46.000, p=0.353], and civil status [U=30.000, p=0.111]. Likewise, there was no significant difference in the levels of stress across

departments as per the Kruskal-Wallis H test [$\chi^2(2)=0.898$, $p=0.638$].

The results may indicate that a collective factor, or rather institutional factors, plays a significant role in stressful situations of faculty members. The findings of the study can be related to the study of Calandri *et al*. [16], which states that the findings of the study may integrate emotional training competence into the educators' development to foster a better institutional environment.

Table 5: Difference in the Level of Psychological Stress among the Community College's Faculty Members

Variable	U	z	p
Age	56.500	-0.232	0.816
Sex	46.000	-0.929	0.353
Civil Status	30.000	-1.596	0.111
	χ^2	df	p
Department	0.898	2	0.638
Note: the difference in the means is significant when $p \leq 0.05$			

4.6 Difference in the Level of the Professional Quality of Life among the Community College's Faculty Members

Table 6 shows the results of statistical analyses comparing the professional quality of life levels of a community college's faculty members based on demographic profiling. Results of the Mann-Whitney U test indicated that there were no significant differences in professional quality of life when grouped according to age [$U=41.000$, $p=0.210$], sex [$U=44.500$, $p=0.306$], and civil status [$U=35.000$, $p=0.217$]. In addition, Kruskal-Wallis H test showed that there is no significant difference among the departments [$\chi^2(2)=1.020$, $p=0.601$].

The result may indicate that the professional quality of life of faculty members is influenced by individual experiences at work. The results of the study are supported by the study of Varadaraj & Farhana Jabeen [9], that states that oftentimes the workplace challenges influence a person's work experience to a significant extent.

Table 6: Difference in the Level of the Professional Quality of Life among the Community College's Faculty Members

Variable	U	z	p
Age	41.000	-1.254	0.210
Sex	44.500	-1.023	0.306
Civil Status	35.000	-1.234	0.217
	χ^2	df	p
Department	1.020	2	0.601
Note: the difference in the means is significant when $p \leq 0.05$			

4.7 Difference in the Frequency of the Coping Styles Used by the Community College's Faculty Members

Chi-square examinations into comparison independence were applied in order to find out whether the frequency of coping strategies used by the community college's faculty members differs according to different attributes such as age, gender, civil status, or department. Age [$\chi^2(2)=1.833$, $p=0.400$] underlined statistical non-correlation, as with a Cramér's V of 0.289, which might mean small-moderate association. Sex was also non-significant in terms of coping styles [$\chi^2(2)=0.041$, $p=0.980$], while the same Cramér's V of 0.043 puts that finding on a very weak association level. Civil status did not share as well on significance [$\chi^2(2)=1.257$, $p=0.533$], with only a small effect size (Cramer's V=0.239). Finally, the department for the most part followed suit in that there was no meaningful difference in coping styles [$\chi^2(4)=4.156$, $p=0.385$], though the Cramér's V amounting to 0.307 reflects a moderate association. On taking all the results together, it means that coping styles do not vary from one demographic characteristic to another, as preferred by the faculty members of the institute.

The study shows that among community college faculty members; coping strategies were often influenced by perceptions of stress and control over solutions. The results of the study can be supported and related to the study of Xu *et al*. [10], which investigated the mechanisms underlying the effect of challenge, which was integrated into the well-being perspective and the transactional model of stress and coping. This means that stress from challenges and hindrances has a significant positive and negative impact on teaching engagement. With that said, for the community college faculty members, solution-based coping is a mechanism to cope with stress.

Table 7: Difference in the Frequency of the Coping Styles Used by the Community College's Faculty Members

Variable	χ^2	df	Cramer's V	p
Age	1.833	2	0.289	0.400
Sex	0.041	2	0.043	0.980
Civil Status	1.257	2	0.239	0.533
Department	4.156	4	0.307	0.385

4.8 Relationship between Psychological Stress among the Community College's Faculty Members and Demographic Profile

The relationship between psychological stress and the demographics of the faculty members in the community college was evaluated by Spearman's rank order correlation. The results showed no significant relationship between psychological stress and age [$r_s(20)=-0.114$, $p=0.613$]; between psychological stress and sex [$r_s(20)=0.325$, $p=0.139$]; between psychological stress and civil status

[rs(20)=0.343, p=0.119]; and between psychological stress and department [rs(20)=0.283, p=0.202].

In the present study, demographic factors of faculty members at the community college do not show a significant relationship with their psychological stress levels. The results of the present study can be related to the study of Hammoudi Halat *et al*. [17]. It has been said that regardless of the educator's profile, controlling occupational stressors would be essential to avoid mental health conditions or at least reduce their severity. The insights from the study suggest that stress is often related to situational and contextual variables, which tend to be influenced by perceptions and experiences rather than demographic variables.

Table 8: Relationship between Psychological Stress among the Community College's Faculty Members and Demographic Profile

Variable	r_s	df	p
Age	-0.114	20	0.613
Sex	0.325	20	0.139
Civil Status	0.343	20	0.119
Department	0.283	20	0.202
Note: correlation is significant when $p \leq 0.05$			

4.9 Relationship between Professional Quality of Life among the Community College's Faculty Members and Demographic Profile

Statistics Spearman Rank ordered correlation was done in order to find the relationship between the professional quality of life and the demographics of faculty members of a community college. Results indicated no statistical significance between the following:(1) age and professional quality of life [rs(20)=-0.114, p=0.613]; (2) sex and quality of life [rs(20)=0.325, p=0.139]; (3) civil status and quality of life [rs(20)=0.343, p=0.119]; and (4) department and professional quality of life [rs(20)=0.283, p=0.202].

In terms of professional quality of life and the demographic profile of the faculty members in the community college, the present study shows that there is no significant relationship. This means that the professional quality of life among faculty members is shaped by work-related factors and personal job experiences, whether it is more on classroom management or even empathizing with students from marginalized groups. The present research supports the findings of Bonganciso & Bonganciso [8]'s study on faculty members as guidance designates. Compassion fatigue among the faculty members was evident regardless of sex, age, length of service, and area of academic assignment.

Table 9: Relationship between Professional Quality of Life among the Community College's Faculty Members and Demographic Profile

Variable	r_s	df	p
Age	-0.114	20	0.613
Sex	0.325	20	0.139
Civil Status	0.343	20	0.119
Department	0.283	20	0.202
Note: correlation is significant when $p \leq 0.05$			

4.10 Relationship Among Coping, Stress, and Professional Quality of Life of the Community College's Faculty Members

Spearman's Rank Order was used to find the relationship in coping, stress, and professional quality of life for community college faculty. There emerged no significant relationships: coping with stress [rs (20)=-0.323, p=0.143] and coping with professional life quality [rs (20)=0.113, p=0.617]. But, between stress and professional quality of life, there exists a statistically significant moderate positive correlation [rs (20)=0.529, p=0.011], implying that as psychological stress increased, variations in the faculty members' quality of life at work resulted.

While other findings were presented in the study, stress, professional quality of life, and coping among the community college's faculty members had a moderate positive correlation. This means that as stress levels increase in an environment, the professional satisfaction and quality of life of these educators can have a direct impact, which can deplete job resources and lead to professional decline. In support of the study of Bonganciso & Bonganciso [8], it is vital for an educator to have implemented various coping methods. However, its effectiveness also varies among independent individuals and even in various situational contexts.

Table 10: Relationship Among Coping, Stress, and Professional Quality of Life of the Community College's Faculty Members

Variable	r_s	20	p
Coping and Stress	-0.323	20	0.143
Coping and Professional Quality of Life	0.113	20	0.617
Stress and Professional Quality of Life	.529*	20	0.011
Note: correlation is significant when $p \leq 0.05$			

The assumptions of the study on the theory of Lazarus and Folkman on the transactional model of stress and coping aligned with the results of the study. In this instance, as reflected in the positive correlation of stress, professional quality of life, and coping. The work satisfaction of faculty members from the community college can be analyzed as a result of the perception and stress management of these educators. In addition to the analysis, the Conservation of Resources (COR) Theory by Hobfoll is also pertinent to the findings. Resource management in stressful situations is important as it affects the professional quality of life when resources are limited and threatened. Furthermore, it is

recommended to have a wider investigation and study to have a comprehensive stress management program for the entire faculty (part-time and permanent) and staff of the community college.

5. Conclusion

The study provides a comprehensive analysis of the psychological stress levels, the professional quality of life, and the coping strategies engaged by permanent faculty members of a community college. Given that the environment of the institution is based on the local government unit, the levels of psychological stress among faculty members were almost similar. Although the results show that there were no significant differences between the stress levels and the demographic factors such as age, sex, civil status, or department, the younger faculty members scored higher in perceived helplessness compared to the older faculty members. In terms of self-efficacy, the older faculty members scored higher compared to the younger ones. This means that the younger generation of faculty members may feel unable to help, and that there is nothing they can do to improve the situation. On the other hand, older faculty members may have high beliefs in themselves. Between stress and professional quality of life, there exists a statistically significant moderate positive correlation, implying that as psychological stress increased, variations in the faculty members' quality of life at work resulted. While most faculty members are into problem-focused coping, which means that the individual addresses the stressor directly, the findings show that stress levels are linked to professional experiences.

6. Limitations of the Findings

The research study was limited to the permanent faculty members of a community college and the quantitative methods using inferential, descriptive, and correlational approaches. The study only focused on the perceived stress, professional quality of life, and the coping strategies of the faculty members, which limited the ability to draw causal inferences and were not able to account for confounding variables such as workload, support, or life circumstances.

7. Practical Value of the Paper

Practically, the research study serves as a guide and the first step to enhance and provide programs that will improve the well-being of the community college faculty. The educational administrators and policymakers may benefit from the insights of the study and can replicate it in their institutions, where the primary goal is to develop targeted support systems in the community. The study can help institutions as well to recognize the impact of psychological stress on faculty performance and job satisfaction, where it can benefit student outcomes as well.

8. Directions for Future Research

Enhancement of the study through employing mixed methods to derive and pinpoint causal factors of stress, professional quality of life, and coping strategies can be beneficial for further research initiatives. Widening the scope of the study to other community colleges and universities or by including part-time faculty members, can increase the generalizability of the research findings. A more comprehensive study can further add to the planning and implementation of stress management programs at the community colleges.

9. Declaration of Conflict of Interest

The authors declare no conflict of interest in the conduct and reporting of this study on the psychological stress levels, professional quality of life, and the coping strategies among community college faculty.

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