

WEST VISAYAS STATE UNIVERSITY
COLLEGE OF EDUCATION
GRADUATE SCHOOL
Iloilo City

MULTIPLE ROLE STRESS AND COPING STYLES OF GUIDANCE
COUNSELORS IN HIGHER EDUCATION INSTITUTIONS

A Thesis Presented to
the Faculty of the Graduate School
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Iloilo City

In Partial Fulfillment
of the Requirements for the Degree
Master of Education
(Guidance and Counseling)

by
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Abstract

The main purpose of this study was to determine the multiple role stress and coping styles among guidance counselors of higher education institutions in Iloilo City. Respondents of the study were the 71 randomly selected guidance counselors classified according to sex, age, civil status, educational attainment, and number of dependents. A duly validated researcher made questionnaire was used in this study. Frequency, percentage, rank, and means were the descriptive statistics employed and the inferential statistics used were the t-test for independent samples, One-way Analysis of Variance, and Pearson's r. The .05 alpha level was employed as the criterion for the acceptance or rejection of the null hypotheses. The result of the study revealed that the guidance counselors of higher education institutions whether taken as an entire group or classified as to

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certain categories agreed that they have experienced multiple role stress and employed coping styles. Findings further revealed that there were no significant differences in the multiple role stress among guidance counselors when grouped according to sex, age, civil status, highest educational attainment, and number of dependents. When classified according to age and highest educational attainment, the result showed that there were significant differences in the coping styles among guidance counselors. Findings further revealed that there were no significant differences among the coping styles of guidance counselors when grouped according to sex, civil status, and number of dependents. Finally, there was no significant relationship between the guidance counselors' multiple role stress and their coping styles.