

**COPING MECHANISMS AGAINST STRESS AMONG FILIPINO TEACHERS IN
GLOBAL LANGUAGE EDUCATIONAL FOUNDATION BROUGHT ABOUT BY
STUDENT-TEACHER RELATIONSHIP**

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Bachelor of Arts in Organizational Communication

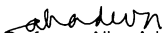



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APPROVAL SHEET

The thesis entitled, "Coping Mechanisms Against Stress Among Filipino Teachers in Global Language Educational Foundation Incorporated Brought by Student-Teacher Relationship", presented by Sherwin V. Iglesias in partial fulfillment of the requirements for the Degree of Bachelor of Arts in Organizational Communication is hereby accepted.


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TO GOD BE THE GLORY

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DEDICATION

*This thesis
is lovingly dedicated to
my dear lolo and lola,
the late Eduardo Valenzuela Sr. and
Gertrudes Valenzuela for their unfading love
and memories*

ABSTRACT

Stress is a consequence or a general response to an action that places special physical and psychological demands or both on an individual. It involves the interaction of the individual with his or her environment.

As people work together, interact, and operate in an organization, stress inevitably occurs. The effects of stress can be overwhelming to the individual's physical, emotional/behavioral, and even to organizational well-being.

One of the kinds of stress most persons experience is occupational stress. According to Greenberg and Baron, occupational stress is the pattern of emotional states and psychological reactions occurring in response to the demands from or within an organization. The underlying premise in the study of occupational stress is that undesirable responses to the pressure in the working environment result from a 'mismatch' between the individual and the job that he or she does. But where do pressures in an occupation come from? Past researches have revealed that among others, the pressure of relationships at work can be a source of stress. Poor workplace relationships with superiors, colleagues, and subordinates can be damaging to an employee and to the organization as well.

Today, as many organizations continuously globalize, they are beginning to understand the far-reaching effects of stress brought by workplace relationships. As an employee suffers from the stress arising from his relationships at work, and gradually copes with the adverse effects of the workplace relationship stress, a nagging question arises as to how this employee can cope with the stress.

This question has inspired the researcher to look into the coping mechanisms of employees brought by relationships in the workplace. The researcher focused on the teaching occupation and the stress arising from the student-teacher relationships for this study. Increasingly, it is becoming apparent that the occupation of teaching is one of the most stressful occupations today.

The study aims to identify the coping mechanisms that Filipino teachers in Global Language Educational Foundation Incorporated use against stress brought by their working relationship with their students; to determine how often teachers in Global Language experience stress from the workplace relationship they have with their students and how do they determine its existence; to determine the perception of the respondents on the concept of stress; to identify the specific factors in the teacher-student relationship that brings stress among Filipino teachers in Global Language; to identify the negative physiological, emotional/behavioral, and organizational effects of stress among respondents brought by the teacher-student relationship; and to know the perceived effectiveness of the coping mechanisms of the respondents.

The researcher used the descriptive method in the presentation of data and analysis. Survey-questionnaires were given to the teachers of Global Language Educational Foundation Incorporated to obtain the needed information.

Data analysis revealed that:

Majority of the teachers in Global Language is suffering/have suffered from stress brought by their relationship with their students. Majority of the teachers experience stress most of the time. Teachers also determine stress through the relationship of stress and their task performance.

Majority of the teachers in Global language Educational Foundation incorporated perceive stress negatively. Respondents agree that stress can bring adverse effects to an individual.

Behaviors and attitudes of their foreign students are sources of stress for the teachers. They identified poor communication skills, lack of concentration and specific behavioral problems like not valuing their education as the top sources of stress.

Even though the students being foreigners were not highlighted as an important factor in the study, cultural differences between the teachers and the students were still identified as major sources of stress in the teacher-student relationships.

Physiological effects of stress arising from the student-teacher relationship range from back pains and headache to dizziness and appetite disorders.

Negative effects of stress in the teachers' emotional/behavioral health are seen through their loss of interest in their job, getting irritated most of the time, fatigue and emotional outburst of anger.

Organizational effects are characterized by dissatisfaction in the job, which translates into lack of concern for the students. Efficiency in carrying out their job is also reduced because of loss of concentration.

Teachers can cope with stress. The teachers use different coping mechanisms, and more extensively used are being innovative and mobilizing social support which are the most effective compared to other forms of coping mechanisms, as perceived by the teacher-respondents.

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Chapter I

THE RESEARCH PROBLEM AND ITS BACKGROUND

‘Exactly what do you mean by “guts”?’ ‘I mean’, Ernest Hemingway said, ‘grace under pressure!’

(Ernest Hemingway: an interview with Dorothy Parker 1929)

Introduction

Stress is a strain phenomenon that possibly occurs to an individual in the workplace, which can either have some positive or threatening effects under certain circumstances. The feature of the work environment with various kinds of relationships already draws serious implications on the occurrence of stress affecting attitudes and behaviors of the individual. Thus, in this environment, the stressor could act as a stimulus to induce pressure that may affect people at work.

McGrath (1982) viewed stress as the degree to which demand exceeds the capability, and the degree of differential rewards and costs expected from either meeting or not meeting such demand. It involves an interaction of an individual with his or her environment that presents a demand, a constraint, or an opportunity for this behavior. Though stress has both positive and negative effects, most individuals succumb to the harmful side of stress that causes dysfunctional impact on both the individual and the organization (Travers and Cooper, 1996).

Previous studies have revealed that individuals suffering from stress are exposed to its harmful effects, impinging on their psychological, physical, emotional, behavioral, and organizational well-being. Specifically, this kind of stress most people experience in the workplace is called occupational stress. As defined by Greenberg and Baron, occupational stress is the pattern of emotional states and psychological reactions occurring in response to the demands from or within an organization. Moreover, it is considered as a complex subject because of the intricate relationship of conflicting values in terms of social, religious, political, educational influences.

Citing its negative implications, stress in the work environment was found to be detrimental and costly. For example, in the 1980s, the estimated cost of stress to the American industry is from \$200 to \$300 billion dollars due to absenteeism, diminished productivity, and employee turnover (Karasek and Theorell, 1990). In the United Kingdom, stress-related incidents were ten times more costly than all other industrial relations disputes, amounting to a staggering 2 billion pounds per annum.

These adverse effects that can take their toll on organizations can happen in any work setting which faces the stress dilemma. Therefore, in an attempt to understand the stress phenomenon affecting organization, this study focuses on the teaching occupation in a diverse culture of people who interact within the calling of an educational institution. It has become increasingly apparent that the teaching profession owing to its nature is already one of the most stressful

occupations. The stress that teachers face in their work relationship is beleaguering, that somehow contributes some adverse effects on them.

By clear indication, past researches on the teaching work environment have focused on teachers experiencing stress from their relationships with their students (Travers and Coopers, 1996). Relationships in the workplace are critical in this regard, however, they may not be an exclusive domain of the educational institutions, because other entities which are corporate and public in nature could also have their close encounter with stress.

Poor workplace relationships with superiors, colleagues, and subordinates can be damaging to an employee and to the organization as well. But as an employee suffers from stress arising from work relationships, there are some coping mechanisms to thwart the adverse effects of stress brought about by work relationship. For the focus of this study, the question that is being addressed is on how do teachers cope with stress within the context of their work relationships. Knowing some coping mechanisms is important as more organizations rely on team-based structures where cohesive relationships between and among superiors, employees, and subordinates are essential.

Specifically, the researcher would like to posit an inquiry on these coping mechanisms used by the Filipino teachers in a multi-cultural work environment such as the Global Language Educational Foundation Incorporated. Can the teachers within a work environment of various cultures cope with the adverse effects of stress due to the pressures and demands in the workplace relationships with their students? Furthermore, this research question seeks to

determine the perceived effectiveness of the coping mechanisms devised by the teachers in addressing the problem on occupational stress.

Company Profile

Global Language Educational Foundation Incorporated is a language school that caters to different nationalities, and was established in the last quarter of 1997, as the only English Institute accredited by TESDA. These nationalities include the Japanese, Portuguese, Chinese, and Korean students. Mr. Wong Poong Lee and Mr. Seung Hee Cha took over Global Language Educational Foundation Incorporated in 2003.

The school is located at Don Antonio Heights, Don Antonio Village in Diliman, Quezon City. Mr. Sang Bong Go, a Korean national, founded the school. The first business interest of Mr. Sang Bong Go in the Philippines was actually on construction, but he saw the need for his fellow Koreans to learn the English language to be competitive in the global market, thus, Global Language was born.

The school started with only fifteen regular teachers, but now it has grown to be one of the biggest English institutes in the Philippines with 75 regular teaching staff. The peak season of enrolment is from November to February. Global Language Educational Foundation Incorporated hires contractual teachers to accommodate the influx of foreign students. The school handles about 200 students during the peak season. The English Language program usually takes 2 to 8 months depending on the students' ability. Students have the

option to take the longer course or just the two-month English language program. It should be noted however that finishing the English program is not mandatory, because the students have the discretion to finish or not.

Global Language Educational Foundation has a 1:1 student-teacher ratio, but some classes have a student-teacher ratio of 5 is to 1. The age bracket of the foreign students ranges from 4 years old to 45 years old.

Statement of the Problem

The study seeks to assess the coping mechanisms of the Filipino teachers in Global Language Educational Foundation Incorporated, in dealing with stress brought by the workplace relationships with their students. It specifically aims to answer the following problems:

Main Problem:

What are the coping mechanisms of Filipino teachers in Global Language Educational Foundation against stress brought by the working relationship with their students`?

Sub-problems:

1. What is the level of frequency and existence of stress among the teachers brought about by workplace relationship with their students?
2. What is the perception of Filipino teachers in Global Language Educational Foundation Incorporated regarding stress and its sources in the workplace?

3. What are the perceived effects of stress brought by teacher-student relationship on Filipino teachers in Global Language Educational Foundation Incorporated, in terms of:
 - 3.1 physiological
 - 3.2 emotional/behavioral
 - 3.3 organizational
4. What are the coping mechanisms against stress and their perceived effectiveness, as devised by the teachers of Global Language Educational Foundation Incorporated?

Significance of the Study

In any work environment, individuals need to understand the nature of occupational stress and its adverse effects on the well-being of the organization and its people. There are at least two convincing reasons why there is a need to study occupational stress – particularly the occupation of teaching, the specific sources of stress in the student-teacher relationship, how it affects the teachers, and the mechanisms they use to cope with it.

First, the cost of stress is high in all kinds of organization, including educational institutions.

Second, when sources of stress arising from the relationships of a worker to his superiors, colleagues, and subordinates are identified and correctly managed through the coping mechanisms they use, it can lead to the improved

worker's health status and performance which can contribute significantly to individual and organizational effectiveness.

This study is also deemed important in the field of Organizational Communication because the worker's relationships with the people in the workplace is a very important factor in the success of the organization. The workplace relationship is built and sustained primarily through communication. Furthermore, the increasing demand of expertise in modern communication would call for people who understand the importance of the relationships at work and the role that communication plays in these relationships. This is of paramount importance in the understanding of the uniqueness of an organization. The phenomenon called stress is a driving force in the management of the field called Organizational Communication, where theoretically a healthy organization is a stress-free entity as part of the effort to establish management consultancy in making way towards an effective organization.

Scope and Limitations

The study is focused on the frequency and sources of stress brought by working relationship between the teachers and their students in an educational institution that presumably operates in a multi-cultural work environment.

The study is a descriptive nature because it seeks to identify the presence of stress and some coping mechanisms used by Filipino teachers exposed to the pressures of the teacher-student relationship. Moreover, the researcher has only

identified the specific factors in the teacher-student relationship that are sources of stress.

The study also looked into how stress affects the teachers in the physical, emotional/behavioral, and organizational level. The researcher mainly focuses on the Occupational Stress model of Cooper and Cartwright. However, in this study, the focus is on stress, based on the perception of respondents regarding the adverse contributions of stress to the work environment.

Moreover, the coping mechanisms have been patterned after the Occupational Stress Indicator of Cooper et.al. The interpretation and analysis of the obtained data were made in accordance with the eight sub-scales of analysis.

Sampling was done only in Global Language Educational Foundation Incorporated, and the results of the study were not conclusive enough to correspond to the general concept of stress found in all English institutes in the country, nor served to establish the effectiveness of the coping strategies used by these institutes in the country.

Theoretical Framework

According to the studies made by Cooper and Cartwright (1994), organizations with initiatives on stress management for its employees experience less absenteeism and more financial gains.

The underlying premise in the study of stress is that undesirable responses to the pressure in the working environment result from a 'mismatch'

between the individual and the job that he or she does. The lack of 'fit' will lead to the individual and organizational consequences.

The researcher used the six-factor theory outlined in the work and model of Cooper and Cartwright. In this model, there are six sources of occupational stress: (1) stressors intrinsic to the actual job (e.g. physical working conditions, level of participation and decision-making latitude and workload); (2) role in the organization (e.g. role ambiguity and role conflict and levels and type of responsibility); **(3) relationships at work (e.g. superiors, colleagues and subordinates and the demands made interpersonally)**; (4) career development (e.g. the presence of over- or under-promotion, possible lack of job security); (5) organizational structure and climate (e.g. stressors that restrict behaviors like the politics and culture of the organization and how individuals interact with these); and (6) home and work interface (e.g. refers to the stressors resulting from a mismatch in the relationship between work demands and family or social demands).

The Occupational stress Model by Cooper and Cartwright showed that sources of occupational stress have negative effects on the well-being of the individual manifested through the negative effects in the health of the employee and this may result to an undetermined circumstances or undetermined actions as represented by the question mark.

This model was deemed appropriate because it exemplifies the intricate relationship of occupational stress - in the case of this study the occupation of teaching - and of the worker. However, it can be observed that coping

mechanisms was not yet present. This was so because teacher stress must first be understood before the coping mechanisms are introduced. The researcher had used this model as a springboard of the study. Modifications were possibly made along the discussion that would further emphasize the coping mechanisms used to overcome teaching stress.

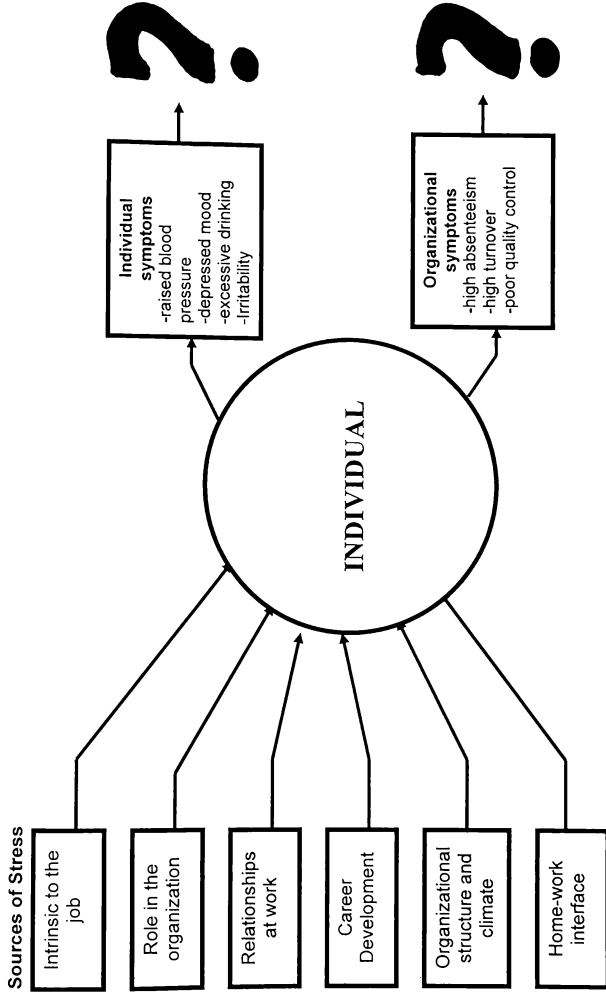


Fig. 1: OCCUPATIONAL STRESS MODEL
Cooper, C.L, and S. Cartwright (1994). "Healthy Mind; Healthy Organization
A Proactive Approach to Occupational Stress

Conceptual Framework

The researcher made some modifications on the theoretical framework to make it more suitable for the study. Since the focus of the study is the stress experienced by the teachers brought by their working relationships with their students, and how respondents cope with it, the stressor 'relationships at work' was used as the main variable. As stated earlier, relationships at work deals with relationship of the employee with her superiors, colleagues, and subordinates and the demands made interpersonally. In the case of this study, the researcher had focused on the relationship of the teachers with their students.

Past researches have revealed that the pressure of relationships at work can be a source of stress (Sloan and Cooper, 1987 as cited by Travers and Cooper, 1996). According to Travers and Coopers, when attempting to understand the link between stress and relationships at work, it is also important to regard the effect of hierarchies (e.g. relationships with superior, fellow teachers), and in this case the work relationship between the teachers and the students.

The effects of occupational stress were likely perceived by the respondents, with two general concerns: individual and organizational. The modification was made on the individual effects which were broken down into physiological effects and emotional/behavioral effects. This allowed the researcher to determine the effects of teacher stress, both at the individual and organization levels.

The coping mechanisms were established by the researcher in the model as it is the aim of the study to identify how respondents cope with the stress brought by the stressor 'relationships at work'. It was only essential to include this factor in the representation. The coping mechanisms were divided into eight subscales of analysis, as follows: Innovation, Mobilizing Social Support, Prioritized/Objective Coping, Suppression of Stress, Hobbies and Pastimes, Time, Non-confrontive of the situation, and Non-involvement.

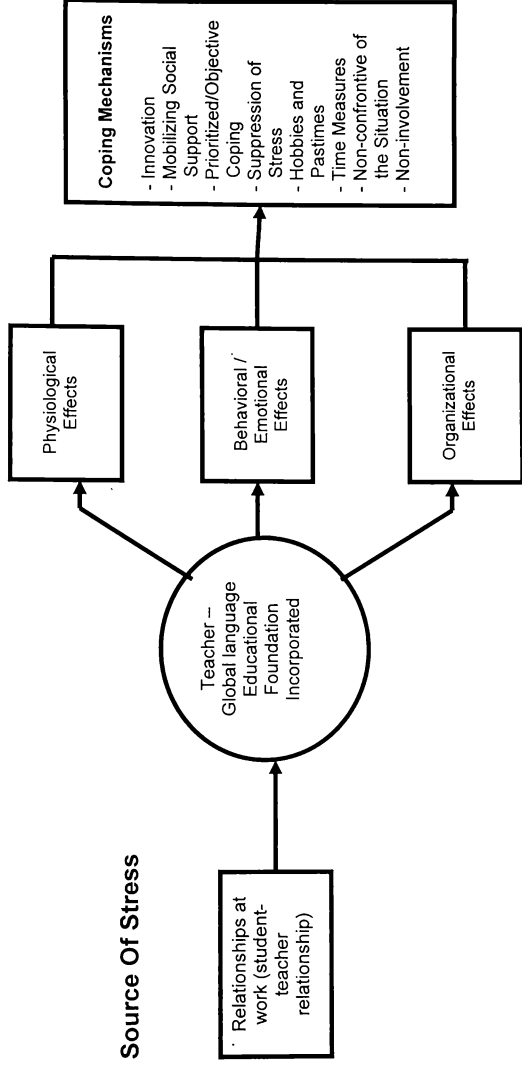


Fig.2: Student-Teacher Relationship as a Source of Teacher Stress

Adapted from: **OCCUPATIONAL STRESS MODEL**

Cooper, C.L., and S. Cartwright (1994). "Healthy Mind; Healthy Organization

A Proactive Approach to Occupational Stress

Operational Definitions:

For the purpose of the study, following terms are defined:

Communication – a process in the work relationship whenever the teacher responds to the behavior or the residue of the behavior of the student, and gives meaning to this response regardless of whether the behavior was intentional or unintentional, conscious or unconscious

Coping - refers to the process by which a person attempts to manage stressful demands.

Coping Mechanisms – are the attempts of the teacher in order to reduce a perceived threat or stress.

Distress – a kind of stress characterized by the onset of stressor, thus making it difficult to manage, the "pressures which exceed the resources a teacher has to cope with", consequently leaving the affected person physiological and psychological threats

Eustress – derived from the Greek word eu meaning 'good' or positive stress

Occupational Stress – stress experienced in work-related functions

Stress - the reaction people have to excessive pressures and other types of demand placed on them, arising from pressures which a teacher was not able to cope with.

Stressor – are events or situations that cause stress.

Teacher Stress – the individual teacher's response to stress that has corresponding adverse effects on psychological, physiological, and behavioral states.

Chapter II

REVIEW OF RELATED LITERATURE

This chapter presents the various literature focused on definition and causes of stress that zeroed in occupational stress in a work environment as the main variable of the study, which were all taken from foreign sources. The strategies and coping mechanisms surveyed from books also formed part of this chapter, mainly to shed light on the various interventions against stress.

Stress

According to Selye, stress is a consequence of, or a general response to an action that places special physical and psychological demands or both on an individual. It involves the interaction of the individual and that individual's environment (Hellriegel, 1986).

Another definition of stress is given by R.L. Atkinson, R.C. Atkinson, Smith, Bem, and Nolen-Hoeksema, who described the events that cause stress as the results in stress response or the individual's reaction. The authors considered stressful events as occurrences, which are, uncontrollable, unpredictable challenges to an individual's capabilities and self-concept. Various psychological reactions that may stem out from stress are apathy and depression, anxiety, anger and aggression, and cognitive impairment.

Moreover, stress is defined by Ivanesevich and Malteson as "an adaptive response, mediated by individual differences and/or psychological process that is a consequence of any external (environment) action, situation, or events that

place excessive psychological and/or physical demands upon a person" (Luthans, 1989). Furthermore, stress can have positive or negative effects on an individual depending on whether he sees certain stressors either as challenges or impediments. Selye has emphasized that the concept of stress must not be assumed to be automatically negative, as it can be viewed as a stimulant and is a feature of living. He divides stress into positive stress (eustress) and negative stress (distress) (Travers and Coopers, 1996).

Eustress

As long as the amount of stress experienced by an individual ranges from low to moderate and on the condition that he knows how to cope with it appropriately, stress can be perceived as eustress, derived from the Greek word *eu* meaning 'good' or positive stress. But according to Travers and Coopers (1996), this can only be at a certain point that stress can also be a stimulant, and can have positive consequences like serving as a motivator for growth, development and change.

Distress

Distress is known as the counterpart of eustress. Negative stress known as distress is simply called "stress". This kind of stress is characterized as a result of the onset of stressors making individuals difficult to manage, brought about by the "pressures which exceed the resources they have to cope with", and consequently leaving the affected persons with physiological and psychological

threats (Conrad, 1985). According to Selye, distress is the unwanted and damaging type of stress. Feelings of annoyance, dissatisfaction, agitation, among other detrimental effects are some of the outcomes of distress.

In this study, stress has been defined as a result of experiencing events that are perceived as endangering one's physical, emotional, behavioral, and organizational well-being.

Stressor

Beehr and Franz as cited by Travers and Cooper defined stressor as a stimulus from the environment, either physical/psychological or behavioral in nature. A strain response is used as an indicator of ill health and/or well-being of the individual. Atkinson et.al. also defined stressor as stimulus that induces pressure and stress. Stressors may include people's work, the incidents encountered in their world, their lifestyles and personalities.

Gordon defined stressor as the various physical and psychological demands from the environment that cause stress. Stressors create stress or the potential for stress when an individual perceives them as representing a demand that may exceed the ability to respond.

Of interest in this particular study are those stressors resulting from teacher-student relationships, occurring from their interaction that may cause strain subsequently experienced by the individual teacher.

Occupational Stress

McGrath viewed occupational stress as "the degree to which demand exceeds the capability, and the degree of differential rewards and costs expected from meeting versus not meeting such demand. On the other hand, Holt defined occupational stress as some aspects of many kinds of work, which either have or threaten to have bad effects under certain circumstances.

Causes of Occupational Stress

Different factors result in stress in different people. Too much work, being too conscientious, beating deadlines and the situations that involve significant changes can cause individuals to experience pressure on work. Certain physical factors such as excessive heat, cold, noise, pollution, and light can be considered as the causes of stress to working individuals.

In summary, the following are the causes of occupational stress:

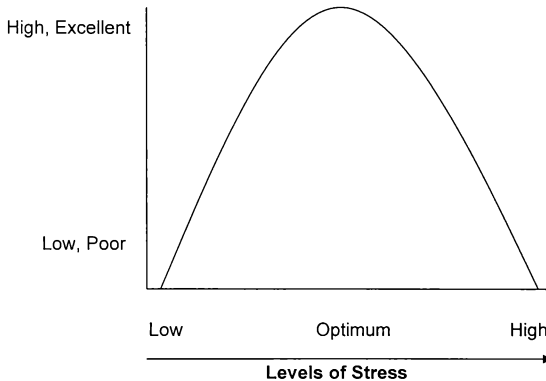
1. Organizational and Job Requirements which include risk of physical injury, dull jobs, fear of losing a job, performance failure, and time pressures (Costley and Todd, 1987).
2. Interpersonal Relations such as individuals who demand that something must be done quickly or individuals who want their problems to be solved by other people. Interpersonal relation also includes the relationship of the employee to his or her superiors, colleagues, and subordinates and the demands made interpersonally.

Effects of Occupational Stress

Miner (1992) stated that two of the most frequent effects of stress in organizational level are job dissatisfaction and higher absenteeism. The author emphasized the relationship between positive effects of stress and performance in consideration with the Inverted – U hypothesis.

Figure 3: The Inverted U Relation between Stress and Performance

Levels of Work Performance



This hypothesis claims that, up to a point, stress serves to have a positive effect arousing a person and increasing attention to the job, thus improving performance.

But according to McGrath, though stress contains positive effects, most individuals succumb to the harmful side of it due to poor stress management or the lack of it. This causes a dysfunctional impact both on the individual and the organization. Occupational stress has been a primary and contributing factor in many negative effects in the psychological, physical, behavioral, and organizational well-being of an employee. These effects include the following:

1. Physical effects – increased heart rate, high blood pressure, hot and cold spells, breathing difficulties, muscular tensions, chest pains etc.
2. Psychological effects – a wide range of feelings from anxiety, apathy and depression, aggression, fatigue etc.
3. Emotional/Behavioral effects – the use of drugs, excessive alcohol consumption, over eating or under eating, nervous gesturing, pacing and restlessness, even suicidal attempts.
4. Organizational effects – absenteeism, job dissatisfaction, decreased performance, antagonism at work etc.

Many researchers have focused on one of the following three approaches in studying occupational stress.

1. Stress as the dependent variable – stress is a response to stimuli that may be a disturbing situation in the environment.
2. Stress as the independent variable – stress as the phenomenon which is extraneous to the individual, with no account taken of individual perceptions, experience etc.

3. Stress as the intervening variable – emphasizes the importance of the way individuals perceive and react to situations which are forced upon them.

Teacher Stress

Increasingly, it is becoming apparent that the occupation of teaching is one of the most stressful occupations. Stress that teachers are facing is having adverse effects on them. In general terms, research into the experience of stress in teachers, as with any occupational group, is justified for two main reasons. First, stress has serious implications on particular attitudes and behaviors. Second, there are many costs incurred by the presence of negative stress at the individual and organizational levels.

Relationships at Work as Source of Stress of Teachers

When identifying manifestations of teacher stress, it is important to note that in some circumstances, the feature of the work environment may be the source of stress, one of these is the kind of relationships of teachers with other people in the organization.

According to Sloan and Cooper, the pressures at work can be a source of stress (Travers and Cooper, 1996). As stated earlier, to understand the link between stress and relationships at work, it is also important to regard the effects of hierarchies (e.g. relationship with superior, fellow teachers), and in the case of teachers, their work relationships with the students.

According to Brenner et. al., past researches revealed that the teachers have experienced stress from their relationships with their students (Travers and Coopers, 1996).

One of the potential stressors facing teachers is brought by the pupils' attitudes and behavior. A study made by Cichon and Koff had suggested that the threat of personal injury and verbal abuse from students had a greater impact than the other aspects of the teacher's experiences, such as management and teaching methods. There are many different types and levels of misbehavior, from minor examples of restlessness to serious physical attacks. When student misbehavior has been examined in relation to stress, some studies have made no distinction between different types of behavioral problem, while others have concentrated solely on major stressful events (Comber and Whitfield as cited by Travers and Cooper, 1996).

The attitudes and behavior of students, as stated earlier, have been identified as causing teacher stress. Those frequently mentioned include reference to lack of motivation. Moreover, a study made by Kyriacou and Roe found that 'under-achieving' was rated as the most serious behavioral problem among students. This result echoed the previous work by Kyriacou and Sutcliffe that the highest-rated source of stress among teachers was students' poor attitudes to work (Travers and Cooper, 1996).

The concern of teachers with the students' behavior may also be seen to contribute towards job satisfaction. Freeman (as cited by Travers and Cooper, 1996) has argued that for most teachers, job satisfaction lies in the experience of

teaching itself, and in the 'positive feedback' that comes from a successful lesson or series of lessons. Therefore, events that may interfere with this feedback like poor attitudes and behavior of students could be a source of teacher stress.

Teachers also have to deal with strains in the teacher-student relationship like disinterest in education, apathy and other behavioral problems that the students may have due to their home or cultural backgrounds.

Coping

Pressure and demands coming from relationships in the workplace often produce stress. After all, stress is a natural human response whenever one has to let go of familiar and routine habits, and whenever one's intellectual capabilities are challenged by the demands of the environment (Y. Kim, 2001 as cited by Gudykunst and Young, 2003).

Research evidence indicated that a wide variety of workplace conditions cause stress, strain or pressure that are associated with a wide range of physical and psychological ill-health problems. However, for many people at work, changing the nature of work environment is a potent source of stress and pressure. This must be managed in a positive way if the company wants to remain healthy and productive. However, too often, employers and employees try to cope with the demands of exposure to change by resorting to maladaptive ways of coping, and this can be very harmful to the company (Cooper and Sutherland, 2000).

Definitions of Coping

The enormous physiological arousal created by stressful situations is highly uncomfortable, and this discomfort motivates the individual to do something to alleviate it. The term coping used to refer to the process by which a person attempts to manage stressful demands (Atkinson et.al., 2000).

Furthermore, Oakland and Ostell (1996), as cited by Cooper et.al (2001) said that coping is a fundamental element in the relationship between stressors and strain. Cooper et.al said that like the concept of stress, various definitions of coping have been proposed, including coping as a psychoanalytic process; as a personal trait, style, or disposition; as a description of situational specific strategies; and as a process.

Meanwhile, using a transactional perspective, one can define coping as "cognitive and behavioral efforts to master, reduce or tolerate the internal or external demands that are created by the stressful transaction (Folkman, 1984 as cited by Cooper et.al, 2001).

Categories of Coping Strategies

The most common approach to the study of coping in the work settings has been described as taxonomic (Cox, 1987 as cited by Cooper et.al, 2001), where researchers describe and categorize coping behaviors that are broadly applicable to all (or most) work situations. Coping takes two major forms. A person can focus on the specific problem or situation that has arisen, trying to find some way of changing it or avoiding it in the future. This is called problem-

focused coping. A person can also focus on alleviating the emotions associated with the stressful situation, even if the situation itself cannot be changed. This is called emotion-focused coping (Lazarus and Folkman, 1984 as cited by Atkinson et.al., 2000)

Problem-focused Coping

Strategies for solving the problem include defining it, generating alternative solutions, weighing the alternative in terms of costs and benefits, choosing among them and implementing the selected alternative. Problem-focused strategies can also be directed inward, in which the person can change something about himself instead of changing the environment.

People who tend to use problem-focused coping in stressful situations like experiencing workplace culture shock show lower levels of depression both during and after the situation (Billing and Moos, 1984 as cited by Atkinson et.al., 2000).

Emotion-focused Coping

People engage in emotion-focused coping to prevent their negative emotions from overwhelming them and making them unable to take action to solve their problems. Emotion-focused coping is also used when a problem seems to be uncontrollable.

There are many ways in which many people try to cope with negative emotions. These can be behavioral strategies such as engaging in physical exercise or using alcohol and other drugs, or cognitive strategies such as

temporarily setting the problem aside or reducing the threat by changing the meaning of the situation (Atkinson et. al., 2000)

Chapter III

METHODOLOGY

This research paper dealt with the ways and strategies of coping of Filipino teachers in Global language Educational Foundation Incorporated when experiencing stress brought by the pressures in the teacher-student relationship. Included in this chapter are the research design used, sampling and respondents who participated in the study, tools for data gathering, and data analysis.

Research Design

To conduct an assessment of the coping mechanisms of Filipino teachers suffering from workplace relationships stress, the researcher used the descriptive method. Through this method, the researcher aims to discuss fully: (1) the frequency of stress among the respondents and how they determine its existence; (2) the concept of stress as perceived by the participants in the study; (3) the specific sources of stress in the teacher-student relationship as perceived by the respondents; (4) the negative effects of teacher stress to the respondents' physical, emotional/behavioral, and organizational well-being; (5) the coping mechanisms the participants used/are using to overcome the stressful situations in their workplace relationships; and (6) the perceived effectiveness of the coping mechanisms the respondents have used.

Respondents and Sampling Procedure

The respondents of this research are the Filipino teachers of Global Language Educational Foundation incorporated, in Diliman, Quezon City.

The Global language Educational Foundation Incorporated is an English school that caters to Korean and a small number of Japanese, Chinese, and Portuguese students. It is a relatively big school of its type with 75 regular teachers. Because of the organization's size and cultural dynamism, it was assumed that its employees would be experiencing a number of workplace relationship related stresses.

The researcher used the convenience sampling in implementing the survey-questionnaire.

Tools for Data Gathering

For background information on the concepts of intercultural communication, culture shock, stress, and coping mechanisms, secondary data were obtained through library research. From these data, tools were formulated.

The survey, which dealt mostly with the negative effects stress brought by workplace relationship, particularly the relationship of the respondents with their students, and the mechanisms they used/are using to cope with these, was carried out through a survey-questionnaire which was given to all teachers of Global language Educational Foundation Inc.

This questionnaire was divided into five parts. The first part determined the frequency of stress among the population and how they determined its

existence. The second part of the survey questionnaire dealt with how the respondents perceived the concept of stress. The third part identified the specific sources of workplace relationship stress of the respondents. The fourth part identified the negative effects of workplace relationship stress on the respondents' physical, emotional/behavioral, and organizational level; and the last part was patterned from the Occupational Stress Indicator (OSI) (Cooper et al. 1998), which measured the coping strategies of coping of the teachers. The scale consists of 25 items rated on a 5-point Likert scale ranging from 1 to 5 where 5 is 'very extensively used by me', 4 is 'extensively used by me', 3 is 'on balance used by me', 2 is 'seldom used by me', and 1 is 'never used by me'. Moreover, the scale on the eight subscales of analysis by Cooper and Travers, (1996), was used, namely:

1. Prioritized/Objective Coping

Set priorities and deal with problems accordingly

Use selective attention (concentrating on specific problems)

Try to 'stand aside' and think through the situation

Try to deal with the situation objectively in an unemotional manner

Deal with the issues in an emotional manner

2. Hobbies and Pastimes

Expand interests and activities outside work

Resort to Hobbies and pastimes

Use distractions (to take your mind off things)

3. Mobilizing Social Support

Talk to understanding friends

Seek as much social support as possible

Not 'bottling things up' and being able to release energy

Seek support and advice from co-workers and superiors

4. Time Measures

'Buy time' and stall the issue

Deal with the problems immediately as they occur

5. Innovation

Reorganize my work

Look ways to make the work more interesting

6. Suppression of Stress

Having a home that is a refuge

Suppress emotions and try not to let the stress show

'Stay busy'

7. Non-confrontive of the Situation

Try to recognize my own limitations

Try to avoid the situation

Accept the situation and learn to live with it

8. Non-involvement

Resort to rules and regulations

Force one's behavior and lifestyle to slow down

Tools for Data Analysis

Based on the gathered data, tabulation was done to determine the frequency of responses to various items in the questionnaire. The respondents' answers on how frequently they experience stress and how they determine its existence were evaluated through percentage and ranking. The sources and effects of student-teacher relationship stress were also evaluated through frequency and ranking based on the respondents answers on the survey-questionnaire. The perception regarding stress and the coping strategies that the respondent's employed were evaluated through the five-point Likert scale analysis and interpretation. The researcher also evaluated the eight subscales of the Occupational Stress Indicator to find out which of these subscales were most utilized by the respondents in coping with the stress caused by student-teacher relationship. To determine how extensively used the coping mechanisms are by the respondents, their weighted means were computed based on the answers given by the respondents. A range of means on coping mechanism based on weighted means have the following interpretations: between 1 - 1.49 means that it is never used by the respondents; 1.50 - 2.49, seldom used by the respondents; 2.50 - 3.49, on balance used; 3.50 - 4.49, extensively used; and 4.50 - 5.0 very extensively used by the respondents.

Chapter IV

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents and discusses the analysis and interpretation of data based on the data gathered from the responses of teachers regarding stress in the workplace sought through the survey-questionnaire.

A. Profile of Respondents

The Global Language Educational Foundation Incorporated has 75 teaching staff. Out of the 75 teachers, 65 were able to accomplish the survey-questionnaire.

Table1: Respondents' profile (n = 65)

SEX	f	Percentage (%)
Female	49	75
Male	16	25
AGE RANGE	f	Percentage (%)
20 - 25	27	42
26 - 30	26	40
31 - 35	5	8
36 - 40	3	5
41 - 45	2	3
46 - 50	1	2

Besides Global Language Educational Foundation Inc. being a relatively young organization, a substantial portion of its teaching staff is also young. The age of teachers range from 21 to 48 years old with an average age of 27.6 years. Therefore, Global Language has a young teaching staff population with the

majority of the teachers (42 per cent) between 20 and 25 and 40 per cent between 26 and 30. There appears a normal distribution with regards to age bands, with eight per cent aged between 31 and 35, 5 per cent aged between 36 and 40, 3 per cent aged between 41 and 45, and the remaining 2 per cent of the respondents between 46 and 50. Meanwhile, 1 respondent did not indicate his/her age.

Moreover, majority (75 per cent) of the respondents are female while only 25 per cent are male.

B. Frequency of Stress and Ways on Determining its Existence Among the Respondents

Truthfully, workplace relationships bring stress to individuals. Occupational stress, such as in teaching, is no exemption.

Table 2. Frequency of stress among respondents

Frequency of Stress	f	Percentage
Always (thrice a week)	14	22
Usually (once a week)	16	25
Often (once in two weeks)	7	11
Sometimes (once a month)	15	23
Occasionally (once in three months)	5	8
Rarely (once in six months)	7	11

Table 2 shows that majority of the respondents have experienced or are experiencing stress from their workplace relationship with their students. Sixteen (16) respondents or 25 per cent experienced its occurrence once a week, 14 respondents (22 per cent) experienced it thrice a week, and 7 respondents (11 per cent) in once in two weeks. The rest experienced stress once a month (15 respondents or 23 per cent), occasionally (5 respondents or 8 per cent), and rarely (7 respondents or 11 per cent of the total number of respondents).

The table below shows how the respondents identify the existence of stress.

Table 3. Determining the existence of stress

Determining Existence of Stress	f	Percentage
Perception of the Situation	17	27.5
From past experiences	7	11
The relationship between stress and my task performance	21	34
Interpersonal relationships among the people around me	5	8
The individual differences with regard to stress reactions	12	19

Majority of the respondents (34 per cent) revealed the existence of stress through the relationship in their task performance. A sizeable percentage of the respondents (27.5 per cent) said the existence of stress is through the perception of the situation; some (19.5 per cent) through individual differences with regard to stress reactions; some (11 per cent) through their past experiences; and a few (8 per cent) determined it through their interpersonal relationships among the people around them. Three of the sixty-five respondents meanwhile failed to give their answers.

C. Respondents' Perception on Stress

In order to study the workplace relationship and the stress experienced by the respondents, there should be a clear understanding on how these teachers

perceived stress. Moreover, since the students of the respondents are foreigners, it is deemed appropriate to find out how the respondents perceived culture shock – or cultural differences in general – as a possible strain in the teacher-student relationship. The table below shows how the respondents perceived the two variables.

Table 4. Respondents' perception on stress

Concept of Stress and Culture Shock	Mean	Verbal Interpretation
Stress refers to experiencing events that are perceived as endangering one's physical and psychological well-being	3.60	Favorable
Stress always have a negative connotation	3.57	Favorable

The table above shows that the respondents are favorable to the given definition of stress which refers to *events that are perceived as endangering one's physical and psychological well-being*, with a mean value of 3.60. Moreover, the respondents are favorable to the statement, *'Stress always has a negative connotation'* with a mean value of 3.57.

These findings suggest that the respondents agreed with the statement on stress that brings negative effects to those individuals experiencing it. They agreed that stress can be detrimental not only to a person's physical health, but to his or her psychological well-being as well. Moreover, even if positive stress exists (eustress), respondents still agreed that stress always has a negative connotation.

D. Sources of Stress as Perceived by the Respondents

Table 5 shows the frequency, ranking, and specific sources of stress in the teacher-student relationship as perceived by the teachers in Global Language Educational Foundation Incorporated.

Table 5: Sources of Stress as Perceived by the Respondents

Sources of Stress	F	Rank
Poor communication skills of the students	50	1
Teaching student who do not value education	37	2
Dealing with basic behavioral problems of the students	36	3
Differences between me and my students (physical, religious, beliefs etc.)	33	4
Lack of concentration of the students	32	5
Building and maintaining relationship with my students	31	6
Dealing with students who demand immediate attention	30	7
Teaching students who take things for granted	27	8
Maintaining discipline	22	9-10
Students who cannot handle criticisms	22	9-10
Students' short span of attention	21	11
Verbal aggression from my students	20	12-14
Continually having to form new relationship with students	20	12-14
When students try to 'test' you all the time	20	12-14
Overall lack of respect from students	17	15-16
Over-emotional involvement with my students	17	15-16
Students who criticize you too personally	15	17-19
Racial tensions in the classroom between you and your student, or among your students	14	17-19
The number of daily confrontation in the class	13	17-19
Absenteeism of students	11	20-21
Physical aggression from my students	10	20-21
The amount of noise inside the classroom	9	22-24
Truancy of students	9	22-24
Students who come to school late	9	22-24
Vandalism of students	8	25-26
The number of interruptions in the class	8	25-26
The constant answering back from pupils	7	27
Witnessing increasing aggression between or among my students	4	28

As shown in Table 5, 50 of the 65 respondents ranked first poor communication skills of the students as the source of stress; 37 respondents ranked second teaching students who do not value education; 36 respondents ranked third the basic behavioral problems of the students; 36 respondents ranked fourth the differences between the teacher and the students (physical, religious, beliefs etc.); 32 respondents ranked fifth the lack of concentration of the students; and lastly, 31 respondents ranked 6th building and maintaining relationship with the students as a source of stress. Other answers include: dealing with students who demand immediate attention (seventh rank), teaching students who take things for granted (eight rank), and maintaining discipline, and dealing with the students who cannot handle criticisms (ranked ninth and tenth, respectively).

The critical source of stress, according to majority of the respondents which placed the culprit to poor communication skills of their students, in congruence with Fred Edmund Jandt's six barriers to intercultural communication with language as one of the barriers. As stated earlier, Global Language Educational Foundation is an English Institute teaching the English language to foreign students (mostly Koreans). According to Jandt (1995), language becomes a barrier and a source of stress in intercultural communication when meanings are not clearly understood, which was found true in the study. The teacher-student relationship in Global Language begins, grows, and survives primarily through communication. With this, it can be said that the poor communication

skills of the students can really put a strain on the workplace relationship of the teachers and the students.

Meanwhile, past researches have revealed that the pressure of relationships at work can be a source of stress. In this study, the researcher focused on the relationship of the teachers with their students, and the stress it brings. According to Travers and Coopers (1996), the attitudes and behavior of students have been identified as one of the sources of stress in the teacher-student relation. Answers of the respondents in the survey-questionnaire were in coherence with the study made by Travers and Coopers. Looking back at Table 5, most of the sources of stress in the top ten ranking such as teaching students who do not value education, dealing with basic behavioral problems of the students, dealing with students who demand immediate attention, lack of concentration of the students, teaching students who take things for granted, maintaining discipline, students who cannot handle criticisms, are direct manifestations of the attitudes and behavior of the students – which, as written earlier, have been identified as causes of stress among teachers.

Furthermore, the fourth-ranked source of stress which is the difference between the teachers and their students (physical, religious, belief etc.) among the respondents, shows how cultural diversity and cultural differences in an organization can bring a great deal of stress to its members. Even though the differences in culture between the respondents and their students were not highlighted as a factor in the teacher stress, the finding proved that differences in

culture between the teachers and the foreign students was still identified as a major source of stress as perceived by the respondents.

E. Physiological Effects of Stress on the Respondents

As shown in Table 6, the suffering from stress, due to the pressures in the teacher-student relationship, can be detrimental to one's physical health. Although physical responses to stress can have fatal consequences like coronary heart disease, it is good to note that the respondents are only suffering from minor symptoms. Backache was experienced by 32 respondents, while severe headache ranked second with 24 respondents. Appetite disorders, dizziness, and muscular tensions are ranked third, fourth, and fifth, by 22, 21, and 19 respondents, respectively.

Table 6. Physical effects of stress on the respondents

Physical Effects of Stress	f	Rank
Backache	32	1
Severe headache	24	2
Appetite disorders	22	3
Dizziness	21	4
Muscular tensions	19	5
Sleep disturbances	17	6
Indigestion	16	7
Gastrointestinal problems	15	8
Increased in blood pressure	13	9-10
Increased heart rate	13	9-10
Breathing difficulties	12	11
Respiratory problems	10	12
Hot and cold spells	9	13
Shortness of breath	6	14-15
Chest pains	6	14-15
Sexual dysfunction	5	16
Skin disorders	4	17
Arthritis	3	18
Sweating	2	18
Potential cardiovascular diseases	0	20

F. Emotional/Behavioral Effects of Stress on the Respondents

Table 7 shows the effects of stress on the emotional/behavioral well-being of the respondents.

Table 7. Emotional/behavioral effects of stress on the respondents

Emotional/Behavioral Effects of Stress	F	Rank
Boredom	40	1
Irritability	34	2
Fatigue	33	3
Anger	26	4
Job dissatisfaction	24	5
Anxiety	23	6
Tension	21	7
Depression	17	8
Emotional distancing	15	9
Withdrawal	14	10
Inability to concentrate	13	11-13
Alienation	13	11-13
Sleeplessness	13	11-13
Guilt	12	14-16
Emotional hypersensitivity	12	14-16
Suppression of feelings	12	14-16
Lowered self-esteem	10	17
Poor intellectual function	9	18-22
Confusion	9	18-22
Restlessness	9	18-22
Long periods of sadness	9	18-22
Being upset often	9	18-22
Over-eating	7	23
Resentment to supervision	6	24-26
Aggression	6	24-26
Under-eating	6	24-26
Nervousness	4	27-30
Hyperactivity	4	27-30
Nervous gesturing	4	27-30
Pacing	4	27-30
Drug-abuse	3	31
Suicidal attempts	2	32-34
Gambling	2	32-34
Bad dreams	2	32-34
High alcohol intake	1	35
Excessive gambling	0	36

From Table 7, it can be gleaned that pressures in the teacher-student relationship affect the emotions and behavior of the respondents. Boredom was cited by 40 out 65 teachers as one of the adverse emotional/behavioral effects of

stress. It is followed by irritability with 34 respondents, fatigue according to 33 respondents, anger with 26 respondents, and dissatisfaction from their job with 24 respondents.

Moreover, withdrawal was cited as the tenth highest emotional/behavioral effect of stress among the respondents with 14 respondents. Absenteeism, intention to leave, and early retirement are all forms of withdrawal. These are some of the options teachers take when they find themselves in intolerably stressful situation.

Included at the bottom half of the ranking are drug-abuse with three respondents, suicidal attempts, gambling, and having bad dreams with two respondents, and higher alcohol intake with one respondent. From these, it can be seen that the respondents still gave premium to their selves in spite of experiencing stress because they are professionals with negligible chance to be self-destructive. Drug-abuse, suicidal attempt, higher alcohol intake, and excessive gambling, are all ranked the lowest, and this is a proof that the stress in teaching does not result to implicating one's self with destructive emotional/behavioral actions.

G. Organizational Effects of Stress on the Respondents

The research findings through the survey-questionnaire found out that the organization itself is affected by the student-teacher stress experienced by the teachers. Table 8 shows the frequency and ranking of the organizational effects

of stress as perceived by teachers in Global Language Educational Foundation Incorporated.

Table 8. Organizational effects of stress on the respondents

Organizational Effects of Stress	F	Rank
Job dissatisfaction	27	1
Loss of concentration	21	2
Lack of concern for students	20	3
Difficulties in communication	16	4-5
Reduced efficiency	16	4-5
Absenteeism	15	6
Decreased performance	14	7
Interpersonal conflicts	10	8-9
Antagonism at work	10	8-9
Lower productivity	7	10
Apathy	5	11
Higher turnover	2	12
High accident rates	1	13

Twenty-seven (27) respondents said that they feel dissatisfied with their job because of the stressful situations in their relationship with their students. Loss of concentration was revealed by 21 respondents, lack of concern for students by 20 respondents, difficulties in communicating and reduced efficiency, with both 16 respondents.

Travers and Coopers (1996) noted that teachers' concern with students contributes towards job satisfaction. In the case of this study, it can be seen that lack of concern for students is brought by teachers getting less and less satisfied with their job. It can also be seen that the organizational effects of stress such as loss of concentration, lack of concern for students, and reduced efficiency as experienced by the teachers also directly affect the students. Another organizational effect of stress on teachers, which should be looked into, is the difficulties in communication. Mancini et.al. (as cited by Travers and Coopers, 1996) said that of major concern to the teaching profession is that stress can detract from the quality of teaching. The research finding showed that indeed, credibility of teachers in teaching and communicating the English language to their foreign students – and communicating in general - also suffer due to the stress coming from the workplace relationships, particularly the relationship with the students.

H. Coping Mechanisms of Respondents

Table 9 shows the ranking of all the given coping mechanisms. The mean scores of the coping mechanisms have determined the ranking. The use of the eight sub-scales of analysis allowed for a detailed interpretation of the research findings.

Table 9. Ranking of coping mechanisms of the respondents

Coping Mechanisms – According to Rank	Mean	Verbal Interpretation	Rank
Look ways to make work more interesting	3.58	Extensively used	1
Talk to understanding friends	3.51	Extensively used	2
Reorganize my work	3.42	On balance used	3
Seek support and advice from my co-workers and superiors	3.37	On balance used	4
Expand interest and activities outside work	3.31	On balance used	5-6
Set priorities and deal with the problems accordingly	3.31	On balance used	5-6
Have stable relationships	3.26	On balance used	7
Try to recognize my limitations	3.25	On balance used	8
Deal with the problems immediately as they occur	3.15	On balance used	9
Use selective attention (concentrating on specific problems)	3.03	On balance used	10-11
Having a home that is a refuge	3.03	On balance used	10-11
Try to 'stand aside' and think through the situation	3.02	On balance used	12
Accept the situation and learn to live with it	2.98	On balance used	13
Try to deal with the situation objectively and in an unemotional manner	2.97	On balance used	14-15
Resort to hobbies and pastimes	2.97	On balance used	14-15
Stay busy	2.95	On balance used	16-17
Seek as much social support as possible	2.95	On balance used	16-17
Resort to rules and regulations	2.94	On balance used	18
Not 'bottling things up' and being able to release energy	2.92	On balance used	19
Suppress emotions and try not to let the stress show	2.91	On balance used	20
'Buy time' and stall the issue	2.66	On balance used	21
Use distractions (to take things off your mind)	2.57	On balance used	22
Deal with the issues in an emotional manner	2.45	Seldom used	23
Force one's behavior and lifestyle to slow down	2.32	Seldom used	24
Try to avoid the situation	2.23	Seldom used	25

The findings in Table 9 show that the respondents used extensively the coping mechanisms in which they 'look for ways to make work more interesting' and 'talk to understanding friends', with weighted means of 3.58 and 3.51, respectively. As discussed earlier, boredom ranked first in the emotional/behavioral effects of stress (see Table 7) and it is perceived that the respondents ease this boredom by finding ways on how to make their work more interesting. Rounding the top five coping mechanisms are: 'Reorganize my work' with a weighted mean of 3.42 (on balanced use), 'Seek support and advice from my co-workers and superiors' with a weighted mean of 3.37 (on balanced use), and 'Expand interest and activities outside work' with a mean of 3.31 (on balanced use).

Meanwhile, 'buy time', 'used distractions', 'deal with the issues in an emotional manner', 'force one's behavior and lifestyle to slow down', and 'try to avoid the situation' were ranked the lowest with weighted means of 2.66 (on balanced used), 2.57 (on balanced used), 2.45 (seldom used), 2.32 (seldom used), and 2.23 (seldom used), respectively.

These coping mechanisms have been analyzed and interpreted according to the eight subscales of analysis of the Occupational Stress Indicators of Cooper et al., as follows: Innovation, Mobilizing Social Support, Prioritize/Objective Coping, Suppression of Stress, Hobbies and Pastimes, Time, Non-confrontive of the situation, and Non-involvement.

Table 10. Innovation

Items	Mean	Verbal Interpretation
Look for ways to make work more interesting	3.58	Extensively used
Reorganize my work	3.42	On Balance used
General Weighted Mean	3.50	Extensively used

According to the respondents, innovation is the most popular way of coping with teaching workplace relationship stress. 'Look for ways to make work more interesting' is the most popular coping mechanism in the Innovation subscale (also ranked first in the overall coping mechanisms), and one of the only two coping mechanisms extensively used by the respondents. As discussed earlier, boredom ranked first in the emotional/behavioral effects of stress (see Table 7) and the respondents perceived that to ease their boredom is by finding ways on how to make their work more exciting. Teachers, even though they feel pressured in their relationship with their students - still give premium to creative, innovative, and more interesting ways to carry out their job. It is followed by "reorganize my work" which was ranked third in the overall coping mechanisms.

Table 11. Mobilizing social support

Items	Mean	Verbal Interpretation
Talk to understanding friends	3.51	Extensively used
Seek support and advice from my co-workers and superiors	3.37	On balance used
Have stable relationships	3.26	On balance used
Seek as much social support as possible	2.95	On balance used
Not 'bottling things up" and being able to release energy	2.92	On balance used
General Weighted Mean	3.20	On balance used

Based on the respondents' answers, the subscale Mobilizing Social Support is the second most popular way of coping with stress brought by the teacher-student working relationship. Greenberg and Baron (1995) declared that the ability of the workers to withstand the negative effects of stress decreases if they feel the support of others and this reinforces the findings of the study that the subscale social support serves as a widely held strategy in coping with the stress brought by working in a culturally diverse environment. The respondents rely on other people as a means of coping with stress. The stress of teachers is moderated by the degree and nature of support they receive from others within and outside of the teaching environment. Social support enables the respondents

to receive from colleagues sound advice about new direct action techniques they could use to deal with stress. Moreover, support from co-employees and friends give lighter feelings and serves as source of pleasure to the respondents through good company. Support from the supervisor also prevents the individual from encountering stress at work because it redefines the potential of harm posed by situations viewed to be stressful.

These coping mechanisms, however, are not necessarily in the form of talking, as having stable relationships could be enough as a coping mechanism. The most popular forms of social support among the teachers are 'talking to understanding friends' (ranked second in the overall coping mechanisms and ranked first in the social support subscale), 'seek support and advice from my co-workers and superiors' (ranked fourth in the overall coping mechanisms and ranked second in the social support subscale), 'have stable relationships' (ranked sixth on the overall coping mechanisms and ranked third in the social support subscale), 'seek as much social support as possible' (ranked sixteenth and seventeenth in the overall coping mechanisms and fourth in the social support subscale), and 'not 'bottling things up' and 'being able to release energy' (ranked nineteenth in the overall coping mechanisms).

Table 12. Prioritized/objective coping

Items	Mean	Verbal Interpretation
Set priorities and deal with problems accordingly	3.31	On balance used
Use selective attention	3.03	On balance used
Try to 'stand aside' and think through the situation	3.02	On balance used
Try to deal with the situation objectively and in an emotional manner	2.97	On balance used
Deal with the issues in an emotional manner	2.45	Seldom used
General Weighted Mean	2.96	On balance used

The subscale Prioritize/Objective Coping is the third most popular way of dealing with the workplace relationship stresses. It should be noted however that the last coping mechanism in the table above (deal with the issues in an emotional manner) is one of the least used strategies by the respondents and one of the three coping strategies seldom used by the teachers (ranked twenty-third in the overall coping mechanisms table). This finding proves that using emotion in dealing with the issues of workplace culture shock is perceived to be unhealthy by the respondents. Two of the items in the table above (Set priorities and deal with problems accordingly, and Use selective attention) are about attempting to achieve efficient time management. The respondents make most of

their time to cope with the stress brought by workplace culture shock. Moreover, the teachers generally cope with stress by adopting an unemotional and rational approach to the situation. Even if the teachers would not try to avoid the situation, they will still opt to think through the situation before taking the right actions, and be as objective as possible.

Table 13. Suppression of stress

Items	Mean	Verbal Interpretation
Having a home that is a refuge	3.03	On balance used
Stay busy	2.95	On balance used
Suppress emotions and try not to let the stress show	2.91	On balance Used
General Weighted Mean	2.96	On balance Used

According to the respondents, suppression of stress is a way to cope with the teacher-student workplace relationship stress. Although the respondents recognize the existence of stress among them, they would somewhat try not to let it show and by staying busy. Moreover, this finding further suggests that the respondents' homes still play an important role in their coping process

Although the subscale suppression of stress ranks relatively higher among the eight subscales of analysis, it should be noted however that only the coping strategy "Having a home that is a refuge" is in the upper-half of the overall coping mechanisms table (ranked eleventh). The remaining two coping mechanisms in the suppression of stress subscale are in the bottom-half of the overall coping mechanisms table (staying busy ranked sixteenth and seventeenth and suppressing emotions and trying not to let it show ranked twentieth). This means that the respondents are likely to confront face-to-face their situation by staying busy and trying not to let the stress show.

Table 14. Hobbies and pastimes

Items	Mean	Verbal Interpretation
Expand interests and activities outside work	3.31	On balance used
Resort to hobbies and pastimes	2.97	On balance Used
Use distractions	2.57	On balance used
General Weighted Mean	2.95	On balance used

It can be seen from the data that the respondents cope with the teaching stress, and deliberately separate work from their coping activities. It also reflects the need for teachers to take part in extra-work activities as a means of coping

with the stressors coming from their relationship with students. This indicates that teachers, in coping with stress, make a conscious effort to separate home and work by using distractions in the form of hobbies, pastimes, and other interests outside of work. The most popular coping mechanism in the home and work relationship subscale is 'Expand interests and activities outside work' (ranked fifth in the overall coping mechanisms), followed by "resort to hobbies and pastimes" (ranked fourteenth and fifteenth), and lastly, by "use distractions" (ranked twenty-second in the overall coping mechanisms table).

Table 15. Time measures

Items	Mean	Verbal Interpretation
Deal with the problems immediately as they occur	3.15	On balance used
'Buy time' and stall the issue	2.66	On balance Used
General Weighted Mean	2.91	On balance used

One of the major commodities that people have to negotiate with is time. As the table above shows, time management and time per se is very important to the respondents. The most used coping mechanism under the time subscale is 'Deal with the problems immediately as they occur' (ranked ninth in the overall coping mechanisms). It is followed by 'Buy time' and stall the issue' (ranked twenty-first in the overall coping mechanism table)

The teachers recognize the importance of time as a coping mechanism against the stress brought by the quality of their relationship with their students. They would rather deal with the teacher-student relationship problems immediately as they occur, rather than stall the issue. This finding suggests that the teachers will not allow the situation to take control of them; rather, they will be the one to control the situation.

Table 16. Non-confrontive of the situation

Items	Mean	Verbal Interpretation
Try to recognize my limitations	3.25	On balance used
Accept the situation and try to live with it	2.98	On balance used
Try to avoid the situation	2.23	Seldom used
General Weighted Mean	2.82	On balance used

The subscale Non-confrontive of the situation is one of the least popular ways of coping with workplace culture shock according to the respondents. However, it should be taken into account that the first two coping mechanisms in the table above (try to recognize my limitations and accept the situation and try to live with it) relatively rank high in the overall coping mechanisms table (ranking eight and thirteenth respectively). The coping mechanism "Try to avoid the situation" pulled down the general weighted mean of the subscale non-confrontive of the situation because, among all the coping mechanisms, it ranked

the lowest (twenty-fifth overall). It means that the respondents can draw the difference between accepting the situation and trying to live with it, and totally avoiding the situation. Respondents cope by forcing themselves to come to terms with reality rather than by ignoring and running away from it.

Table 17. Non-involvement

Items	Mean	Verbal Interpretation
Resort to rules and regulations	2.94	On balance used
Force one's behavior and lifestyle to slow down	2.32	Seldom used
General Weighted Mean	2.63	On balance used

The subscale Non-involvement is the respondents' least popular way of coping with the negative effects of workplace relationship stress. Both of the two coping mechanisms in the table above are in the bottom-half of the overall coping mechanisms table (ranked eighteenth and twenty-fourth). Still, some of the respondents effectively cope with teacher stress by using the subscale non-involvement. The finding suggests that teachers in Global Language would likely face their situations upon reliance on organizational processes.

Perceived Effectiveness of the Coping Mechanisms of the Respondents Against Student-Teacher Relationship Stress

The perceived effectiveness of the coping mechanisms was discussed according to how extensive they are used/being used by the respondents. The higher the weighted means of the given coping mechanisms, the more extensive are their use by the respondents. The extensiveness of use of a given coping mechanism would suggest whether or not the respondents find a certain coping mechanism effective in dealing with the stress coming from the pressures in the teacher-student relationship.

Looking back at Table 7, there are only two coping mechanisms extensively used by the respondents. These are the 'Look ways to make work more interesting' with a mean value of 3.58 and 'Talk to understanding friends' with a mean value of 3.51. This means that the two coping mechanisms are found to be effective in coping with the workplace relationship stresses among the respondents. Meanwhile, the coping mechanisms 'Deal with the issues in an emotional manner', 'Force one's behavior and lifestyle to slow down', and 'Try to avoid the situation' are the only three coping mechanisms seldom used by the respondents with a mean values of 2.45, 2.32, and 2.23, respectively. The rest of the coping mechanisms identified are on balanced use by the respondents. The respondents perceived to have a neutral stand on those coping mechanisms, meaning, some respondents find certain coping mechanisms effective in certain situations or problems, and not effective in other situations.

Furthermore, when the effectiveness of the given coping mechanisms were interpreted through the eight subscales of analysis, it could be gleaned from the data that only the subscale Innovation is extensively used by the respondents with a weighted mean of 3.50 (see Table 10). Although only the Innovation subscale is extensively used by the respondents, it should be noted however that the subscale Mobilizing Social Support has a relatively higher mean of 3.20, compared to the remaining six subscales of analysis. Moreover, the specific coping mechanisms under the Mobilizing Social Support subscale (refer to Table 11) rank relatively higher compared to other coping mechanisms under the six remaining subscales of analysis (refer to Table 7). This means that aside from the Innovation subscale, the subscale Mobilizing Social Support was perceived by the respondents as an effective way to cope with the stresses coming from the relationship between the teachers and students.

All in all, the respondents recognize the importance and the effectiveness of the subscale Innovation and Mobilizing Social Support in coping with the workplace relationship (student-teacher relationship) stresses the teachers are experiencing.

Chapter V

SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS

Based on the tabulated data which were then analyzed and interpreted, the general findings, conclusions, and recommendations regarding the study on the coping mechanisms against stress among teachers of a multi-cultural organization brought by teacher-student work relationships, are hereby presented.

Summary of Findings

The researcher, after a thorough analysis and interpretation of data, hereby presents the following summary of findings:

Majority of the respondents have experienced or are experiencing frequently stress as revealed by 14 respondents (22 per cent) experiencing it thrice a week, 16 respondents (25 per cent) once a week and 7 respondents (11 per cent) once in two weeks.

Majority of the respondents determined the existence of stress through the relationship between stress and task performance according to 34 per cent of the respondents. About 27.5% of the respondents revealed the existence of stress through the perception of the situation.

The respondents are favorable towards the given definition of stress, which *refers to experiencing events that are perceived as endangering one's physical and psychological well-being*.

The respondents are favorable to the statement, '*Stress always has a negative connotation*'.

Poor communication skills of the students, dealing with students who do not value education, dealing with basic behavioral problems of the students, differences between the teacher and the students (physical, religious, beliefs etc.), and lack of concentration of the students are the top five sources of stress among teachers.

Backache, severe headache, appetite disorders, dizziness, and muscular tensions are the top five effects of stress on the respondents' physical well-being.

Boredom, irritability, fatigue, anger, and job dissatisfaction are the top five effects of stress on the respondents' emotional/behavioral well-being.

Job dissatisfaction, loss of concentration, lack of concern for students, difficulties in communication, and reduced efficiency are the top five effects of stress on organizational well-being, as perceived by the respondents.

Looking for ways to make work more interesting, talking to understanding friends, reorganizing work, seeking support and advice from co-workers and superiors, expanding interest and activities outside work, and setting priorities and dealing with the problems accordingly, are the top five coping mechanisms that the respondents employed in a workplace relationship stress situation.

The subscales of analysis Innovation and Mobilizing Social Support and the coping mechanisms under these two, are used by most of the respondents in coping with stress brought by the pressures and the demands in the teacher-student relationship at the workplace.

Conclusions

In answer to the objectives formulated in the study, the researcher was able to arrive at the following conclusions:

The study proved that majority of the teachers in Global Language are suffering or have suffered from stress brought by their work relationships with the students. Majority of the teachers experience stress most of the time. Teachers also determine stress through the relationship of stress and their task performance. Knowing this, the teachers perceived that stress has a greater impact on how they perform their job.

This study confirms that majority of the teachers in Global language Educational Foundation Incorporated perceived stress negatively. Respondents agreed that stress can bring adverse effects to an individual.

The study confirms that behaviors and attitudes of the foreign students are sources of stress for the teachers. They identified poor communication skills, lack of concentration and specific behavioral problems like not valuing their education as the top sources of stress. Cultural and physical differences were also identified as sources of stress. Even though the students as foreigners were not highlighted as an important factor in the study of the student-teacher relationship stresses, cultural differences between the teacher and the students were still identified by the respondents as a major source of stress in the student-teacher relationships.

Moreover, the study also proved that the stress from teacher-student relationship has adverse effects on the respondents' physiological emotional/behavioral conditions, and on organizational state.

Physiological effects range from back pains and headache to dizziness and appetite disorders. The effects of stress on the teachers' emotional/behavioral health are seen through their loss of interest in their job, getting irritated most of the time, fatigue and emotional outburst of anger. Organizational effects are characterized by dissatisfaction in the job, which translates into lack of concern for the students. Efficiency in carrying out their jobs is also reduced because of loss of concentration among teachers due to stress.

The results gained from the study also confirmed that teachers can cope with stress through the use of different coping mechanisms, and being innovative and mobilizing social support were considered to be the most effective according to the respondents who used these two methods more extensively than other forms of coping mechanisms.

Recommendations

The researcher has the following recommendations based on the conclusions of the study:

First recommendation is that there must be a company orientation both for the teachers and students of Global Language. Through this orientation, formal introduction regarding the students and the teachers' culture, attitudes, behaviors, and habits will be covered. Boundaries should also be made clear

regarding the domain of the student-teacher relation. It will likewise be beneficial to the teachers, as well as to the students, if they know what to expect from each other in the course of the English language Program.

It is also recommended that Global Language Educational Foundation Incorporated should address the stress experienced by its teaching staff through drafting and implementing a stress management program. This stress management program for the teaching staff will be based on the study's findings on how teachers must cope with stress. The program will have to be designed according to how the Global Language teaching staff cope with stress the best – that is, through being innovative in carrying out their tasks and mobilizing social support.

Recommendations for further studies:

The study was conducted in an educational institution, it is therefore recommended that a study be made on how stress from workplace relationships affects the individuals in other organizations/corporations aside from educational institutions.

Furthermore, future researchers could further explore differences in culture as a major source of stress among superior-subordinate relationship since it was found out in the study that differences in culture is a major strain in the working relationships of individuals at work

A comparative study on how such factors like gender and age affect the coping mechanisms of individuals experiencing culture shock should also be explored.

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APPENDICES

APPENDIX A: PERMISSION LETTER

February 22, 2005

Mrs. Lilia Catli
Head Teacher, Global Language
Educational Foundation Incorporated
Ligaya Building, de Leon Street
Isidora Hills, Diliman, Quezon City

Dear Mrs. Catli:

Good day!

I am a fourth year Organizational Communication student from the University of the Philippines Manila. As a requirement for graduation, I am working on a thesis about the coping mechanisms of Filipino teachers with regards to the stress arising from the student-teacher relationship.

I have chosen Global Language Educational Foundation Incorporated as a great venue for this research.

With your permission, I wish to conduct a survey to be given to the Filipino teachers of Global Language Educational Foundation Incorporated. If you may like, I would be very glad to show you my questionnaire prior to my data gathering. Such data gathering technique will be very much essential to make the study more extensive and reliable.

Rest assured that all information will be kept confidential and will be used for academic purposes only. I would be very glad to give you a copy of the study upon its completion.

I hope that this request would merit your consideration.

Thank you and God Bless.

Respectfully yours,

Sherwin V. Iglesias
90927-9724963/7126257)

APPENDIX B: SURVEY-QUESTIONNAIRE FOR RESPONDENTS

COPING MECHANISMS OF FILIPINO TEACHERS IN GLOBAL LANGUAGE
EDUCATIONAL FOUNDATION INCORPORATED WITH REGARDS
TO THE STRESS BROUGHT BY THE STUDENT-TEACHER RELATIONSHIP

SURVEY QUESTIONNAIRE FOR RESPONDENTS

Dear Sir/Madame:

I am Sherwin V. Iglesias, a Senior Organizational Communication student from the University of the Philippines Manila. Currently, I am doing my thesis entitled "Coping Mechanisms of Filipino Teachers in Global Language Educational Foundation Inc. with Regards to the Stress Brought by the Student-Teacher Relationship.

In light of this, I would request you to answer the questionnaire below. The questionnaire has been designed to measure both the sources and effects of culture shock. Moreover, the mechanisms you used/are using to cope with the effects of stress will also be identified.

The answers to the questionnaire are strictly confidential and will remain anonymous. No names are requested, and there is no way in which any individual can be identified. It has been designed to gather information on individuals.

Respectfully yours,
Mr. Sherwin V. Iglesias

Respondent's Profile

Sex: _____

Age: _____

I. Experiencing Stress

1. How frequently do you experience stress from your relationship with your students?

_____ Always (thrice a week)
_____ Usually (once a week)
_____ Often (once in two weeks)
_____ Sometimes (once a month)
_____ Occasionally (once in three months)
_____ Rarely (once in six months)

2. How do you determine its existence?

_____ the perception of the situation
_____ from past experiences
_____ the relationship between stress and my task performance
_____ my interpersonal relationship among the people around me
_____ the individual differences with regard to stress reactions

II. Perceptions on Stress and Culture Shock

1. Stress refers to experiencing events that are perceived as endangering one's physical or psychological well-being.

_____ Strongly Agree
_____ Agree
_____ Neutral
_____ Disagree
_____ Strongly Disagree

2. Stress always has a negative connotation.

_____ Strongly Agree
_____ Agree
_____ Neutral
_____ Disagree
_____ Strongly Disagree

III. Sources of Stress in the Student-Teacher Relationship

Check as many answers as possible.

- _____ building and maintaining relationship with my students
_____ differences between me and my students (physical, religious, beliefs, etc.)
_____ over-emotional involvement with my students
_____ dealing with basic behavioral problems of students
_____ verbal aggression from my students
_____ physical aggression from my students
_____ witnessing increasing aggression between or among my students
_____ the number of daily confrontation in the class
_____ the size of the class that I teach
_____ teaching students who do not value education
_____ teaching students who take things for granted
_____ dealing with students who demand immediate attention
_____ continually having to form new relationship with students
_____ maintaining discipline
_____ when students try to 'test' you all the time
_____ students who criticize you too personally
_____ students who cannot handle criticisms
_____ the amount of noise inside the classroom
_____ the number of interruptions in the class
_____ the constant answering back from pupils
_____ truancy of students
_____ vandalism of students
_____ racial tensions in the classroom, between you and your student, or among your students
_____ poor communication skills of students
_____ students' short span of attention

- _____ lack of concentration of the students
- _____ students who come to school late
- _____ absenteeism of students
- _____ overall lack of respect from students

IV. Effects of Student-Teacher Relationship Stress

Check as many answers as possible

A. Your Physical Health

- | | |
|---|--|
| _____ increased blood pressure | _____ arthritis |
| _____ increased heart rate | _____ chest pains |
| _____ excessive sweating | _____ severe headache |
| _____ breathing difficulties | _____ appetite disorders |
| _____ hot and cold spells | _____ sexual dysfunction |
| _____ muscular tensions | _____ potential cardiovascular disease |
| _____ gastrointestinal disorders (irritable bowel syndrome, colitis, ulcer) | _____ respiratory problems |
| _____ backache | _____ skin disorders |
| | _____ sleep disturbances |
| | _____ dizziness |
| | _____ shortness of breath |
| | _____ indigestion |

B. Emotional/Behavioral

- | | |
|----------------------------------|--|
| _____ anger | _____ withdrawal from people/students |
| _____ anxiety | _____ emotional distancing yourself to your students |
| _____ depression | _____ suppression of feelings |
| _____ lowered self-esteem | _____ restlessness and uneasiness |
| _____ poor intellectual function | _____ experience long periods of sadness |
| _____ inability to concentrate | _____ sleeplessness |
| _____ nervousness | _____ having bad dreams |
| _____ irritability | _____ being upset often |
| _____ resentment to supervision | _____ higher alcohol intake |
| _____ job dissatisfaction | _____ drug abuse |
| _____ aggression | _____ over-eating |
| _____ fatigue | _____ under-eating |
| _____ guilt | _____ nervous gesturing |
| _____ boredom | _____ pacing |
| _____ alienation | _____ suicidal attempts |
| _____ tension | _____ excessive gambling |
| _____ confusion | |
| _____ emotional hypersensitivity | |
| _____ hyperactivity | |

C. Organizational Effects

- _____ absenteeism
- _____ decreased performance
- _____ higher accident rates
- _____ higher turnover
- _____ difficulties in communication with students and co-teachers
- _____ lower productivity
- _____ interpersonal conflicts
- _____ job dissatisfaction
- _____ antagonism at work
- _____ apathy
- _____ reduced efficiency
- _____ loss of concentration
- _____ lack of concern for students

V. How You Cope with the Stress You Experience

Please answer by encircling the number of your answer against the scale shown

	Very extensively used by me	5
	Extensively used by me	4
	On balanced used by me	3
	Seldom used by me	2
	Never used by me	1
1.	Deal with the problems immediately as they occur	5 4 3 2 1
2.	Try to recognize my limitations	5 4 3 2 1
3.	"Buy time" and stall the issue	5 4 3 2 1
4.	Look ways to make work more interesting	5 4 3 2 1
5.	Reorganize my work	5 4 3 2 1
6.	Seek support and advice from my co-workers and superiors	5 4 3 2 1
7.	Resort to hobbies and pastimes	5 4 3 2 1
8.	Try to deal with the situation objectively in an unemotional manner	5 4 3 2 1
9.	Deal with the issues in an emotional manner	5 4 3 2 1
10.	Suppress emotions and try not to let the stress show	5 4 3 2 1
11.	Having a home that is a refuge	5 4 3 2 1
12.	Talk to understanding friends	5 4 3 2 1
13.	"Stay busy"	5 4 3 2 1
14.	Not "bottling things up" and being able to release energy	5 4 3 2 1
15.	Expand interest and activities outside work	5 4 3 2 1

16. Have stable relationships	5	4	3	2	1
17. Use selective attention (concentrating on specific problems)	5	4	3	2	1
18. Use distractions (to take your mind off things)	5	4	3	2	1
19. Set priorities and deal with problems accordingly	5	4	3	2	1
20. try to "stand aside" and think through the situation	5	4	3	2	1
21. Resort to rules and regulations	5	4	3	2	1
22. Force one's behavior and lifestyle to slow down	5	4	3	2	1
23. Accept the situation and learn to live with it	5	4	3	2	1
24. Try to avoid the situation	5	4	3	2	1
25. Seek as much social support as possible	5	4	3	2	1

use your imagination to recreate the heart of our creation
explore the force within you on a journey to forever
take a trip to your mind the secrets you'll find
i hear them inside life take a look inside life
i hear them inside life take a look inside life
there's a river that flows to the heart of the matters
follow your dreams into tomorrow like the blue moon to the sea
and the yellow moonshine to show you the
hear them inside life
close your eyes and listen to your thoughts
and you'll feel your heart beatin' it's the river of life
inside life take a trip to your mind the secrets you'll find

Inside life

-incognito

I am a mountain I am a tall tree Ohhh, I am a swift wind Sweepin' the country
I am a river Down in the valley Ohhh, I am a vision And I can see clearly
If anybody asks u who I am Just stand up tall look 'em in the Face and say

I'm that star up in the sky I'm that mountain peak up high I made it I'm the worlds greatest
And I'm that little bit of hope When my backs against the ropes I can feel it mmm I'm the worlds greatest

I am a giant I am an eagle I am a lion Down in the jungle
I am a marchin' band I am the people I am a helpin' hand And I am a hero
If anybody asks u who I am Just stand up tall look 'em in the Face and say

I'm that mountain peak up high I made it I'm the worlds greatest
And I'm that little bit of hope When my backs against the ropes I can feel it
I'm the worlds greatest

THE WORLDS GREATEST

R. Kelly

Trust me It's Paradise

This is where the hungry come to feed

For mine is a generation that circles the globe in search of something we haven't tried before
so never refuse an invitation never resist the unfamiliar never fail to be polite and never outstay your
welcome

just keep your mind open and suck in the experience and if it hurts
you know what... it's probably worth it

you hope, and you dream but you never believe that something is going to happen for you
not like it does in the movies and when it actually does you expect it to feel different
more visirale more real i was waiting for it to hit me

i still believe in paradise but now at least i know it's not some place you can look for
cause it's not where you go it's how you feel for a moment in your life and if you find that moment it
lasts forever it lasts forever lasts forever

Beached

Orbital