



Self-efficacy as Determinants of Job Stress and Burnout among College Professors

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Abstract

The study determined the college professor's level self-efficacy as determinants of their level of job stress and burnout. It also looked into their profile in terms of age, sex, civil status, monthly income, and total teaching hours per week. Further, it looked into the respondent's level of self-efficacy in terms of performance accomplishment, vicarious experience, verbal persuasion, and emotional arousal. Moreover, it determined significant difference on the respondent's level of self-efficacy when grouped according to their profile variable. It also described the respondent's in terms of their level of job stress and level of burnout. Significant relation between their level of self-efficacy and level of stress, and their level of self efficacy and level of burnout were also considered. This was done to guide further development of interventions to help college professors enhance their level of self-efficacy thereby limiting their susceptibility to stress and burnout.

The researcher used the descriptive method. Data were gathered from a total of 350 college professors that comes from the different colleges and universities in Lipa City, Batangas, Philippines during the SY 2012-2013. Stratified random sampling was used to identify the sample. The researcher adapted the New General Self-Efficacy Scale and General Self-Efficacy Scale Questionnaire, Maslach Burnout Inventory, and Stress Test Questionnaire to gather the needed data to come up with the forgoing results. Frequency/percentage, weighted mean, t-test, and chi-square test were used to statistically treat the data. The result of the study showed that majority of the respondents were female, 21 to 25 years old, single, with a monthly income of Php20,000 to Php24,000 a month, and teaching for 21- 24 hours per week. The respondents have a high level of self efficacy. There is a significant and non significant difference on the respondent's level of self –efficacy when grouped according to their profile variables. Results showed that the respondent's are stressed and burnout on the average level. There is a significant and non significant relation between the respondent's level of self-efficacy and their level of stress Moreover, there is also a significant and non significant relation between the respondent's level of self-efficacy and their level of burnout.

In light of the foregoing findings, an intervention program was design by the researcher to help college professors enhance their level of self-efficacy thereby limiting their susceptibility to stress and burnout.