



# The Stress in Work Performance of Teachers Who are Responsible for Programs Complying with Standard Criteria for Higher Education

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## Abstract

Teaching is one of the most demanding careers a person can have. Long work hours outside the classroom, dealing with the students, and complying with university administration and standard criteria for education can create stress, mental, emotional, and physical anxiety. If the stress arises in the working life of the teachers continuously, teachers will respond in various ways such as; showing dissatisfaction in the job, low morale, reducing work efficiency, weak body, and exhaustion.

The research objectives were (1) to study the level of the stress, (2) to study the factors affecting the stress, (3) to find guidelines for reducing the stress, and (4) to propose the guidelines for solving the stress in work performance of teachers who are responsible for programs complying with standard criteria for higher education. The quantitative Research is 391 teachers who are responsible for the program of 25 of higher education institutes were selected by using a purposive sampling technique. The instrument used to collect the data was a questionnaire. The statistical devices applied for the data analysis were the percentage, means, standard deviation, and exploratory factor analysis. The qualitative research is 25 key informants who are executives or program administrators of higher education institutes. The instrument used to collect the data was an interview form. The statistical devices applied for the data analysis were the content analysis, frequency, and percentage. The research results were as follows:

The level of stress in aspect of working conditions affecting on work stress was moderate, at  $\bar{X} = 3.07$ , S.D.= .865. Working conditions consisted of 4 factors; (1) progress and security career (2) relationships and motivation (3) organization policy, participation and communication, and (4) performance evaluation. The level of abilities in aspect of working performance of the teachers, who are responsible for educational programs was high, at  $\bar{X} = 3.56$ , S.D.= .726. Abilities in work performance of teachers consisted of 7 factors; (1) preservation of art and culture (2) teaching, learning and student outcomes (3) academic service (4) research (5) curriculum quality (6) curriculum management, and (7) student development. The level of stress in aspect of stressful feelings towards the situations stress test was moderate, at  $\bar{X} = 2.61$ , S.D.= .873. Stressful feelings of the situations stress consisted of 4 factors; (1) psychological and brain (2) physical (3) family and, (4) successful goal setting. The important guidelines for reducing the stress in work performance of teachers were; love of the profession, improve self-knowledge, develop work, improve teaching and learning by using technology, improve English skills, and develop student. The key guidelines for solving the stress in work performance of teachers were; the high-level executives had a vision that shows the potential, performance and identity of the university, identify strategies for the university, curriculum, and teaching and learning management.

**Keywords:** Stress, Teachers Stress, Stress in Work Performance, Work Performance

## Introduction

Stress is an important issue in the organization. At personal level, several researches revealed that a person who has chronic stress could have a high risk of heart disease. Initially observed signs of stress include headaches, sleeping difficulty, lack of concentration and irritable mood. In addition, stress also leads to behavioral problems such as smoking, drinking, and drug use. At social level, a person who has chronic stress will separate himself from society. At organizational level, many pieces of researchers found that stress affects work absence, lower work effectiveness, lower job satisfaction, and quitting the job. (Moustaka and Constantinidis, 2010)



While the main missions of higher education are to produce graduates, to research, to provide academic services, and to preserve art and culture, teachers are the key personnel for these academic performances. Ministry of Education (2010) in National Education Act, (B.E.1999), amended (No.2, B.E.2002), and (No.3, B.E.2010) stipulated that faculty members are personnel who are responsible for teaching and research in higher education institutions. The educational standard is a set of requirement for the desired quality characteristics for every educational institution. The standard acts as a benchmark for educational promotion, supervision, evaluation, and quality assurance. In 2015, Graduate Program Standard Criteria stipulated that the teacher who is responsible for the program is a course teacher whose duties are curriculum development and administration ranging from curriculum planning and development, teaching and learning, monitoring, evaluation, and quality control.

Standard Criteria for Higher Education Program in 2015 is a guideline for management and development of higher education programs in all disciplines. For new programs and updated programs of public and private institutions. Standard criteria requires the higher education institutions: (1) to be responsible for the curriculum development to meet the standard criteria for higher education curriculum of the Higher Education Commission Professional standards National Higher Education Qualifications Framework, including other associated standard criteria; and (2) to define indicators for standards and quality of education in order to improve quality assurance in higher education (Royal Thai Government Gazette, 2015a; 2015b). In 2009, The Ministry of Education Required higher education institutions to develop and improve the details of the programs according to the National Higher Education Qualifications Framework 2009 (Office of the Higher Education Commission, 2009).

In 2015, the Office of the Higher Education Commission established the criteria for educational quality assurance within the tertiary level for the academic year 2014–2018, focusing on the implementation of program level educational quality assurance ranging from the implementation of quality system, quality control, quality monitoring, quality assessment, and quality development. The criteria for educational quality assurance consists of 6 elements: (1) standard supervision, (2) produce graduates, (3) students, (4) teachers, (5) programs, teaching and learning, and student assessment, and (6) learning supportive tools.

From above, factors that affect stress in work performance and the changing external environment, especially the rules and regulations set by the Ministry of Education, make the program teacher handle more tasks and workload to meet standard criteria in both program administration and development; teaching quality, control, monitoring and evaluation, including academic research performance, and academic positions. These missions and responsibilities are great. The result in the teacher responsible for the program will receive the stress more or less, if the university not resolved. Then, this stress in work performance may affect the teacher physically and mentally, impact organization such as work effectiveness, job satisfaction, or leaving the job, and ultimately affect society and the nation.

### **Research Objectives**

1. To study the level of the stress in work performance of teachers who are responsible for programs complying with standard criteria for higher education
2. To study the factors affecting the stress in work performance of teachers who are responsible for programs complying with standard criteria for higher education
3. To conduct the in-depth study to find guidelines for reducing the stress in work performance of teachers who are responsible for programs complying with standard criteria for higher education



4. To propose the guidelines for solving the stress in work performance of teachers who are responsible for programs complying with standard criteria for higher education

### **Literature Review**

Gillespie et al. (2001) said that the stress of professors means situations in which teachers face certain adverse environmental factors within the institution (internal factors) or outside of educational institutions (external factors). The adverse environmental factors hinder the normal life of teachers, which negatively affects the performance of teachers in the workplace. Normal stress is the right thing and has no effect on teachers. However, if the stress arises in the working life of the teachers continuously, teachers will respond in various ways such as; showing dissatisfaction in the job, low morale, reducing work efficiency, weak body, and exhaustion.

In order to ensure the performance of academic positions in accordance with the mission and goals of each higher education institution including encouraging academic positions to increase knowledge, skills, and experience. In 2015, the Civil Service Commission in Higher Education Institutions sets the standard for the academic workload of instructors, assistant professor, associate professor, and professor (Royal Thai Government Gazette, 2015b), as follows:

1. Teaching work means transferring knowledge that covers all types of teaching, such as; lecturing, operational teaching, field teaching, and thesis advising.
2. Research work and other academic work means a systematic study and research in accordance with the process, research method, to create new knowledge or to extend the existing knowledge to be applied in various fields including research and development. Research work and other academic work operate together with the industry service sector and local communities in order to solve technical problems and engineering, technology and innovation management. Research and academic work also include other academic tasks.
3. Academic service work means a job involving utilizing existing knowledge for better understanding and solving problems or for improvement and development, according to needs of the target groups. It also involves the promotion of knowledge dissemination both academically and professionally towards social groups.
4. Art and cultural preservation work mean work or activities for the preservation of arts and culture, including local value and identity, national identity including cultivating nationality in various ways.

Cartwright and Cooper (1997) said the working conditions that affect on work stress include: (1) job characteristics such as; physical environment of work, work load, working hours, change of technology, and risks that may arise from work; (2) roles in the organization such as duties and responsibilities, information about the job, and the need for equality of work status in the organization; (3) interpersonal relationships such as; the relationship between the person within the organization; supervisors, friends, colleagues, and mutual trust; (4) career development such as; the opportunity to receive a reward from working, career advancement, job position, and self-development in the profession which affects the stress of the program teachers; (5) organization characteristics such as; organization policy, participation in decision making, and communication in the organization which affects the stress of the program teachers; and (6) the balance between work life and personal life such as; working time and personal life time, and happiness in work and happiness in personal life.

In 1984, Gmelch et al., Walter H. developed a tool for measuring stress. The stress indicators of the faculty are called the Faculty Stress Index (FSI) (Gmelch et al., 1984). Factor analysis showed that collecting stress



situations are divided into 5 dimensions; reward and recognition, time constraint, departmental influences, professional identity, and student interaction.

McLean (2006) proposed a general strategy for dealing with various factors of the stress of teachers as follows. In aspect of identity professional, (1) teachers should recognize successes without depending on academic achievement and too high ambition, (2) teachers should set annual goals with universities or faculties (3) teachers should develop a support network among colleagues in order to help each other, and (4) teachers should provide advice to each other. In aspect of interaction with students, the institutes should provide training to teachers to improve general and academic counseling skills and improve communication skill.

Kaur (2017) provides advice on how to solve the stress problems of teachers as follows. (1) Institute should pay teachers the standard rate salaries in order to reduce teachers' income insecurity and to reduce stress among teachers. Salary is related to life and performance satisfaction. (2) Institute should develop either life improvement programs or seminars on emotional intelligence, mental health, and well-being for teachers. (3) University administrators must manage psychology while recognizing the stress warning signs of university professors about workload, duties and financial status. (4) University administrators should have transparency in determining the workload for the teachers according to the teachers' proficiency. (5) University administrators should certify corrective measures in a manner that provides individual counseling on work and family life.

In conclusion, the solution to the problem of work stress is that payroll should be paid according to the standards-based teacher salaries to reduce the instabilities of salary. There are a reward system and teacher acceptance. Assign workloads for teachers to the proficiency, having time management, allowing teachers to participate in decision-making process at the university, the university do not too strict with the attitude of students towards teachers. Giving importance to the environment which is conducive to academic work, and promoting skills by supporting participation in seminars and training related to the program or curriculum.

### **Methodology**

The research used an integrated research methodology both quantitative and qualitative research.

#### **Population and Samples**

The population in the research is the teachers who are responsible for programs of higher education institutions including 15 government institutions, 19 autonomous governance state institutions, 38 Rajabhat University, 9 Rajamangala University of Technology, and 42 private higher education institutions. These institutes, total of 123 institutes, are under control of the office of the higher education commission. (Office of the Higher Education Commission, n.d.)

#### **Quantitative Research and Research Instrument**

Determination of sample size used percentage criteria from the population, calculated the number of sample size from the population criteria of hundreds, used 20 percent (Srisard, 1992) =  $(123 \times (20/100)) = 25$ . The sample group is calculated according to the proportion of the population, and selected by using a purposive sampling technique. (3 government institutions, 4 autonomous governance state institutions, 7 Rajabhat University, 2 Rajamangala University of Technology, and 9 private higher education institutions) The total teachers who are responsible for the program were 16,867 (Office of the Higher Education Commission, n.d.), using the formula Yamane caution in determining sample size of teachers is 391. Therefore, the sample of quantitative research is 391 teachers who are responsible for the program of 25 higher education institutes.



The instrument, created by the researcher, is a 5 rating scale questionnaires (5 = highest, 4 = high, 3 = moderate, 2 = less, and 1 = least), the interpretation of the level of mean is 4.50–5.00 = highest, 3.50–4.49 = high, 2.50–3.49 = moderate, 1.50–2.49 = less, and 1.00–1.49 = least, analyzed with reliability of the tool with Cronbach's Alpha Coefficient = .9431.

### **Variables**

Independent variables: working condition, work performance of teachers who are responsible for programs complying with standard criteria for higher education, and stressful feelings of the situations stress.

Dependent variables: factors affecting the stress in work performance of teachers, guidelines for reducing the stress in work performance, and guidelines for solving the stress in work performance.

### **Data Collection**

The researcher collected the data by sending a letter of cooperation which requested to collect information from the target institution administrators, to clarify the purpose of the study, how to carry out data collection and to ask for cooperation to send the answered questionnaire back.

### **Data Analysis**

The statistical devices applied for the data analysis were the percentage, means, standard deviation, and exploratory factor analysis.

### **Qualitative Research and Research Instrument**

Key informant interviews are qualitative in-depth interviews with executive institute or assignment person (Dean / Program Director /Head of the Department) who understand the Standard Criteria for Higher Education and responsible program administration for 3 years. 25 key informants are representative sample including government institutes, autonomous governance state institutes, Rajabhat University, Rajamangala University of Technology, and private higher education institutes. All are under control of the office of the higher education commission. The instrument is the interview form created by researcher.

### **Data Collection**

The researcher collected the data by sending a letter of cooperation requested to collect information from the target institution administrators and to clarify the purpose of the study. This includes how to carry out data collection by in-depth interviews with chief executive institute or assignment person who knows the Standard Criteria for Higher Education and program administration, requests for an appointment and interviews with the researcher.

### **Data Analysis**

The statistical devices applied for the data analysis were the content analysis, frequency and percentage.

## **Results**

The sample of quantitative research is 391 teachers who are responsible for the program. 56.01% of respondents are faculty members in the humanities and social sciences programs, 22.76% are in health sciences programs, and 21.23% are in science and technology programs. 37.85% of respondents are the teacher of public universities. 37.60% are the teachers of autonomous universities. 24.55% are the teachers of the private higher education institutes. The academic positions are 63.43% teachers, 66.09% assistance professor, and 10.40% associate professor.



Research findings of the stress in work performance of teachers who are responsible for programs complying with standard criteria for higher education were as follows:

1. The levels of the stress in work performance of teachers who are responsible for programs complying with standard criteria for higher education were as follows:

1.1 Working conditions affecting work stress, the results were illustrated into Table1.

**Table 1** Mean, Standard Deviation, and Level of Working Conditions Affecting Work Stress

Working Conditions Affecting Work Stress	$\bar{x}$	S.D.	Level
<b>Work Characteristics</b>	<b>3.07</b>	<b>0.865</b>	<b>Moderate</b>
- The atmosphere for academic work	2.88	1.097	Moderate
- Sound, lighting and temperature	2.71	1.188	Moderate
- The amount of workload (teaching, research, academic services, and cultural preservation)	3.76	1.058	High
- The assessment quality of work assigned	3.53	1.069	High
- The working hours per week	3.16	1.119	Moderate
- The hours of start and finish working	2.84	1.183	Moderate
- Using technology for working	2.64	1.250	Moderate
- Employment contract and performance evaluation	3.03	1.325	Moderate
- Job security	3.10	1.296	Moderate
<b>Teacher's Role in the University</b>	<b>3.00</b>	<b>1.084</b>	<b>Moderate</b>
- The determination of duties and responsibilities	2.93	1.173	Moderate
- The enough information for job responsibilities	3.02	1.216	Moderate
- The equality between individual personnel in the university	3.07	1.236	Moderate
<b>Interpersonal Relationship</b>	<b>2.51</b>	<b>1.183</b>	<b>Moderate</b>
- The good relationship between supervisor	2.51	1.279	Moderate
- The good relationship between colleagues	2.46	1.272	Less
- The friendship and mutual trust between colleagues	2.58	1.248	Moderate
<b>Professional Development</b>	<b>2.62</b>	<b>1.076</b>	<b>Moderate</b>
- The reward for good performance	2.56	1.155	Moderate
- The definite of career path	2.68	1.147	Moderate
- The support for self-development	2.61	1.191	Moderate
<b>Organization Characteristics</b>	<b>3.18</b>	<b>1.124</b>	<b>Moderate</b>
- The policies in teaching, research, academic services, and cultural preservation	3.16	1.191	Moderate
- The opportunity to participate in decision making	3.18	1.236	Moderate
- The good communication	3.19	1.274	Moderate
<b>The Balance between Work Life and Personal Life</b>	<b>2.93</b>	<b>1.226</b>	<b>Moderate</b>
- The abilities to allocate the appropriate time between working hours and personal life	3.00	1.286	Moderate
- The happiness in work life and personal life	2.85	1.238	Moderate

The level of stress in aspect of work characteristics was moderate, at  $\bar{x} = 3.07$ , S.D.= 0.865. The highest level of stress was about the amount of workload appropriate (teaching, research, academic services, and cultural preservation), which had a high level of stress, at  $\bar{x} = 3.76$ , S.D.= 1.058. The second highest level of stress was about the assessment quality of work assigned, which had a high level of stress, at  $\bar{x} = 3.53$ , S.D.= 1.069.

The level of stress in aspect of teacher's role in the university was moderate, at  $\bar{x} = 3.00$ , S.D.= 1.084). The highest level of stress was about the equality between individual personnel in the university, which



had a moderate level of stress, at  $\bar{x} = 3.07$ , S.D.= 1.236. The second highest level of stress was about the enough information for the job responsibilities, which had a moderate level of stress, at  $\bar{x} = 3.02$ , S.D.= 1.216.

The level of stress in aspect of interpersonal relationship was moderate, at  $\bar{x} = 2.51$ , S.D.= 1.183. The highest level of stress was about the friendship and mutual trust between colleagues, which had a moderate level of stress, at  $\bar{x} = 2.58$ , S.D.= 1.248. The second highest level of stress was about the good relationship between the supervisor, which had a moderate level of stress, at  $\bar{x} = 2.51$ , S.D.= 1.279.

The level of stress in aspect of professional development was moderate, at  $\bar{x} = 2.62$ , S.D.= 1.076. The highest level of stress was about the definite career path, which had a moderate level of stress, at  $\bar{x} = 2.68$ , S.D.= 1.147. The second highest level of stress was about the support for self-development, which had a moderate level of stress, at  $\bar{x} = 2.61$ , S.D.= 1.191.

The level of stress in aspect of organization characteristics was moderate, at  $\bar{x} = 3.18$ , S.D.= 1.124). The highest level of stress was about the good communication within the university, which had a moderate level of stress, at  $\bar{x} = 3.19$ , S.D.= 1.274. The second highest level of stress was about the opportunity for teachers to participate in decision making, which had a moderate level of stress, at  $\bar{x} = 3.18$ , S.D.= 1.236.

The level of stress in aspect of the balance between work life and personal life was moderate, at  $\bar{x} = 2.93$ , S.D.= 1.226. The highest level of stress was about the abilities to allocate the appropriate time between working hours and personal life, which had a moderate level of stress, at  $\bar{x} = 3.00$ , S.D.= 1.286. The second highest level of stress was about the happiness in work life and personal life, which had a moderate level of stress, at  $\bar{x} = 2.85$ , S.D.= 1.238.

1.2 The level of abilities in aspect of performance of teachers who are responsible for programs, the results were illustrated into the table 2.

**Table 2** Mean, Standard Deviation, and Level of Abilities in Work Performance of Teachers

Abilities in Work Performance of Teachers	$\bar{x}$	S.D.	Level
<b>Teaching and Learning for Producing Graduates</b>	<b>3.56</b>	<b>.726</b>	<b>High</b>
- Developing / improving the quality program in the period (5 years) according to TQF (Thai Qualifications Framework for Higher Education)	3.60	.823	High
- Presenting the details of the curriculum (TQF2) and approval by the institute council	3.61	.898	High
- Arranging TQF2, TQF3, TQF4, TQF5, TQF6, and TQF7 with accuracy, integrity and consistency	3.46	.861	Moderate
- Recruiting teachers relate to qualifications, knowledge, expertise and workload	3.64	.844	High
- Teaching and learning management for students to achieve the philosophy and objectives of the program	3.72	.868	High
- Teaching and learning management for students to achieve standards of learning outcomes	3.66	.794	High
- Using teaching methods for students to achieve learning program	3.66	.791	High
- Using evaluation methods that cover all learning outcomes	3.58	.910	High
- Verification of learning outcomes (course level)	3.37	.930	Moderate
- Verification of learning outcomes (program level)	3.37	.941	Moderate
- Arranging Internal Quality Assurance (IQA)	3.42	.890	Moderate
- Arranging Thai Qualifications Register (TQR)	3.31	1.030	Moderate
- Enrolling CHE QA Online	3.32	1.039	Moderate
- Facilitating student-centered learning	4.30	6.173	High

**Table 2** (Cont.)

<b>Abilities in Work Performance of Teachers</b>	<b><math>\bar{X}</math></b>	<b>S.D.</b>	<b>Level</b>
- Integrated course with research / academic service / preservation of art and culture	3.53	.963	High
- Support learning skills in the 21st century	3.53	.991	High
- Arranging activities to encourage students for responsibility and morality	3.52	.976	High
- Arranging teaching materials	3.67	.940	High
- Arranging learning facilities	3.50	.917	High
- Arranging book / textbook for determine academic position	3.34	1.035	Moderate
<b>Research</b>	<b>3.48</b>	<b>.759</b>	<b>Moderate</b>
- Arranging research for learning development	3.16	.920	Moderate
- Arranging research proposal for grant research funding	3.48	.905	Moderate
- Arranging research articles and academic articles for publication in academic journals	3.58	.944	High
- Arranging quality of research	3.68	.975	High
- Arranging research for determine academic position	3.49	1.069	Moderate
<b>Academic Service</b>	<b>3.47</b>	<b>0.858</b>	<b>Moderate</b>
- Exploring the necessity of the community and society for making academic service plan	3.24	1.077	Moderate
- Providing modern academic services that are appropriate to the needs of society	3.51	0.928	High
- Providing academic services that have benefit students / communities and society	3.54	0.960	High
- Cooperation with external organizations	3.66	0.964	High
- Utilization academic services to learning development / communities and society	3.43	0.966	Moderate
<b>Preservation of Arts and Cultures</b>	<b>3.08</b>	<b>1.024</b>	<b>Moderate</b>
- Exploring the necessity of the community and society for making preservation of arts and cultures plan	3.07	1.049	Moderate
- Providing activities to promote arts and cultures that have benefit students / community and society	3.12	1.059	Moderate
- Publicizing cultural preservation activities	3.07	1.081	Moderate
- Cooperation with external organizations	2.99	1.114	Moderate
- Utilization of arts and cultures preservation for student development / community and society	3.12	1.132	Moderate

The level of abilities in aspect of teaching and learning for producing graduate students was high, at  $\bar{X} = 3.56$ , S.D.= .726. The highest level of abilities was about the facilitating student-centered learning, which had a high level of abilities, at  $\bar{X} = 4.30$ , S.D.= 1.173. The second highest level of abilities was about the teaching and learning management for students to achieve the philosophy and objectives of the program, which had a high level of abilities, at  $\bar{X} = 3.72$ , S.D.= .868.

The level of abilities in aspect of research was moderate, at  $\bar{X} = 3.48$ , S.D.= .759. The highest level of abilities was about the arranging quality of research, which had a high level of abilities, at  $\bar{X} = 3.68$ , S.D.= .975. The second highest level of abilities was about the arranging research articles and academic articles for publication in academic journals, which had a high level of abilities, at  $\bar{X} = 3.58$ , S.D.= .944.

The level of abilities in aspect of academic service was moderate, at  $\bar{X} = 3.47$ , S.D.= .858. The highest level of abilities was about the cooperation with external organizations, which had a high level of abilities, at  $\bar{X} = 3.66$ , S.D.= 0.964. The second highest level of abilities was about the providing academic services that have benefit for students or communities and society, which had a high level of abilities, at  $\bar{X} = 3.54$ , S.D.= 0.960.

The level of abilities in aspect of preservation of arts and cultures was moderate, at  $\bar{X} = 3.08$ , S.D.= 1.024. The highest level of abilities was about the providing activities to promote arts and cultures that





have benefit for students or community and society, which had a moderate level of abilities, at  $\bar{X} = 3.12$ , S.D.= 1.059. The second highest level of abilities was about the utilization of arts and cultures preservation for student development or community and society, which had a moderate level of abilities, at  $\bar{X} = 3.12$ , S.D.= 1.132.

1.3 The level of the stressful feelings of situations stress test, the results were illustrated into the table 3.

**Table 3** Mean, Standard Deviation, and Level of Stressful Feelings of Situations Stress Test

Stressful Feelings of Situations Stress Test	$\bar{X}$	S.D.	Level
<b>Total of Stressful Feelings of Situations Stress Test</b>	<b>2.61</b>	<b>.873</b>	<b>Moderate</b>
- Fear of error	2.85	1.113	Moderate
- Not reaching the goal setting	3.18	1.158	Moderate
- Families have conflicts in money or work	2.08	1.067	Less
- Be concerned about toxic, air pollution, water, noise, and soil	2.09	.976	Less
- Feeling compete and compare	2.61	1.270	Moderate
- Not enough money	2.41	1.144	Less
- Muscle stiffness or pain	2.85	1.182	Moderate
- Headache from tension	2.86	1.240	Moderate
- Backache	2.81	1.263	Moderate
- Appetite changes	2.41	1.166	Less
- Migraine headache	2.60	1.301	Moderate
- Feeling anxious	2.87	1.248	Moderate
- Feeling frustrated	2.89	1.350	Moderate
- Feeling angry	2.83	1.277	Moderate
- Feeling sad	2.44	1.177	Less
- Bad memory	2.66	1.245	Moderate
- Feeling confused	2.63	1.190	Moderate
- Difficulty concentrating	2.52	1.134	Moderate
- Feeling tired	2.49	1.145	Less
- Frequent colds	2.21	1.211	Less

The level of the stressful feelings of situations stress test was moderate, at  $\bar{X} = 2.61$ , S.D.= .873. The highest level of stress is about not reaching the goal setting, which had a moderate level of stressful feelings, at  $\bar{X} = 3.18$ , S.D.= 1.158. The second highest level of stress is about the feeling frustrated, which had a moderate level of stressful feelings, at  $\bar{X} = 2.89$ , S.D.= 1.350.

2. The factors affecting on the stress in work performance of teachers, the results were illustrated into the table 4 and table 5.

**Table 4** KMO, and Bartlett's Test of Sphericity

Working Conditions Affecting Work Stress	Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.910
	Bartlett's Test of Sphericity	Approx. Chi-Square	8499.162
		Df	253
		Sig.	.000
Abilities in Work Performance of Teachers	Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.888
	Bartlett's Test of Sphericity	Approx. Chi-Square	15506.384
		Df	595
		Sig.	.000



**Table 4** (Cont.)

Stressful Feelings of Situations Stress Test	Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.922
	Bartlett's Test of Sphericity	Approx. Chi-Square	7510.734
		Df	190
		Sig.	.000

p < .05

**Table 5** Factor Loading

Working Conditions Affecting Work Stress		
Factors	Item	Factor Loading
Progress and Career Security and Balance in Life	Job security	.790
	Employment contract and performance evaluation	.724
	The enough information for job responsibilities	.722
	The determination of duties and responsibilities	.694
	The definite of career path	.653
	The support for self-development	.642
	The abilities to allocate the appropriate time between working hours and personal life	.632
	The equality between individual personnel in the university	.632
	The hours of start and finish working	.589
	Using technology for working	.570
	The happiness in work life and personal life	.532
Relationship, Trust and Motivation	The good relationship between colleagues	.842
	The friendship and mutual trust between colleagues	.793
	The good relationship between supervisor	.780
	Sound, lighting and temperature	.642
	The atmosphere for academic work	.597
Organization Policy, Participation and Communication	The reward for good performance	.559
	The good communication	.861
	The opportunity to participate in decision making	.854
Quantity and Quality Assessment of Work	The policies in teaching, research, academic services, and cultural preservation	.696
	The amount of workload (teaching, research, academic services, and cultural preservation)	.826
	The assessment quality of work assigned	.707
Preservation of Arts and Cultures	The working hours per week	.704
	Abilities in Work Performance of Teachers	
	Item	Factor Loading
	Publicizing cultural preservation activities	.895
	Cooperation with external organizations	.884
	Utilization of arts and cultures preservation for student development / community and society	.864
	Providing activities to promote arts and cultures that have benefit students / community and society	.862
	Exploring the necessity of the community and society for making preservation of arts and cultures plan	.828



Table 5 (Cont.)

Factors	Abilities in Work Performance of Teachers	
	Item	Factor Loading
Teaching and Learning, and Student Outcomes	Teaching and learning management for students to achieve standards of learning outcomes	.794
	Teaching and learning management for students to achieve the philosophy and objectives of the program	.790
	Arranging learning facilities	.689
	Using evaluation methods that cover all learning outcomes	.633
	Using teaching methods for students to achieve learning program	.625
	Arranging teaching materials	.605
Academic Service	Cooperation with external organizations	.775
	Providing academic services that have benefit students / communities and society	.766
	Providing modern academic services that are appropriate to the needs of society	.765
	Utilization academic services to learning development / communities and society	.605
	Facilitating student-centered learning	.582
	Exploring the necessity of the community and society for making academic service plan	.550
Research	Arranging research articles and academic articles for publication in academic journals	.819
	Arranging research proposal for grant research funding	.763
	Arranging quality of research	.702
	Arranging research for determine academic position	.665
	Arranging book / textbook for determine academic position	.492
	Arranging research for learning development	.415
Program Quality	Enrolling CHE QA Online	.750
	Verification of learning outcomes (course level)	.693
	Arranging Thai Qualifications Register (TQR)	.661
	Verification of learning outcomes (program level)	.639
	Arranging Internal Quality Assurance (IQA)	.627
Program Management	Developing / improving the quality program in the period (5 years) according to TQF (Thai Qualifications Framework for Higher Education)	.838
	Presenting the details of the curriculum (TQF2) and approval by the institute council	.831
	Arranging TQF2, TQF3, TQF4, TQF5, TQF6, and TQF7 with accuracy, integrity and consistency	.724
	Recruiting teachers relate to qualifications, knowledge, expertise and workload	.496
Student Development	Arranging activities to encourage students for responsibility and morality	.647
	Support learning skills in the 21st century	.591
	Integrated course with research / academic service / preservation of art and culture	.471
Factors	Stressful Feelings of Situations Stress Test	
	Item	Factor Loading
Psychological and Brain	Feeling sad	.893
	Feeling angry	.859
	Feeling confused	.858
	Feeling frustrated	.802
	Difficulty concentrating	.708
	Feeling tired	.701
	Feeling anxious	.579
	Bad memory	.476

**Table 5** (Cont.)

Factors	Stressful Feelings of Situations Stress Test	
	Item	Factor Loading
Physical	Backache	.834
	Muscle stiffness or pain	.821
	Headache from tension	.762
	Migraine headache	.677
	Appetite changes	.603
	Feeling compete and compare	.573
	Frequent colds	.556
Family	Families have conflicts in money or work	.756
	Be concerned about toxic, air pollution, water, noise and soil	.739
	Not enough money	.700
Success Goal	Not reaching the goal setting	.862
	Fear of error	.856

The working conditions affecting work stress ( $KMO = .910$ ,  $Sig = .000$ ) consisted of 4 factors: (a) progress and career security and balance in life, (b) relationship, trust and motivation, (c) organization policy, participation and communication, and (d) quantity and quality assessment of work.

The abilities of the teachers responsible for the program ( $KMO = .888$ ,  $Sig = .000$ ) consisted of 7 factors: (a) preservation of arts and cultures, (b) teaching and learning, and student outcomes, (c) academic service, (d) research, (e) program quality, (f) program management, and (g) student development.

The stressful feelings towards the situations stress test ( $KMO = .922$ ,  $Sig = .000$ ) consisted of 4 factors: (a) psychological and brain, (b) physical, (c) family, and (d) success goal.

3. The important guidelines for reducing the stress in work performance of teachers, the results were illustrated into the table 6.

**Table 6** Frequency, and Percentage of the Important Guidelines for Reducing the Stress in Work Performance of Teachers (n = 25)

The Important Guidelines for Reducing the Stress	Frequency	Percentage
- Teachers should love the profession, self-improve, seek knowledge, adjust teaching and learning by using technology, improve English skills, and develop work and student	21	84.000
- Teachers should teach, research, and disseminate research results to be knowledgeable with the science of the subject	18	72.000
- Teachers should understand the criteria and indicators for assessing educational quality and should plan the course processes according to the criteria and indicators	16	64.000
- Teachers should improve the program to be up-to-date with the context of change	11	44.000
- Teachers should be friendly and help and honor each other	11	44.000
- Teachers should read the Dharma books	9	36.000

The important guidelines for reducing the stress in work performance of teachers were: (a) teachers should love the profession, self-improve, seek knowledge, adjust teaching and learning by using technology, improve English skills, and develop work and student; (b) Teachers should teach, research, and disseminate research results to be knowledgeable with the science of the subject; (c) Teachers should understand the criteria and indicators for assessing educational quality and should plan the course processes according to the criteria and



indicators; (d) Teachers should improve the program to be up-to-date with the context of change; (e) Teachers should be friendly and help and honor each other; and (f) Teachers should read the Dharma books.

4. The key guidelines for solving the stress in work performance of teachers, the results were illustrated into the table 7.

**Table 7** Frequency, and Percentage of the Key Guidelines for Solving the Stress in Work Performance of Teachers (n = 25)

The Key Guidelines for Solving the Stress	Frequency	Percentage
- The high-level executives should had a vision that shows the potential, competency and identity of the university and should determine the strategy of the university, curriculum, and teaching and learning management.	18	72.000
- The university should provide training about course management, researching, and knowledge improvement	16	64.000
- The university should provide support for teacher's improvement of academic position	16	64.000
- The executives should give teachers the freedom of program course operation	11	44.000
- The high-level executives of the university should understand the entire educational quality assurance system and support the implementation	11	44.000
- The university's HR department should clarify the contract of employment, performance evaluation for contract extension and salary increase	9	36.000

The key guidelines for solving the stress in work performance of teachers were: (a) the high-level executives should had a vision that shows the potential, competency and identity of the university and should determine the strategy of the university, curriculum, and teaching and learning management; (b) The university should provide training about course management, researching, and knowledge improvement; (c) The university should provide support for teacher's improvement of academic position; (d) The executives should give teachers the freedom of program course operation; (e) The high-level executives of the university should understand the entire educational quality assurance system and support the implementation; and (f) The university's HR department should clarify the contract of employment, performance evaluation for contract extension and salary increase.

## Discussion

1. Research discussion of the level of the stress in work performance of teachers who are responsible for programs complying with standard criteria for higher education was as follows:

1.1 The working conditions affecting on work stress consisted of: (1) job characteristics (2) roles in the university (3) interpersonal relationships (4) professional development (5) organizational characteristics, and (6) the balance between work life and personal life. The research results were consistent with Herzberg et al. (1993) Two-factor theory or Herzberg's motivation-hygiene theory developed by Frederick Herzberg introduced the two factors namely "Motivators" and "Hygiene", which lead job satisfaction at work place. (1) Motivational factors have a positive effect on the functioning of the employees in the organization. There are six factors that motivate employees: achievement, recognition, advancement, work-itself, possibility of growth and responsibility. An increase in these factors satisfies the employees and the decrease in these will not affect the level of satisfaction. (2) Hygiene factors identified ten maintenance or hygiene factors, that are not intrinsic parts of a job, but are related to the conditions in which the job has to be performed. These are company policy





and administration, technical supervision, job security, working conditions, interpersonal relationship with peers, subordinates and supervisors, salary, job security, and personal life.

The results were consistent with the study of working conditions that affected stress performance by Cartwright & Cooper (1997), which found that the working conditions that affected work stress were: (1) characteristics of job was perceived as a stress due to physical environment, workload, working hours, and technological change; (2) roles in the organization was perceived as a stress due to duties and responsibilities, and the need for equality of work status in the organization; (3) interpersonal relationships were perceived as a stress due to relationship between teachers, friendship and trust; (4) career development was perceived as a stress due to career advancement, career position, and self-development in the profession; (5) organizational characteristics were perceived as a stress due to stressful feeling due to corporate policy, participation in decision making, and communication in the organization; and (6) the balance between work life and personal life was perceived as a stress due to time and happiness in work and time of personal life.

1.2 The abilities in work performance of the teachers, who are responsible for educational programs consisted of: (1) teaching and learning for producing graduate students, (2) research, (3) academic services, and (4) arts and cultures preservation. The research results were consistent with Maslow's hierarchy of needs in 1943 in famous "A Theory of Human Motivation" Maslow (1987) stated that people are motivated to achieve certain needs and that some needs take precedence over others. Our most basic need is for physical survival, and this will be the first thing that motivates our behavior. (1) Physiological needs are biological requirements for human survival. (2) Safety needs are protection from elements, security, order, law, stability, freedom from fear. (3) The results were consistent with are social and involves feelings of belongingness. The need for interpersonal relationships motivates behavior; friendship, intimacy, trust, and acceptance, receiving and giving affection and love. Affiliating, being part of a group (family, friends, work). (4) Esteem needs classified into two categories; (a) esteem for oneself (dignity, achievement, mastery, independence) and (b) the desire for reputation or respect from others (status, prestige). (5) Self-actualization needs are realizing personal potential, self-fulfillment, seeking personal growth and peak experiences.

The results were consistent with the concept of Kaur (2017) said that the stress of professors' careers was the characteristic of each person who was unable to cope with the independent work. The opinion was different from the chief and colleagues, lack of facilities, using new computer technology for teaching, and imbalances between teaching and research and management at their homes. The results were consistent with the study of factors affecting stress: tackling stress in higher education of Court and Kinman (2009), which found that the factors affecting major stress include; stable job, lack of time to do research, too much work, lack of resources to do research, including problems in finding funds, no time or opportunity to develop your teaching, lack of opportunities to advance in the job, lack of training and career development opportunities, and poor work-life balance.

1.3 The stressful feelings of situations stress test consisted of; the physical and mental aspects of the physical, family, and success goals. The research results were consistent with Selye (1976) Hans Selye the "Father of Stress" the first to give a scientific explanation for biological "stress." He actually borrowed the term "stress" from physics to describe an organism's physiological response to perceived stressful events in the environment. "Every stress leaves an indelible scar, and the organism pays for its survival after a stressful situation by becoming a little older." He eloquently explained his stress model, based on physiology and



psychobiology, as the General Adaptation Syndrome (GAS), stating that an event that threatens an organism's well being, a stressor, leads to a three-stage bodily response: (1) Alarm, upon perceiving a stressor, the body reacts with a "fight-or-flight" response and the sympathetic nervous system is stimulated as the body's resources are mobilized to meet the threat or danger. (2) Resistance, the body resists and compensates as the parasympathetic nervous system attempts to return many physiological functions to normal levels while body focuses resources against the stressor and remains on alert. (3) Exhaustion, if the stressor or stressors continue beyond the body's capacity, the resources become exhausted and the body is susceptible to disease and death.

The results were consistent with the concept of Gillespie et al. (2001) said that the stress of the teachers was the situation that teachers face adverse environmental factors both inside and outside the organization, which were hindering the normal life of the teachers, and had negatively affects the performance of teachers in the workplace. Teachers responded in various ways, such as; showing dissatisfaction in the job, low morale, reducing work efficiency, weak body, and exhaustion.

2. Research discussion of the factors affecting on the stress in work performance of teachers who are responsible for programs complying with standard criteria for higher education was as follows:

2.1 The working conditions affecting on work stress consisted of 4 factors; (a) progress and career security and balance in life, (b) relationship, trust and motivation, (c) organization policy, participation and communication, and (d) quantity and quality assessment of work. The research results were consistent with the stressful study of Aslam (2013) in Exploring Stress Factors among College Teachers of Pakistan found that Important stress factors related to teaching personnel were as follows: (a) job stability, (b) job design and participation, (c) policy support, management, (d) skills under occupation, (e) balance of compensation, (f) tool and equipment, and (g) hours of work.

2.2 The abilities of work performance of teachers consisted of 7 factors; (a) preservation of arts and cultures, (b) teaching and learning, and student outcomes, (c) academic service, (d) research, (e) program quality, (f) program management, and (g) student development. The research results were consistent with the study of Gmelch et al. (1984) in factors of faculty stress found that the stress factors of the teachers were; awards and recognition, time constraints, faculty influence, professional identity, and student interaction. The research results were accordance with the study of Tan-Ariya (2008), the study of work stress from the employees of Chiang Mai Rajabhat University found that factors affecting work stress of university staff were; too many workloads, working towards achieving goals, in terms of appropriate promotion, and lack of skills for working.

2.3 The stressful feelings of situations stress test consisted of 4 factors; (a) psychological and brain, (b) physical, (c) family, and (d) success goal. The research results were consistent with the study of Cooper et al. (2001), the study to explore the five reasons for the job stress found that the five causes of work stress were: (a) insufficient time (b) not aware of work activities, relaxation, and emotional relaxation, (c) less knowledge of teachers abilities, (d) no information about the university in support of work, and (e) lack of efficiency in the management of the life and career.

3. The research results of the guidelines for reducing the stress in work performance were consistent with the study of Kelly (2017) in the study of stress in the higher education sector: causes and yoga-mindfulness interventions found that the causes of work stress were: (a) stable job, relationship at workplace, unequal workload of co-workers, control of work pressure, lack of awareness and promotion, compensation and welfare, commitment of the organization, and found that practicing yoga and mindfulness could help to solve stress



problems; and (b) stress and lack of university staff had increased levels due to the university changing the workplace, working resources according to the temporary contract, various job roles, and increased expectations. The most common causes of stress of university teachers were due to the organization's environment and management methods, including resource reduction, financial restrictions, work pressure, job expectations, time and increase workload, insecurity / employment contract form, management policy and relationships in the workplace (promoting progress, stimulation and disparity in work).

Teachers who are responsible for education programs must understand the criteria and indicators of the Higher Education Commission, and then share duties and work according to criteria and indicators. Teachers in education program plan the course work in accordance with the study plan of the course and verifying courses. The researches results were consistent with the study of stress and competencies of Ogun State University professors: For Nigeria's Education Policy by Sulaiman and Akinsanya (2011) found that teachers had stress due to the incomprehensibility of working in the system. Teachers did not understand the implementation of the state education policy into practice. There were no understanding of the work assigned to cause anxiety. Teachers did not want to show responsibility for decision making, therefore they were avoiding decisions. Teachers had no data and facilities to complete their work.

In program management factors found that teachers must plan for the improvement or development of the program by defining the operating period, studying the trends of domestic and international contexts, creating courses to improve or develop the curriculum to the greatest potential customers, creating or produce graduate students with the best careers. The qualifications of the instructors were in accordance with the requirements of the Office of the Higher Education Commission, if teachers did not want to improve or develop the curriculum, the university did not force teachers to do. But the teachers will lose their job immediately when the program expires, or not in the market demand, or no one chooses programs to study.

4. The research results of the suggestions for solving the stress in work performance of teachers were consistent with the study of job stressors and their effects on academic staff by Günbayi (2014) found that the recommendations of how to cope with stress were as follows: (a) making the warm social relationships, (b) organizing the events according to priority and meeting agenda, (c) supporting by spouse or family, (d) facing communication with the university, (e) thinking in the same way, (f) doing less working, (g) consulting with administrators, (h) knowing what's the importance to focus on, (i) doing the balance of payment, (j) using other methods and methods of teaching, (k) using smart phones to check email in anywhere, (l) managing efficient meetings, (m) giving confidence in personnel and responsibility by the university administrators, and (n) taking a rest at home.

The research results were consistent with the guidelines for the implementation of the Higher Education Standards to be implemented in 2018 (Office of the Higher Education Commission, 2018) which stipulated that the university should define the vision, mission, policies and strategic plans in order to enhance strategic advantage and strategic opportunities in relation to the implementation of the graduate production or learner development, mission, research, and innovation, academic service, and the arts and Thai cultures. The university should define the important indicator, and developing a database system for strategic planning, operation, quality assurance, and evaluating results to ensure that the performance is in line with the set goals. The university should have an effective human resource development and management system that could create an atmosphere



of participation and a description of the work that supports the full potential of personnel. Making personnel more committed and dedicated to the organization's goals, and having stability in the profession.

### Conclusion

The highest level of stress was about the amount of workload appropriate (teaching, research, academic services, and cultural preservation). The highest level of abilities in work performance of teachers was about the facilitating student-centered learning. The highest level of stressful feelings of situations stress test was about not reaching the goal setting

The working conditions affecting work stress consisted of 4 factors: (a) progress and career security and balance in life, (b) relationship, trust and motivation, (c) organization policy, participation and communication, and (d) quantity and quality assessment of work. The abilities of work performance of teachers consisted of seven factors: (a) preservation of arts and cultures, (b) teaching and learning, and student outcomes, (c) academic service, (d) research, (e) program quality, (f) program management, and (g) student development. The stressful feelings towards the situations stress test consisted of four factors: (a) psychological and brain, (b) physical, (c) family, and (d) success goal.

The important guidelines to reduce stress in work performance of teachers was teachers should love the profession, self-improve, seek knowledge, adjust teaching and learning by using technology, and improve English skills.

The key guidelines for solving the stress in work performance of teachers was the high-level executives should had a vision that shows the potential, competency and identity of the university.

### Suggestions

Research suggestions were as follows:

1. The research results found that the important issues that higher education institutions administrators could use to develop, promote and stimulate performance in order to be more effective in compliance with standard criteria for higher education program, as follows:

- 1.1 The administrators must perform duties follow the good governance for organizations and for the public. Administrators must not use executive power for themselves.

- 1.2 The administrators must understand the work of the teacher. They did not need to be strictly supervised and controlled. They just get to know, keep track of work, and have a modest reward. Administrators must provide independence in the teacher's work.

2. The research results found that the important issues that the higher education institution administrators could use to guide the way to solve stress problems were to plan and prevent stress problems in the performance of the teacher responsible for the program, and promote the development of the body and mind to be ready to perform in full abilities, as follows:

- 2.1 The university by the personnel department clarified the contract of employment, performance evaluation for the contract extension, evaluation of performance to promote salary. The personnel department must pay attention to follow the period of the contract of the teacher. There were the documents to remind the individual teacher of the year about the duration of the academic placement request.



2.2 The university must support system for teachers to be able to request academic positions, including personnel management. The university must prepare a guide for self-development in order to determine academic positions, writing teaching materials, texts, books, articles, researching, publishing, having experts by training to educate, evaluating academic performance.

3. The administrators could able to plan, develop and promote both teachers and programs to have potential and quality according to the standard criteria for higher education program, as follows:

3.1 The high-level executives of the university determined the vision that showed the potential, competency, and identity of the university. Defined the special features identity of the university such as; foundation, background, knowledge and expertise of the university. Determined the strategy of the university and the programs of teaching management to be clear in which direction that creating stabilities for students with a career graduates, knowledge, and competent workers who are in need of social and national development. According to the context of economic and technological changes in order to ensure that the programs of teaching and learning of the university were presented to the correct target group, and could compete with programs that were taught in other universities.

3.2 University and faculty must prepare individual teacher development plans both educational qualifications and academic positions to develop of professors in various fields.

#### **Suggestions for Further Studies**

From the results of the study, there were important issues that should be further studied in order to develop teachers, programs, and learners, as follows:

1. There should be the additional analysis of factors that will affect the abilities of the teachers responsible for the program in accordance with the standards of the tertiary curriculum. Also, there should be research applying such as success factors to practical use in educational institutions. Seeing the results of the trial and evaluation of the trial such as “What are the success?” and “What are the obstacles?” will help to gain new knowledge. In addition, to develop the abilities of the teachers responsible for the program according to the standards of the tertiary curriculum.

2. There should be research on guidelines for the implementation of higher education standards in 2018 into performance in order to develop professors’ programs quality to standard and create learning innovations that solve problems or promote learners’ learning.

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