

RIZAL TECHNOLOGICAL UNIVERSITY GRADUATE SCHOOL

**OCCUPATIONAL STRESS, SPIRITUALITY AND PSYCHOLOGICAL
WELL-BEING OF PUBLIC SCHOOL TEACHERS**

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ABSTRACT

Teachers are the most important people in terms of education; that is why they have great regards on themselves to maintain good stamina in education, specifically on the social, spiritual, and mental aspects of their lives.

The research study primarily aims to evaluate the occupational stress, spirituality, and psychological well-being of teachers, the significant relationship of occupational stress, spirituality, and psychological well-being of public school elementary teachers in both Districts I and II in the Schools Division of Mandaluyong City.

Using the descriptive correlational design through the survey method, two hundred twenty-four (224) elementary teachers from 11 schools of both Districts I and II were the respondents of the study. They were identified using the stratified sampling. It also utilized the Likert form of questionnaire using different scales such as (i) occupational stress (ICAWS, OCI, QWI, PSI; (ii) spirituality (DSES) scale; and (iii) psychological well-being (autonomy, environmental mastery, personal growth, positive relation with others, purpose in life, and self-acceptance). All scales are approved from the sources, standardized and free to use. Frequency, percentage, weighted mean, and Pearson r were used in the analysis and interpretation of data gathered in the study.

The result of the study shows that the Public School Elementary Teachers of the Schools Division of Mandaluyong experience stress in their occupation, specifically in the interpersonal conflict and organizational constraints, but they can manage the workload assigned to them and noticeably their physical activities and body symptoms are bearable and they handle their work well and effectively. Teachers are truly spiritually blessed and show closer, deeper relationship and great faith in God. The teachers' psychological well-being manifest that they have autonomy or self-independence, manage and control the direction of life, settle that life is a continuous process of unlearning, re-learning and learning, satisfied in the relationship with oneself and others, resolved in the determination and self-belief in life, and accept everything that happens in life has a purpose.

There is a relationship between occupational stress and psychological well-being of public school elementary teachers. Therefore, this study rejected the null hypothesis. And there is no significant relationship between spirituality and psychological well-being of public school elementary teachers which therefore accepted the null hypothesis of the problem.

It is therefore recommended that a proposed intervention plan or program be devised that can be of great help to the teachers and organization as well. This plan can be integrated or adopted in the annual improvement plan of the different schools in the schools division of Mandaluyong City.

CHAPTER I

PROBLEM AND ITS BACKGROUND

Introduction

With the various works, assignments and activities of teachers nowadays, it is possible for a teacher to experience stress which can affect hi/her psychological well-being which plays an important role in the teaching profession. Many studies, researches, trainings, seminars are done by the Department of Education for teachers to make them productive and experts in their fields, but the teachers' well-being and their welfare have not been given that much importance. Are teachers of today still happy in their profession? This question has different answers in different situations.

Moreover, teachers of today are prone to stress that makes them vulnerable to some of its effects. Yes, the teaching profession is indeed a humble profession but this humble profession of the unsung heroes nowadays is very demanding and stressful (Mulholland, McKinlay, & Sproule, 2017). Teachers bump into stress when burdens of situations exceed their capability to respond to these demands that are beyond their control (Desouky & Allam, 2017). Occupational stress exists in the workplace and it is the response of an individual during stressful activities and pressures from work that needs to be overcome and managed. Likewise, spirituality and psychological well-being also affect the mental and physical development of a person specifically in the

workplace (Ashmos & Duchon, 2000). Being spiritually blessed, a person makes a difference in his work. Though teachers' works are stressful, difficulties, struggles and problems are overcome through a deep relationship with God. These are evident in the way teachers handle classes and the behaviour of the learners, relationship with co-teachers and superiors, and even personal life. Previous studies also presented that spirituality in the workplace is about the inner life, meaningful work and feeling of connectedness (Pirkola, Rantakokko, & Suhonen, 2016).

The study focused on how occupational stress are experienced and assessed by teachers with the different stressors they encounter such as interpersonal conflict at work, organizational constraints, quantitative workload and physical symptoms in their workplace. Likewise, the study also evaluated the spiritual aspects of teachers through daily spiritual encounters with God and how it affects their lives. It also considered the different dimensions of the psychological well-being of teachers which can help in assessing the mental aspects of their lives in terms of autonomy (exercising self-determination and personal authority within a larger social context), environmental mastery (shaping one's environment to satisfy personal needs and desires), personal growth (making the most of one's talents and capacities), positive relations (seeking to develop and maintain interpersonal relationship based on mutual trust), purpose in life, and self-acceptance (awareness of one's own limitation). Moreover, this study measured the relationships between occupational stress

and psychological well-being of teachers, and the relationship between spirituality and psychological well-being of teacher and how they correlates with each of the dimensions/variables. And finally, the researcher made a proposed program that can help minimize occupational stress and spirituality and improve psychological well-being among public school elementary teachers. The study was conducted through the presentation of the descriptive correlational design that may infer interesting knowledge and applications.

Theoretical Framework

The theoretical approach in the present study was based on the Transactional Theory of Stress and Coping.

The Transactional Theory of Stress and Coping has significantly played a vital role in shaping stress and coping over five decades. This theory was developed by Folkman and made consideration of the positive and negative emotions of stress (Biggs, Brough, & Drummond, 2017). According to the theory discussed, there are primary concepts of stress: stress as an external stimulus; stress as a response; stress as an individual/environmental interaction; and stress as an individual/environmental transaction (Cox, Griffiths, & Rial, 2010).

The theory discussed that individuals constantly appraised stimuli within their environment. The assessment process denotes emotions which can be evaluated as threatening, challenging or harmful due to stressors, the effect of which developed coping strategies to handle emotions or to directly discourse