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RESEARCH ARTICLE

FACTORS AFFECTING STRESS OCCURRENCE AMONG WORKING CRIMINOLOGY STUDENTS OF GOV. ALFONSO D. TAN COLLEGE, PHILIPPINES

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ABSTRACT

Stress is constant especially when a person is studying and working at the same time. This study entitled "Factors Affecting Stress Occurrence among Working Criminology Students of Gov. Alfonso D Tan College, Philippines" aimed to assess the factors affecting stress occurrence among criminology working students in GADTC. The study utilized a descriptive quantitative method to quantify and describe the level of stress of working criminology students. In this quantitative study, an adopted and modified questionnaire was used to gather the data and a total of three hundred fifty (350) were the respondents which the researchers randomly chose using random sampling. Based on the data gathered from the respondents, the findings revealed that the respondents have a high level of stress in terms of physiological stress, emotional stress and behavioral stress. However, behavioral stress was seen as the factor that mostly affect the stress occurrence of working criminology students. Additionally, the study found that there was no significant difference between the respondents' level of stress in terms of their age, sex, type of work and number hours rendered. This means that the level of stress of the respondents were respectively the same in terms of their profile. Furthermore, since the respondents have a very high level of stress, an intervention program should be made.

INTRODUCTION

Working and studying while in college can be rewarding and tiring at the same time. There are differences in how well students succeed academically due to the epidemiology of COVID-19. This problem creates complexity and intellectual gaps, especially because the usual face-to-face method of instruction within educational sectors has been replaced by online and/or blended methods. Students' physical and emotional health might be badly affected by busy schedules filled with homework and extracurricular activities. These pressures might get more severe with time, which would make them more stressful. Stress must also be considered because it affects most student's physical health, emotional stability, and academic performance negatively.

Students who have tasks that overlap in their academic and personal lives are among the most susceptible to academic stress. These students are working students who are attempting to multitask in order to balance their obligations to their academic work and their responsibilities to their community (Vessal *et al*. 2015). According to Cruz (2019), stress is a common problem of college students. Students' academic lives show a visible symptom of stress because of the numerous tasks and difficult time management. In short, stress affects everyone, regardless of social status or academic performance (Panduyos *et al*. 2014). Since less than 20% of Filipinos can only afford college, there is a large amount of stress among working college students, and some are encouraged to continue their education while working. In the Philippines, although Filipinos are known to be much resilient, students from the college are seen to have shown significant indications of stress. The Commission of Higher Education (CHED) has put stress management as important notion to be emphasized by each HEI in their academic curriculum. It was found that many students had problems managing their stress despite this strategy because online or blended learning was not commonplace (Dorothy *et al*. 2021). Despite the implementation of numerous programs research and analysis into the root causes of stress and its impact on working students are still insufficient. The reputations of students in their academic field are threatened by stress (Daniel *et al*. 2020). Also, data reflecting the number of working students is not yet available.

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Thus, the researchers of this study aimed to assess the factors affecting stress occurrence among criminology working students in GADTC. This study will generate a new knowledge on the confounding factors that influence the occurrence of stress among working criminology students. This will also serve as basis for intervention program in the institute in diagnosing and addressing the stress occurrence among the working students.

Conceptual Framework: This study showed the concept of the factors affecting stress occurrence among working criminology students at Gov. Alfonso D. Tan College. According to Dusselier (2005), the number of students reporting feeling stressed out has increased, making stress the most commonly reported barrier to academic success. Academic pressure was listed as the primary stressor by 55% of students, according to a New York University article. The majority of college students—six out of ten—state that they have gone through moments of high stress during which they were unable to finish their coursework. Additionally, a number of the mental and physical symptoms that frequently affect students, such as headaches, exhaustion, depression, anxiety, and an inability to cope, can be linked to stress or made worse by it. According to Dusselier (2005), the number of students reporting feeling stressed out has increased, making stress the most commonly reported barrier to academic success. Academic pressure was listed as the primary stressor by 55% of students, according to a New York University article. The majority of college students—six out of ten—state that they have gone through moments of high stress during which they were unable to finish their coursework. Additionally, a number of the mental and physical symptoms that frequently affect students, such as headaches, exhaustion, depression, anxiety, and an inability to cope, can be linked to stress or made worse by it.

In addition, Balamurugan and Kumaran (2008) stated that several factors influence stress. Physiological stress, emotional stress, and behavioral stress are examples. Furthermore, physiological stressphysiological symptoms of stress or tension include easy fatigue, muscle tension, palpitations (fast or pounding heartbeat), sweating (cold sweats) or flushing, irregular breathing or shallow, feeling choked or choking with pain in the chest, nausea or stomach pain, numbness or tingling in parts of the body, feeling of dry mouth and wanting to swallow, wanting to sneeze. (Balamurugan, 2008). Additionally, emotional stress, emotional characteristics that indicate stress or tension include intense anxiety, fearfulness, or terror (often accompanied by feelings of impending doom), increased irritability or anger, anxiety or feelings of panic, tearfulness, increased interpersonal conflicts, and occasionally feeling depressed and downhearted. (2008) Balamurugan. According to an article of (Cleveland Clinic) entitled emotional stress: warning signals management, when to get help, claims that anxiety, fear, anger, grief, and other emotions are all typical reactions to stress. Reality shows it all. However, the stress underlying these emotions becomes unhealthy, however, if it prevents you from doing the things you need or want to do. Moreover, behavioral Stress the following behaviors are indicative of stress or tension: Restlessness (feeling stressed or upset), trembling or shaking, short temper, withdrawal from social interactions, excessive drinking and/or smoking, sleep disturbances (having trouble falling asleep, having nightmares, sleeping excessively, or waking up tired), not feeling hungry or overeating, slow psychomotor coordination, rushing around, working longer hours, and so on are signs of stress or tension. (2008) Balamurugan. In addition, behavioral stress can lead to changes of appetite, such as overeating or not eating at all, procrastination and avoidance of tasks, frequent use to alcohol and engage in more stressful behaviors such as pacing, fidgeting, and nail biting. Stress has no exception, regardless of age and status in life. In this segment of our study, the researchers have presented the concept of stress including the factors affecting it occurrence among the working students in GADTC, such as physiological, emotional and behavioral stress. This concept has supported the main idea of the study.

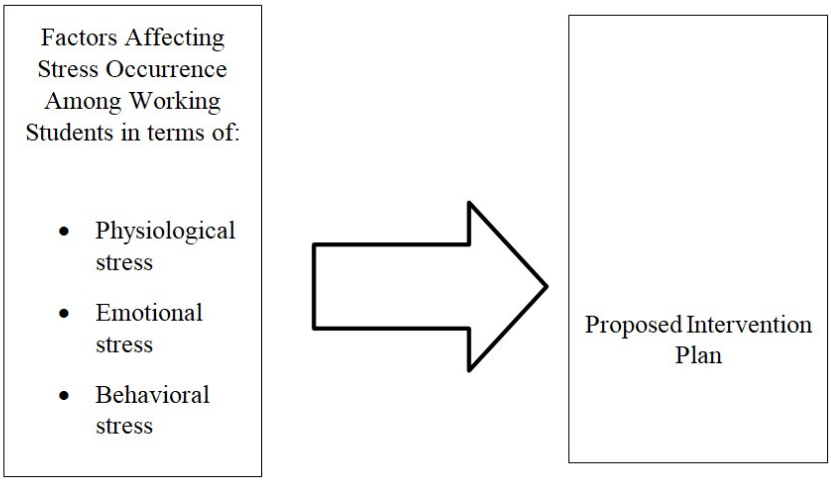

Figure 1. Schematic Diagram of the Study

Statement of the Problem

The study was designed to determine the stress factors of working criminology student of Gov. Alfonso D. Tan College. Specifically, it sought to answer the following questions:

What is the profile of the working students in terms of;

- Age;
- Sex;
- Type of work; and
- Number of hours rendered;

What is the level of stress occurrence among criminology working students in terms of

- Physiological stress
- Emotional Stress; and
- Behavioral Stress?

Is there a significant difference on the level of stress among respondent in terms of

- Age;
- Sex;
- Type of work; and
- Number of hours rendered;

Based on the findings, what intervention plan can be proposed?

Ho: There is no significant difference on the level of stress among respondents in terms of age, sex, type of work and number of hours rendered.

Significance of the Study

The result of the study may proved beneficial to the following:

Criminology working students: It will invigorate working students who have experienced academic stress by taking an interest in positive environment. How they overcame the effects of stress. Learn the importance of time management. In the end, how important each individuals job and school is.

Students: This will balance time, work and school and how they will deal with stress at school.

Teachers: This will give teachers an idea to minimize student projects/questions /homework to identify individual learners weaknesses and strengths, especially working students. Also, how will they communicate with working students who under stress and pressure.

Parents: They are the ones who support their children through the best and worst of life. They have to love and support children experiencing stress.

CHED: The findings of this research may help them formulate development plans, policies, priorities, and programs to help the working students.

Researchers: They will be the one who will identify and see the problem that needs immediate solution.

Future Researchers: The study will provide reference for the upcoming researchers who will conduct the same nature of study and find another problem for them to create research.

Scope and Limitation: This study focused on the stress factors of criminology working students in Gov. Alfonso D. Tan College. The information needed was gathered using the checklist style adopted modified questionnaire. All information and conclusions drawn from this study was obtained only from a particular group of respondents whom shall be identified as stress.

RESEARCH METHODOLOGY

This section provides the research methods of the study. It outlines the research design, research setting, research participants, research instruments, instrument validity, data, gathering procedures, data validation, and data analysis.

Research Design: Researchers used descriptive and quantitative methods. According Calderon (2006), descriptive quantitative research is defined as collecting, analyzing, classifying, and aggregating data on prevalent conditions, practices, processes, trends, and causal relationships, and interpreting it appropriately and accurately. Define a purposeful process. Without the help of data or statistical methods, or possibly with minimal help.

Research Setting: The study was conducted at Tangub City's Gov. Alfonso D. Tan College (GADTC). Tangub City College (TCC) begun as Gov. Alfonso D. Tan College in 1984. (GADTC). It was established during the late Mayor Alfonso D. Tan's administration in Tangub City. On June 1,1984, City Ordinance No. 15, "An Ordinance Providing for the Establishment and Maintenance of a City College in Tangub City," opened its doors to more than 200 pioneering students.

Research Respondents: The researchers had chosen 350 respondents from 1st year to fourth year Criminology working students of Gov. Alfonso D Tan College. They selected using the random sampling technique.

Research Instrument: In order to provide the essential information for the study, the respondents were given a survey-questionnaire to complete. An adopted and modified questionnaire from the study of M. Balamurugan and Dr. D. Kumaran (2008) entitled Development and Validation of Student's Stress Rating Scale (SSRS) was used in this study. The instrument contains rating scales for students as to physiological stress, emotional stress, and behavioral stress which was distributed to the respondents personally.

Validation of Instrument: Since the questionnaire used was adopted-modified, the researchers subjected it for expert validation from the college's guidance personnel in GADTC before it was administered to the respondents.

Data Gathering Procedure: This main component explains how to conduct the study's research in detail. The researchers made an approval letter to conduct the study and gets first the consent of the 350 Criminology working students to be the respondents of this study. After the approval, the researchers approached the respondents during their vacant time to answer the questionnaires. At the same time, the researchers guided the respondents on answering the questionnaire and they were oriented on the nature of the research. Confidentiality of their identity and answer was assured observing the ethics of research. The researchers finally analyzed the data.

Data Analysis: The data that was gathered was analyzed and summarized through the use of appropriate statistical tools. Frequency count and percentage was used in summarizing the profile of the respondents. Weighted mean was used in summarizing the data on student's stress rating scale of the criminology working student. T-test was used in determining the significant difference of the respondents' level of stress in terms of their sex. One-Way ANOVA was used in determining the significant difference of the respondents' level of stress in terms of their age, type of work and number hours rendered.To statistically treat the gathered quantitative data, weighted mean was used by the researchers. This was used to determine the average response of the respondents on the level of stress among working students. On the next page were the quantitative description and implication that was for the computed means.

Numerical Value	Mean Range	Interpretation	Implication
4	3.26-4.0	Strongly Agree	Very High level of Stress
3	2.51-3.25	Agree	High level of Stress
2	1.76-2.50	Disagree	Low level of Stress
1	1.00-1.75	Strongly Disagree	Very Low level of Stress

Verbal Interpretation

4 - The respondents strongly agree on the indicators which implies that the students have very high level of stress.
3 - The respondents agree on the indicators which implies that the students have high level of stress.
2 - The respondents disagree on the indicators which implies that the students have low level of stress.
1 - The respondents strongly disagree on the indicators which implies that the students have very low level of stress.

Ethical Considerations

Before the researchers started the dissemination of the questionnaire, the written inform consent was presented to the participants. It was emphasized that the gathered data was used for academic purposes only. The researchers assured the participants that their information was strictly kept confidential and concealment of their identities was constantly maintained.

During the gathering of data, the researchers ensured that all health protocols related to the possible infliction of COVID-19 was strictly followed.

Definition of Terms

Stress: In this study,stress refers to the psychological and mental aspects of the student which can be defined someone's experiences where there is a mismatch between perceived demands and our perceived ability to cope.

Covid 19: refers to the virus thattransfers illness to people. It is also the cause of crisis that the world had have experienced.

New Normal: In this study, New Normal refers to the new kind of learning and living. There is a new set up of distributing lessons, ideas and knowledge to the students towards education.

Working Students: In this study, working student refers to a person who is working and at the same time doing its studies in order to achieve his/her desired goal in life.

Physiological stress: In this study, physiological factors of stress is someone who experienced stress or tension which getting tired easily, have muscle tension, palpitating, hard to breath, a feeling of being choked with pain in the chest, nausea or abdominal distress, experiencing tingling sensations in certain parts of the body or feeling numb, and any kind of symptoms that can get because of lack of rest.

Emotional stress: In this study, emotional stress refers to the feelings of the student. It shows anxiety and depression, lack of control of emotion which can easily cry, easily discourage, and easily get pressure even it is normal to individual's lives.

Behavioral Stress: In this study, behavioral stress refers to the attitude of the working students. It somehow shows the change of priorities and behavior due to the pressure and stress that they experienced and the balance of time both study and working.

Time Management: In this study, time management refers to how the students handled their time even they experienced stress in their studies while working at the same time.

PRESENTATION, ANALYSIS AND INTERPRETATION OD DATA

In this chapter, the results of the conducted research were presented and discussed. The presentation of the gathered information from quantitative data were discussed and supported by related literature and were displayed according to the statements of the problem. The results were presented in this order: (1) age, (2) sex, (3) type of work, (4) hours rendered among working criminology students, which are supported by related literature of the study.

Table 1. Profile of the Working Criminology Students as to Age

Age	Frequency	Percent (%)
21	59	16.86
22	156	44.57
23	98	28
24	37	10.57
Total	350	100

Table 1 shows the profile of working criminology students as to age. The study presented a total of 350 random Criminology working students as respondents. It reveals that age twenty-two (22) got the highest frequency of 21 or 60% of the respondents. On the other hand, aged 24 has the lowest frequency of 37 or 10.86% only of the total number of respondents. This implies that majority of the Criminology working students are twenty-two (22) years old. The table 2 shows the profile of the respondents as to sex.

Table 2. Profile of Working Students as to Sex

Sex	Frequency	Percent (%)
Female	210	60.00
Male	140	40.00
Total	350	100

It can be seen that 210 or 60% of the respondents are female while 140 or 40% of them are male. It indicates that the majority of the respondents or working criminology students who responded to the study are male. According to Ken McMaster's (2020) study, which supports the study's conclusions, male students in the human services field have a crucial role to play in challenging society's predominately restrictive notions of masculinity.

Table 3. Profile of Working Students as to Type of Work

Type of Work	Frequency	%
Online Seller	130	37.14
Fast Food Employee	88	25.14
Delivery Rider	46	13.14
Househelper/ Maid	49	14.00
Working Student	37	10.57
Total	350	100

Men use and are expected to use flexible working to increase their performance, work harder and longer hours, and receive higher pay (Lott and Chung 2016). This can lead to an increase in work-family conflicts as a result of the increased workload. The table above shows the profile of the respondents according to their type of work. The data revealed that online seller got the highest

frequency of 130 or 37.14% of the total respondents. On the other hand, working student got the lowest frequency of 37 or 10.57% of the respondents. This implies that the majority of the Criminology working students are online sellers. The findings of Grant Leboff's (2016) study stated that sales and marketing functions are increasingly convergent, with lead generation frequently coming from digital promotional campaigns and opportunities for traditional sales techniques dwindling as a result of limited customer attention and availability, not to mention the abundance of easily accessible product information online, are consistent with the implications of this study.

Table 4. Profile of working students as to Hours Rendered

Hours Rendered	Frequency	%
1-3	98	28.00
4-6	210	60.00
Others:	42	12.00
Total	350	100

In order to influence purchasing decisions and turn contacts into sales, salespeople now must comprehend and engage with customers through a variety of platforms, including social media. The new paradigms in which salespeople today operate are explained by digital selling, which also outlines the new approaches needed to seize the opportunities that are available and offers the tactical guidance salespeople need to create leads and increase sales. Table 4 displays the profile of the respondents according to hours rendered of the working criminology students. The data revealed that twenty-four (210) or 60% of the respondents were working for 4-6 hours a day, four (98) or 28% of them were working 1-3 hours a day and seven (42) or 12% of the respondents were working beyond 6 hours a day. This implies that majority of the respondents were working 4-6 hours a day. Jewell (2014) and Tumin & Faizuddin (2017) stated that working while studying is becoming less common among students in the advanced education system since they do it to sustain themselves financially and to pursue their personal goals.

Table 5. Respondents' Level of Stress Occurrence in terms of Physiological Stress

Indicators	Mean	Interpretation
1. I have the stomach pains /gastric problems.	2.05	Disagree
2.I find it difficult to sleep.	2.34	Disagree
3.I often get scolded by my teachers.	1.62	Strongly Disagree
4.I find myself thinking of the consequences of failing in an examination.	3.17	Agree
5.I fail to see the humorous in situations where others find humorous.	2.45	Disagree
Grand Mean	2.32	Disagree

Working academics are rather distinct from traditional scholars, according to Carreira in P (2021). Students who are employed have distinct coping strategies in place to balance their work and life, since they have less time available for studying due to their professional obligations and must manage implicit work-study conflicts (Flores, M.K. *et al*, 2020). According to a number of studies, the position of stress and this balancing act are inextricably linked (Stoe,A.M. et. Al, 2017). Table 5 shows the respondents' level of stress occurrence in terms of physiological stress. The data revealed that the highest mean is 3.17 which reveals that the respondents agree that they find themselves thinking of the consequences of failing in an examination. The lowest mean is 1.62 which shows that the respondents strongly disagree that they often get scolded by their teachers. Overall, the grand mean of 2.32 shows that the respondents disagree on the indicators which implies that the level of stress occurrence of the respondents in terms of physiological stress is low.

Table 6. Respondents' Level of Stress Occurrence in terms of Emotional Stress

Indicators	Mean	Interpretation
1. I have difficulty in concentrating my studies.	2.82	Agree
2.I feel tired even though I had enough sleep.	3.37	Strongly Agree
3.I worry about my future.	3.62	Strongly Agree
4.I have difficulty in remembering things.	2.62	Agree
5.My parents scold me often times.	1.80	Disagree
Grand Mean	2. 84	Agree

Table 7. Respondents' Level of Stress Occurrence in terms of Behavioral Stress

Indicators	Mean	Interpretation
1.I easily get angry & agitated.	2.31	Disagree
2.I have difficulties having proper rest.	3.77	Strongly Agree
3.It is difficult to get words out.	3.71	Strongly Agree
4.I get tired easily.	2.57	Agree
5.I get lazy in completing academic tasks.	2.77	Agree
Grand Mean	3. 02	Agree

Stoe (2017) mentioned that working students experience greater stress than non-working students. More than 50% of students who are also working mention stress symptoms like losing or overeating their food, having trouble focusing, having trouble making decisions, or feeling restless and anxious. Table 6 shows the respondents' level of stress occurrence in terms of emotional stress. As

seen in the table, the highest mean is 3.62 which indicates that the respondents strongly agree that they worry about their future. On the other hand, the lowest mean of 1.80 reveals that the respondents agree that their parents scold them often times. Generally, the grand mean of 2.84 reveals that the respondents agree on the indicators which implies that the level of stress occurrence of the Criminology working students in terms of emotional stress is high.

This was supported by the study of Hammad (2016) which stated that students in some specialties are more worried about the future as a consequence of a loss of trust in the future as a result of experiences from their fellow alumni who did not have job chances and had to work in a different sector of their own or to remain unemployed. Table 7 shows the respondents' level of stress occurrence in terms of behavioral stress. As seen, the highest mean is 3.77 which shows that the respondents strongly agree that they have difficulties having proper rest. However, the lowest mean of 2.31 reveals that the respondents disagree that they easily get angry and agitated. Overall, the grand mean implies that the respondents agree with the indicators, which further indicates that the level of stress occurrence of the respondents in terms of behavioral stress is high. This implication was supported by the study of Fischer (2008) which revealed that young people who work and go to school showed a drop in the amount of time they spent sleeping at night. A sleep rebound (i.e., prolonged sleep duration) on Saturdays is a symptom of sleep deprivation throughout the week, especially among students working 8–10 hours per day. In addition to other sociodemographic and lifestyle issues, having to go to work and school makes it difficult to get enough sleep.

Table 8. Significant Difference on the Respondents' Level of Stress in terms of their Age

Physiological Stress					
Source	Summation of Squares	Degree of freedom	Mean Squares	F-value	Interpretation
Between Treatment	7.77	3	2.59	0.42	No Significant Difference
Within Treatment	199.54	31	6.186		
Emotional Stress					
Between Treatment	23.85	3	7.95	0.44	No Significant Difference
Within Treatment	555.84	31	17.93		
Behavioral Stress					
Between Treatment	11.38	3	3.79	0.38	No Significant Difference
Within Treatment	305.31	31	9.85		

Significant if f-value ≥ f-critical value which is 2.911

Table 7 shows that the f-values for physiological stress, emotional stress and behavioral stress in terms age are 0.42, 0.44, and 0.38, which are lesser than the F-critical value. This suggests on accepting the null hypothesis. Therefore, there is no significant difference between the respondents' level of stress and their age. According to Keyes (2002), there were no significant age differences, however, in levels of stress, depression or sickness-related dysfunction. Patients of all ages who used more emotional release and more avoidance and coping strategies had higher levels of stress, depression, and illness-related dysfunction. Older adults do not appear to have any difficulty dealing with the severe stress of a colectomy and are likely to respond similarly to other similar situations.

H_0= There is no significant difference on the respondents' level of stress in terms of their sex.

Table 9. Significant Difference on the Respondents' Level of Stress in terms of their Sex

Variables	Group	n	Mean	Standard Deviation	T-value	P-value	Interpretation
Physiological Stress	Male	18	12.05	1.98	0.43	0.32	No Significant Difference
	Female	17	11.70	2.51			
Emotional Stress	Male	18	13.44	2.54	-0.73	0.24	No Significant Difference
	Female	17	14. 06	2.53			
Behavioral Stress	Male	18	12.55	3.14	-0.93	0.18	No Significant Difference
	Female	17	13. 53	3.18			

Table 9 shows that the p-values for physiological stress, emotional stress and behavioral stress in terms of their sex are 0.32, 0.24, and 0.18, which are, respectively, greater than 0.05 or t-values of each variable are 0.43, - 0.73, and – 0.93, which are lesser than the t-critical value which is 1.6929. This indicates on accepting the null hypothesis. Therefore, there is no significant difference between the respondents' level of stress and their sex. In the study conducted by Calaguas, G.(2011), results showed no significant difference was found between the male and female respondents in their perception of academic stressors in general which disproved the second hypothesis of this study. Furthermore, in the study of Gentley *et al*. (2007), the results show that there is a significant gender difference in the experience of stress. According to the researchers, these differences may be due to differences in perception even though the study was conducted among adults living in Hawaii. Furthermore, the claim that men and women differ in their perception of stress was substantiated in another study.

H_0= There is no significant difference on the respondents' level of stress in terms of their type of work.

Table 10. Significant Difference on the Respondents' Level of Stress in terms of their Type of Work

Physiological Stress					
Source	Summation of Squares	Degree of freedom	Mean Squares	F-value	Interpretation
Between Treatment	5.71	4	1.43	0.26	No Significant Difference
Within Treatment	163. 83	30	5.46		
Emotional Stress					
Between Treatment	3.99	4	0.997	0.12	No Significant Difference
Within Treatment	243.69	30	7.99		
Behavioral Stress					
Between Treatment	48.58	4	12.14	1.35	No Significant Difference
Within Treatment	270.56	30	9.01		

Table 10 shows that f-values for physiological stress, emotional stress and behavioral stress in terms of type of work are 0.26, 0.12 and 1.35, are respectively lesser than the f-critical value of 2.69. This intends on accepting the null hypothesis. Therefore, there is no significant difference between the respondents' level of stress and their type of work which indicates that these types of works are relatively the same. The Better Health (2012) says that work-related stress is a growing problem all over the world that affects productivity as well as workers health and well being of businesses. When a job requires more variety and color combinations than a person can handle, they experience work-related stress. A person might experience pressure, for instance, if the demands of their job such as the number of hours they have to work or the responsibilities they have to fulfill are less than what they can comfortably handle. Conflicts with co-workers or supervisors, constant change, and hazards to job safety similar to constructive layoffs are additional sources or work- related stress.

H_0= There is no significant difference on the respondents' level of stress in terms of the number of hours they rendered.

Table 11. Significant Difference on the Respondents' Level of Stress in terms of the Number of Hours They Rendered

Physiological Stress					
Source	**Summation of Squares**	**Degree of freedom**	**Mean Squares**	**F-value**	**Interpretation**
Between Treatment	2.73	2	1.365	0.26	No Significant Difference
Within Treatment	166.81	32	5.21		
Emotional Stress					
Between Treatment	30.61	2	0.997	3.04	No Significant Difference
Within Treatment	186.08	32	7.99		
Behavioral Stress					
Between Treatment	6.96	2	12.14	0.237	No Significant Difference
Within Treatment	312.14	32	9.01		

Significant if f-value ≥ f-critical value which is 3.29

Table 11 shows that the f-values for physiological stress, emotional stress and behavioral stress in terms of the number of hours rendered are 0.26, 3.04 and 0.237, respectively, are lesser than f-critical value which is 3.29, hence, accepts the null hypothesis. Therefore, there is no significant difference between the respondents' level of stress and the number of hours they rendered. This indicates that all respondents experience the same amount of stress. The findings of the study carried out by Hong, Y *et al*. (2022) demonstrated the effect of working hours on stress were confirmed and it was discovered that the occupational stress experienced by postmen in Zhejiang, China, is the cause of the relationship between the number worked and stress.

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter presents the findings in summarized version. The conclusion of this study was also shown, along with the researcher's recommendations based on the results of the study.

Summary of Findings

This study entitled "Factors Affecting Stress Occurrence among working criminology students of Governor Alfonso D Tan College" was made with the objective of determining the level of stress among working criminology students. This was conducted in Gov. Alfonso D Tan College, with the 35 respondents from first year to fourth year Criminology working students which were randomly selected. The researchers used a descriptive quantitative research design and the data of this study was collected using adopted and modified questionnaire. Based on the profile of the respondents, in terms of age, 59 respondents aged 21, 156 respondents aged 22, 98 respondents aged 23 and 37respondentaged 24. In terms of sex, there were 210 females and 140 males. In terms of type of work, 130 respondents were online sellers, 88 were fast food employees,46 were delivery riders,49 were house helpers/maids 37 were working students, and in terms of hour rendered, 210 respondents worked at least 4-6 hours,42 worked more than 6 hours and 98 worked at least 1-3 hours. According to the data gatheredfrom the working criminology students, it was determine that they have a low level of stress in terms of physiological stress with a grand mean of 2.32. In terms of emotional stress, the respondents seemed to have a high level of stress with a grand mean of 2.84. And in terms of behavioral stress, the results showed that the respondents have a high level of stress with a grand mean of 3.02. Overall, the respondents were deemed to

have a high level of stress on the different factors of stress. Based on the data analysis, in terms of age, the f-value was 0.0869 and f-critical value was 2.911, accepting the null hypothesis. In terms of sex, the t-value was 0.5614 and t-critical value was 1.697, accepting the null hypothesis. In terms of type of work, the f-value was 0.203 and f-critical value was 2.69, accepting the null hypothesis. And in terms of number of hours rendered, the f-value was 0.644 and f-critical value of 3.295, accepting the null hypothesis. With this, the results revealed that there is no significant difference on the respondents' level of stress in terms of their age, sex, type of work and number of hours rendered.

CONCLUSION

The researchers had come up with their conclusions based from the data gathered. It was determined that the working criminology students have a low level of stress in terms of physiological stress. However, they have high level of stress in terms of emotional stress and behavioral stress. Further, the researchers found that there was no significant difference between the respondents' level of stress in terms of their age, sex, type of work and number hours rendered. This means that the level of stress of the respondents were respectively the same in terms of their profile. Furthermore, since the respondents were concluded to have a high level of stress, an intervention program should be made.

Recommendations

The following is what the researchers recommend based on their interpretation and findings:

- The researchers propose a stress management intervention of Dr. Weatherly (2021). This intervention program would be following the evidence-based stress management technique such as Mindfulness-Based Stress Reduction, Meditation, 4-7-8 Breathing, Sleep, Heart Math, Exercise and Movement which may be suitable for the stress reduction of the working criminology students.
- Once approved and implemented, the researchers recommend that working criminology students participate in six (6) Stress Management Activities.
- The researchers recommend to the future researchers who would conduct a study similar to Factors Affecting Stress Occurrence Among Working Criminology Students to update the status of this study and to add more insights for the betterment of this topic.
- To the future researchers, they may use this study as their reference and basis in conducting study similar to this research study.

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