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PERSONAL AND PROFESSIONAL STRESSORS (PPS) AS FACTORS AFFECTING SUICIDAL TENDENCY AMONG TEACHERS

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ABSTRACT

There has been growing attention on the effects of psychosocial hazards and risks and work-related stress among researchers and policymakers. Work-related stress is now generally acknowledged as a global issue affecting all professionals. This study aims to investigate the relationship between personal and professional stressors as factors affecting suicidal tendencies among teachers. In doing so, this will hopefully lessen the tendency of teachers to commit suicide. Thus, this study will enable teachers to reflect on the impacts of stress that trigger them for suicidal tendencies. The identified respondents constitute the newly hired teachers of the IAD III, particularly from the districts of San Ricardo and Pintuyan. These respondents are made to answer an adapted/researcher-made questionnaire and interview guide to gather necessary data. Findings revealed due to the negative and alarming impact of stress on teachers' life, such as ineffective teaching, poor teaching-learning performance, and general health status, putting effective measures in place is pertinent to their academic success. In terms of relationships, it was found that by identifying the main causes of stress which can be personal and professional stressors or a combination of both that includes changes in lifestyle, increased workload, new responsibilities, and interpersonal relationships, and finding the appropriate remedy will help minimize suicidal attempt among teachers due to maladaptation in a general sense.

KEYWORDS: *maladaptation, pertinent, psychosocial hazards, stressors, suicidal tendency.*

1. INTRODUCTION

The 21st century is a "century of stress". Stress is an index for the causes (demands or stressors), inferences (distress and eustress), and stabilizers of the psychological phenomenon known as the stress response (Cannon, 2015) - "the emergency response" for the complexity of mind-body actions. This response depends upon the individual's capacity to handle and sustain stress. It also explains their adjustment capacity that enables them to rightfully handle stress. The inability to handle stress results in its maladaptation (Selye, 1974). Thus, this study claims that personal and professional stressors are factors of suicidal tendency among teachers-a state of maladaptation. Stress is directly linked to seven of the ten leading causes of death in the world (Cooper, 2002), and teachers are one of the vulnerable victims of stress. Two recent cases of suicide among teachers in just two months are attributed to work-related stress (Basas, 2018). Job stressors are factors that lead teachers to commit suicide, in Britain rises each year by 80 percent, which educators say they fail to cope with (McDevitt, 2011). Coping and managing stress using maximizing the use of technology was emphasized in the DepEd of Tacloban City after a teacher in Leyte province reportedly committed suicide due to "paperwork".

Surveys conducted by Kansas State University reveal a 58% increase in stress-related mental health issues reported to campus counselors between 1988 and 2001 (Hoover 2003). Additionally, many of the emotional and physical symptoms that occur commonly in the teacher population, such as headaches, fatigue, depression, anxiety, and the inability to cope, can be attributed to or exacerbated by stress (Dusselier, 2005). The stress teachers experience may test their ability to cope and adapt to the environment they find themselves in. The impact of stress on teachers can be looked at from various angles. Result from another study stated that premature death and disability along with chronic suffering from occupational stress are not inevitable despite being known risks, (Cannon, 2015). He added that stress is one of the leading causes of death. Researchers in the field of psychoneuroimmunology (PNI) research suggests that chronic stress can lead to or exacerbate mood disorders such as depression and anxiety, bipolar disorder, cognitive (thinking) problems, personality changes, and problem behaviors. Balandzio (2012) stated that there is no universal solution how to deal with everyday stress but when people learn to take responsibility for their own lives and adapts easily to life changes, they will experience less stress.

However, if job demands and pressures in the workplace exceed the skills and abilities of an individual or if the employees' goals and values conflict with these work demands, a misfit between the characteristics of an individual and his or her work environment occurs. According to the National Mental Health Association, stress ranks among the top three workplace problems

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for newly hired professionals due to maladaptation to the environment. The purpose of this study is to look for possible means to investigate the relationship between personal and professional stressors as factors affecting suicidal tendencies among teachers. This will hopefully lessen the tendency of teachers to commit suicide. Thus, this study will also enable teachers to reflect on the impacts of stress that trigger them for suicidal tendencies.

1.1 Research Objectives

This study intends to establish the relationship between personal and professional stressors as factors affecting suicidal tendencies among teachers in IAD III in the Division of Southern Leyte, Philippines in the year 2019-2020.

Specifically, this study intends to answer the following questions:

1. What are the personal stressors perceived as factors affecting suicidal tendencies among teachers in IAD III in the Division of Southern Leyte, Philippines?
2. What are the professional stressors perceived as factors affecting suicidal tendencies among teachers in IAD III in the Division of Southern Leyte, Philippines?
3. Is there a significant relationship between personal and professional stressors as factors affecting suicidal tendencies among teachers?
4. Is personal and professional stressor perceived as a factor for suicidal tendency among teachers?

2. THEORETICAL AND CONCEPTUAL FRAMEWORK

This study is anchored on various theories of stress namely, the theory on transactional, person-environment fit, and cybernetic theory. These theories try to explain how stress whether personal or professional is manifested through the interaction of the individual and its environment, as factors affecting suicidal tendencies among teachers. According to transactional theory, stress is entrenched in an ongoing procedure that involves individuals handle with their environments, making appraisals of those encounters, and efforts to cope with the issues that arise (Cooper, 2001). This theory argues that we can either adopt problem focused or emotion focused coping styles. Coping strategies can be classed as adaptive if they help us manage our stress responses in the long term. In contrast, maladaptive coping behaviors reduce our experience of stress (the arousal or the symptoms) in the short term, but don't help or actually exacerbate the problem on the longer term (Frings, 2017) and his study suggested that our experience of stress is ultimately a system of appraisal, response and adaptation. The transaction relating to stress is between the person and the environment. Depending on the amount of demands that a person is confronted with and the amount of resources that they have to deal with the demands, stress may either be in abundance or avoided entirely (Lazarus & Folkman, 2001).

Likewise, the Person Environment Fit theory (Edwards, Caplan, & Van Harrison, 1998) points out that stress and strain in the workplace is caused by the interaction of a worker with his or her environment.(Cheyne & Wimalasiri, 2008) argued that the reason that control and support have a positive impact on reducing strain and enhancing well-being will enable the individual to cope more effectively with stressors (including work demands) and that these benefits accumulate over time. In the same line of thought, social support from work colleagues and organizational support for individuals (accommodating their needs) also represent major environmental resources, which can reduce stress and burnout (Halbesleben, 2006), as well as enhancing positive well-being (Luszczynska & Cieslak, 2005). However, poor-work relations as low levels of supportiveness and attention in problem-solving can be potentially stressful when the leadership style is demanding and acknowledgment and praise for effort are valuable for boss subordinate association (Sutherland & Cooper, 2000). In combination with this, point to that in relationship between supervisor and subordinate is harmful, problems of emotional unsteadiness may occur (Cartwright & Cooper 1997). Therefore, along with the work environment, the person role at work has been identified as the major source of stress because of its role conflict, accountability for people and conflict of role border (Cooper & Bright, 2001).

The Cybernetic theory (Cummings & Cooper, 2000) asserting the idea that to regulate discrepancies between the individual and the environment, discrepancies are expressed in terms of negative feedback loop and so stress, coping and well-being are crucial elements in this self-regulating process. Furthermore, the larger discrepancies in the fit between the individual and the environment, the more severe the occupational stress will be and the higher the probability that the individual will experience negative consequence in his/her job performance. This model assumes that individuals are active purposive managers of stress (Cummings & Cooper, 2000) and people use information to regulate their behavior. After adopting a goal or standard, people periodically monitor their behavior and compare it against some standard. The theory has numerous practical applications, that suggests procedures for enhancing well-being at work and reducing the impact of stressors that would lead to suicidal attempt. Bernstein et al. (2008) define the sources of stress as every circumstance or event that threatens to disrupt people's daily functioning and causes them to make adjustments. According to (Centre 2010, 4–6 Davidson 2001) stress is not only negative things that happens positive things also cause stress. There are two types of stressors which is the positive stressors which is known as eustress and negative stressors which is also known as distress. Luke Seaward (2012) also mentions some other types of stress which are different in their own ways. There is another type of stress which is the neustress and "this is any kind of information or sensory stimulus that is perceived as unimportant".

The conceptual framework of the study is presented to provide a clear flow on the process to be done. The dependent variable of this study is the teachers' suicidal tendency while the independent variables are the personal and professional stressors as factors

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affecting suicidal tendency among teachers. The data on what are perceived personal and professional stressors can be gathered through adapted/researcher made questionnaire using the standardized questions. The process is to determine how these personal and professional stressors affect the suicidal tendency among teachers in IAD III in the Division of Southern Leyte (figure 1.)

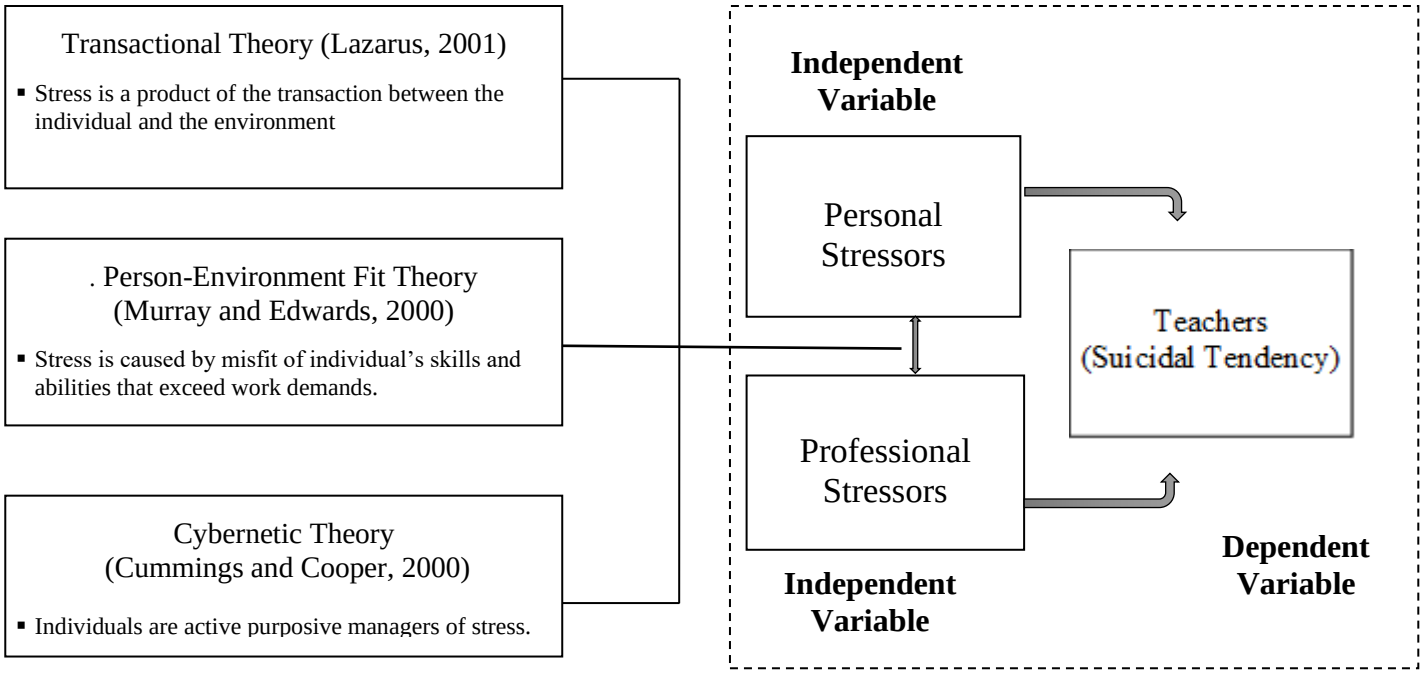


Figure 1. Theoretical and Conceptual Framework of the Study

3. RESEARCH METHODOLOGY

3.1 Research Design

This study used a descriptive-correlational research design. The design intends to describe the variables and the existing relationship between and among these variables. It also describes the degree to which two or more quantitative variables are related. The major purpose of this design is to clarify understanding of the phenomenon by identifying relationship among variables (Fraenkel, Wallen & Hyun, 2012). The design defines this study as it tries to investigate the relationship between the personal and professional stressors as factors affecting suicidal tendency among teachers.

3.2 Research Environment

This study was conducted to five selected Secondary High Schools in IAD III of the Division of Southern Leyte. These schools are selected for they have more population of newly hired teachers than other secondary schools in IAD III. The schools selected are the following:

Esperanza National High School is located at Brgy. Esperanza Dos, part of San Ricardo district. The barangay is located in between Brgy. Pinut-an and Brgy. Camang. The school is located along the national road from Brgy. Esperanza going to the municipality of San Ricardo. The school consists of 15 teachers with which 7 of them are newly hired teachers, headed by Mrs. Carmelita Duran HT-I. Pintuyan National High School is located at Brgy. PD.Equipilag, Pintuyan, Southern Leyte part of the Pintuyan district. It is located along the national road from the town of Pintuyan going to the neighboring municipality of San Francisco. The barangay is located in between Brgy. Canlawis and Brgy. Poblacion Ibabao. The school is headed by Mr. Mario T. Orias, Principal-I with 24 teachers and 8 of them are newly hired teachers. Pintuyan National Vocational High School is located at Brgy. San Roque, Pintuyan, Southern Leyte and is considered as the one of the biggest technical-vocational High Schools in IAD III in terms of land area and population. It consists of two tracks in senior high program namely: General Academic Strand and TVL Track which offers 10 technical-vocational offering. Pintuyan National Vocational High School has a total of 40 teachers and staff teaching various subjects in the secondary curriculum including senior high school level that offers a track on General Academic Strand (GAS) with which 20 of them are newly hired teachers both from the junior and senior high schools headed by a two department heads and by Dr. Rico L. Amper as their school head. Pinut-an National High School is located at the upper part of the relocation area of Brgy. Pinut-an, San Ricardo, Southern Leyte which is approximately 18 kilometers away from the municipality of San Ricardo. The barangay is located in between Brgy. Esperanza and Brgy. Looc. The school is presently headed by a Teacher In-charge, Mrs. Sylvia E. Lumactod with the support of 14 teachers, with which 9 of them are newly hired teachers both from the junior and senior high schools. San

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Ricardo National High School is located at Brgy. Poblacion, part of San Ricardo district. It is located at the northern most part of the town of San Ricardo and is accessible to the national road. The school is presently offering two tracks in the senior high school department particularly ABM and TVL in Agriculture. San Ricardo National High School is composed of 19 teachers with which 7 of them are newly hired teachers and the school is presently headed by Mr. Wenceslao T. Piloton Jr., HT-I.

3.3 Respondents

The target respondents of this study were newly hired teachers who have rendered services for at least 1 to 5-year experiences, for mostly they are in a transition and adjustment period. Teachers must be in teaching related work and in relation to the existing civil service commission and DepEd policies on actual classroom teaching load and working hours prescribed by RA 4670 Magna Carta for Public School Teachers stipulates that public-school teachers shall render at most six (6) hours of actual teaching a day, except when undertaking academic activities that require presence outside the school premises and other functions given. This study will utilize non-probability sampling particularly purposive sampling.

Table 1. Distribution of the Respondents

Schools	Teachers	
	Frequency	%
Esperanza National High School	9	16.98
Pintuyan National High School	8	15.09
Pintuyan National Vocational High School	20	37.74
Pinut-an National High School	9	16.98
San Ricardo National High School	7	13.21
TOTAL	**53**	**100**

3.4 Instruments

This study utilized an adapted/researcher made questionnaire and interview guide to measure the validity and content reliability of the data. Once validated, the questionnaire was ready to use.

The research questionnaire consists of four parts. Part I of the questionnaire collects information on the profile of the respondents. This includes the respondents' highest educational attainment, number of years in teaching, teaching loads and their academic rank. Part II identifies information of newly hired teachers' experiences. It consists of 15 statements that solicit the personal stressors as factors in suicidal tendency among teachers and respondents will check either highly agree or strongly disagree from their selected experiences.

Part III identifies information of newly hired teachers' difficulties during their 1 to 5 years in teaching. It also consists of 15 statements that collect information of the common professional stressors at work and respondents will check either highly agree or strongly disagree from their selected experiences.

Part IV inquires the relationship of the personal and professional stressors as factors affecting suicidal tendency among teacher which has 15 statements which solicits teachers' degree of agreement and disagreement. Pilot-testing will be conducted to test the consistency of the results and the relationships among variables.

3.5 Data Gathering Procedure

Adapted /research made questionnaire will be personally conducted by the researcher to the respondents after the approval of permission from the school principal. The schedule for the conduct of the study was stipulated on the letter in order to inform all the concern authority regarding when and where the study is conducted. The researcher went to the selected schools on the month of November 2018 and discussed the significance of the study to the respondents.

The adapted questionnaire was employed during the free time of the respondents. The newly hired teachers were the target respondents of this study. They were oriented of the study and given direction in answering the questionnaire and asked to answer the adapted/research made questionnaire with utmost honesty then after that the researcher collected the questionnaire. The data gathered was carefully recorded and tabulated for analysis.

3.6 Data Analysis

The data gathered were presented in tables and figures which served as basis for the discussions. In analyzing the data, the statistical technique employed was frequency counts in the form of checklist as a data gathering tool. The data gathered were analyzed and interpreted from various angles and statistical perspectives.

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4. RESULTS

Table 2. Frequency Count of Teachers' Personal Stressors

Experiences__ Statements	Personal Stressors				
	Highly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.School Heads changing their minds about what they want to be done.	23	20	0	4	6
2. Lack of support from School Heads.	22	16	0	7	8
3. Feeling put-upon by School Heads.	23	19	0	6	5
4. Bullying behavior by Colleagues.	3	3	2	24	21
5. Pressure from School Heads.	21	26	0	4	2
6. Bullying behavior by School Heads.	2	3	3	21	24
7. Interruptions by Colleagues.	2	3	2	20	23
8. Seeing others not pulling their weight.	2	1	0	24	26
9. Interruptions by School Heads.	4	3	0	20	22
10. Lack of support from colleagues.	5	6	1	19	22
11. Worrying of events that have not happened yet.	6	8	3	19	17
12. Lack of time/perceived lack of time.	14	10	3	10	16
13. Too many open folders.	11	14	5	13	10
14. Lack of Clarity/Tentative Status/Indecision.	13	11	7	12	10
15. Physical Health/Relationships.	12	16	5	11	9

The table above contains statements about teacher's personal experiences of stress as factors affecting suicidal tendency among teachers. Descriptive analysis shows that most of the newly hired teachers significantly agreed that they had experienced these statements that are considered personal stressors during their first and second years in teaching as newly hired teachers than the teachers who have longer experienced are effective in managing stress at school. Among the 53 newly hired teachers who qualified as respondents both from the districts of Pintuyan and San Ricardo in IAD III in the division of Southern Leyte, more than 73% significantly agreed that they have experienced most of the statements as personal stressors and contributory factors that affect suicidal tendency among newly hired teachers.

Table 3. Frequency Count of Teachers' Professional Stressors

Difficulties__ Statements	Professional Stressors				
	Highly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Having to take on others peoples work.	20	26	0	4	3
2. Lack of job satisfaction.	3	4	2	25	19
3. Lack of control over the working day.	17	7	5	19	5
4. Frustration with the working environment.	6	8	3	19	17
5. Having to work long hours.	21	25	2	3	2
6. Feeling undervalued.	12	14	2	14	11
7. Workloads.	22	24	0	4	3
8. Targets.	21	19	2	6	5
9. Type of work people have to do.	12	16	2	12	11
10. Obvious drop in duty performance.	11	15	7	13	7
11. Lack of knowledge.	10	17	3	14	9
12. Deadlines.	23	19	0	7	4
13.Changing jobs.	12	15	4	12	10
14. Indecision in applying for jobs.	5	10	3	19	16
15. Pressure from school heads.	19	17	6	7	4

The table above contains statements about teachers' difficulties in professional experiences of stress as factors affecting suicidal tendency among teachers. Descriptive analysis shows that most of the newly hired teachers significantly agreed that they had experienced these statements that are considered professional stressors during their first and second years in teaching as newly hired teachers than the teachers who have longer experienced in teaching and are effective in managing work stress at school. Of the 53 newly hired teachers who qualified as respondents both from the districts of Pintuyan and San Ricardo in IAD III in the

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division of Southern Leyte, more than 75% significantly agreed that they have experienced these difficulties in teaching and in handling the stress from work as professional stressors and factors that affect suicidal tendency among newly hired teachers. This is also relative in the case of personal experiences of newly hired teachers where they find hard to manage personal stress which means that they have a greater chance of suicidal tendency as ineffective managers of stress.

Table 4. Frequency Count of Teachers' Situational/Occasional Stressors

Situational__ Statements	Situational/Occasional Stressors				
	Highly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Unkempt personal appearance.	15	19	7	8	4
2. Feelings of hopelessness or helplessness.	12	17	5	13	6
3. Perceived Burdensomeness.	14	19	3	11	6
4. Previous suicide attempts.	19	23	4	5	2
5. Drug or alcohol abuse.	25	19	2	4	3
6. Social withdrawal.	15	21	5	7	5
7. Loss of interest in hobbies and in sex.	9	10	7	16	11
8. Reckless behavior, self-mutilation.	11	16	2	15	9
9. Physical health complains, changes/loss of appetite.	10	22	2	11	8
10. Complaints of significant sleep difficulties	13	18	5	9	8
11. Themes of death in letters and notes	22	19	3	6	3
12. Giving away personal possessions	11	15	2	13	12
13. Finalizing personal affairs	12	14	4	13	10
14. Formulating a plan to include acquiring the means to kill oneself	19	17	3	8	6
15. Talking or hinting about suicide	17	22	4	6	4

The table above contains statements about situational and occasional stressors which teachers are vulnerable to experience with, like in managing personal stress in life and professional stress in the work environment as factors affecting suicidal tendency among them. Descriptive analysis shows that most of the newly hired teachers significantly agreed that they had experienced these statements that are considered situational and occasional stressors during their first and second years in teaching as newly hired teachers than the teachers who have longer experienced in teaching and are effective in managing work stress at school.

	In your own view how can stressed (personal and/or professional stressors) be managed?
1	Teachers taking some time off and relaxing their minds
2	By calming down and getting your mind off stressing things, for example, different hobbies and sports
3	Exercise, time outs and time management
4	A work life balance practice
5	Engage in fun and entertaining activities
6	Could be handled by having a positive view on the not so bright "situation" on WORLD's STAGE;
7	Have a moment for yourself and do something that you like and that takes your mind out of the stressful things, such as reading a book you like.
8	By attending parties with friends by accepting the situations, by sharing with close friends
9	Seek for guidance on stressful issues and give yourself a "me time".
10	Sports and physical activity - Individual should find own thing what decrease stress levels. For example, hobby (jogging, yoga or bicycling etc.) or playing video games for reasonable time.

Figure 2: Illustration showing the responses from the respondents on managing stress

The above responses were related to how stress can be managed, there were 53 respondents in all. Majority of the respondents agree that having enough time and engaging in extracurricular activities like sports and other entertaining hobbies play a significant role in helping to deal with stress. Also seeking guidance and counselling and or discussing with friend like environmental factors as causes of stress helps a lot along the process in managing stress.

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	In your view, should stress awareness be taught on the newly hired teachers in DepEd, through trainings and seminars? And why?
1	Yes, there should be a course of trainings/seminars, once or twice a year to raise more awareness.
2	Yes, it should. Managing better the stress can allow teachers to have a better teaching performance in the school and in the working environment.
3	Yes, better overall health, better attitude, can handle larger workloads, less issues working in teams, less stressed teachers equals better teaching performance.
4	This is a way to help teachers deal with stress during instructional time and also very helpful for their working life in the future.
5	Stress awareness should be given to teachers but school heads should also give some kind of technical assistance or training so they will treat newly hired teachers with compassion.
6	Definitely no. No need to attract unnecessary attention on stress factors. Teachers, anyway, can receive technical assistance and specialist's help if needed.
7	Not necessarily taught but at least small information. Some of the teachers may be having heavy struggles with the stress at their first and second year in teaching and don't know how to handle it.
8	Yes, small information of how you can manage it may give them a small help of where to start before the stress causes bad physical or mental problems.
9	Not really. I suggest that everyone who is stressed should look for someone to talk to.
10	No need, its personal problems.

Figure 3: Illustration showing the responses from the respondents on stress awareness should be taught

With regards to whether stress awareness should be taught or not, majority again were in support that it should be taught at least once a year. Newly hired teachers find it very useful as it affects their teaching performance and academic life whereas minority who were not in support were of the opinion that dealing with stress issue is a personal thing.

5. DISCUSSION

This study tries to investigate the relationship between the personal and professional stressors as factors affecting suicidal tendency among teachers. Descriptive analysis shows that most of the newly hired teachers significantly agreed that they had experienced those statements that are considered personal stressors during their first and second years in teaching as newly hired teachers than the teachers who have longer experienced are effective in managing stress at school.

Of the 53 newly hired teachers who qualified as respondents both from the districts of Pintuyan and San Ricardo in IAD III in the division of Southern Leyte, more than 75% significantly agreed that they have experienced those difficulties in teaching and in handling the stress from work as professional stressors and factors that affect suicidal tendency among newly hired teachers. This is also relative in the case of personal experiences of newly hired teachers where they find hard to manage personal stress which means that they have a greater chance of suicidal tendency as ineffective managers of stress.

The data collected on a variety of situations that respondents may have considered were a problem for themselves, their family member or close friends. Types of situations included death, serious illness, mental health problems, not being able to get a permanent job and divorce or separation. The magnitude of the negative impact of work-related stress and its health outcomes in an important part of the global working teacher population is very evident owing to the wealth of the evidence base on the prevalence of associated physical and mental health disorders. Work-related stress has a considerable impact in organizational safety, productivity and overall performances.

The results in the interview of newly hired teachers shown in Figure 2 tells that their responses related to how stress can be managed. Among the 53 respondents, majority of them agree that having enough time and engaging in extracurricular activities like sports and other entertaining hobbies play a significant role in helping to deal with stress. Also seeking guidance and counselling and or discussing with friends like environmental factors as causes of stress helps a lot, along the process in managing stress. Work-related stress cannot be considered the problem of a few working individuals; however, it has to be recognized as a collective problem with major implication for the well-being of individuals like teachers, their families and societies as a whole.

While people's perceptions of their own personal stress may be improving, the impact of stress on their physical health and their inability to prevent stress is cause for continued concern. At the same time, while there is an awareness that stress can have a health impact, there is a disconnect when it comes to the awareness of the impact stress may have on an individual's personal health. Department of Education should be aware of the negative effects of the psychosocial hazards (personal and professional stressors) that may affect teachers as a result of overwork and lack of control over their tasks, with the consequences of work-related stress and coping behaviors and health outcomes. Unfortunately, many teachers are only conscious that a harmful stress level has been reached once its negative effects like suicidal attempt among them, have affected their work and well-being.

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Most initiatives on stress management in the workplace have included teacher counselling, induction and mentoring of new teachers, on-going support by co-teachers. The adoption of collective measures in the workplace can offer support and allow teachers to become more productive without enduring the effects of negative stress. Conversely, it is generally agreed that improving the teacher's ability to cope with stress can be a valuable complementary strategy as part of the wider, collective and organizational process of combating work-related stress. Therefore, it is essential to find innovative ways of handling the causes and the consequences of work-related stress with a combination of both collective and individual measures to avoid suicidal tendency among teachers.

These results suggested that making the institutions and teachers aware, informed and competent to address these new risks creates a safe and healthy working environment, builds a positive and constructive preventive culture in the organization, boosts engagement and effectiveness, protects the health and well-being of workers, and increases productivity. The ideal response to stress is to prevent its occurrences. This may be achieved by tackling the core of the problem, namely its causes. The causes may have their origins at work, at home, in the social environment or in the community.

This study found out that the best way to address work-related stress is by means of strategies like an effective workplace program to prevent work-related stress which requires proper identification of psychosocial risks (personal and professional stressors) and assessment of work performance and personal problem resulting from stress. Teacher's participation in this process is crucial. They should be involved in identifying those risks which they feel cause unnecessary stress in their jobs and in rating them in such a way as to establish priorities for interventions.

The assessment should be done in a systematic way and teachers should be asked to express their concern about any situation that may be causing stress at work. Once the existence of work-related stress has been recognized and the psychosocial hazards (personal and professional stressors) at its origin identified, an action to address them at the source should be taken. Therefore, action should be aimed at eliminating as many causes as possible, so that the action taken reduces and prevents future work-related stress and minimize suicidal tendency among newly hired teachers due to a state of maladaptation.

6. CONCLUSIONS

Based from the results of the study, due to the negative and alarming impact of stress on teacher's life, such as ineffective teaching, poor teaching-learning performance and the general health status, putting effective measures in place is pertinent to their academic success. This study concludes that by identifying the main causes of stress which can be personal and professional stressors or a combination of both that includes changes in lifestyle, increased workload, new responsibilities, and interpersonal relationships and finding the appropriate remedy will help minimize suicidal attempt among teachers due to maladaptation in general sense. A lot of research has been done on stress and its management and pragmatic solutions given and so, the researcher hopes that, based on the analysis made, this study will be of great help in helping teachers to become an effective managers of stress, which would lead them to have an excellent academic teaching performance and productive-meaningful life.

7. RECOMMENDATIONS

This study found out that the best way to address work-related stress is by means of strategies like an effective workplace program to prevent work-related stress which requires proper identification of psychosocial risks (personal and professional stressors) and assessment of work performance and personal problem resulting from stress. Teacher's participation in this process is crucial. They should be involved in identifying those risks which they feel cause unnecessary stress in their jobs and in rating them in such a way as to establish priorities for interventions.

The assessment should be done in a systematic way and teachers should be asked to express their concern about any situation that may be causing stress at work. Once the existence of work-related stress has been recognized and the psychosocial hazards (personal and professional stressors) at its origin identified, an action to address them at the source should be taken. Therefore, action should be aimed at eliminating as many causes as possible, so that the action taken reduces and prevents future work-related stress and minimize suicidal tendency among newly hired teachers due to a state of maladaptation.

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