

THE EFFECT OF TEACHERS' WORKING RESPONSIBILITIES TOWARDS PSYCHOLOGICAL HEALTH AND JOB PERFORMANCE

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ABSTRACT

This study explores the impact of working responsibilities on students' learning engagement, extracurricular activities, school reports, psychological health, and teacher job performance. The research focuses on the 2020-2021 academic year and includes 69 teachers of varying qualifications from a secondary school in the Labuan District under the Department of Education – Zamboanga City Division (ZCD). Only newly hired teachers without an IPCRF rating were considered in this study. Using a quantitative research method with correlational analysis, the findings reveal that working responsibilities significantly influence the psychological health of teachers. However, this psychological health does not affect their job performance. Based on these insights, the study recommends that the Department of Education – National Administration develop policies to enhance teachers' psychological health and wellness. Additionally, it suggests that regional and division administrations reassess teachers' responsibilities to identify and eliminate redundant, irrelevant, and unattainable tasks. This strategic reassessment aims to reduce psychological challenges among teachers and foster interventions to support their mental well-being.

Keywords: Teachers' Job Performance; Psychological Health; Work Responsibility

INTRODUCTION

Work responsibility is one of the ethical practices teachers must practice to provide a high-quality educational service to the school, stakeholders, and students in this 21st-century generation. Rising global demands, such as the prevalence of the COVID-19 pandemic, have made government policy firm. In addition, psychological and mental health among teachers become an issue since there are many considerations and work responsibilities that teachers are mandated to perform to meet the government policies and the schools' instruction despite the problems that arise.

Relevantly, psychological and mental health is one of the notable health considerations that teachers need to prioritize to be able to render their services despite the various issues.

At the time of the pandemic, teachers who could maintain their psychological and mental health was found to boost their teaching and job performance to maintain the quality educational services they render. Moreover, psychological and mental health will increase teachers' holistic wellness, which would be a factor in maintaining motivation and passion for the academic field and being with their self and family at the same time.

Llego (2020) cited that, brought by this pandemic scenario, public schools nationwide are instructed to shift Face-to-Face (F2F) Instruction into blended modular distance learning as a mode of instruction.

Associated with this, teachers were obliged to perform more tasks than the previous mode of instruction. There were some instances when unnecessary reports and compliance were mandated to be prepared by each teacher. Aside from that, teachers were obliged also to perform a variety of modes of instruction at the same time. Those are the challenges met by teachers that significantly affect their psychological and mental health be affected. In addition, some teachers become demotivated to pursue their educational field, while some intend to look for another career to make their lives more sustainable. Worstly, Meniano (2018) reported that two public school teachers committed suicide due to the overloaded work responsibilities together with non-teaching and non-relevant-related tasks that they were obliged to accomplish.

Since psychological health becomes a current issue for teachers' job sustainability which is very alarming, the educational sector needs to arrive at interventions to address the stated issue as prescribed by the Department of Health (2018, 10) through the Republic Act no. 11036 otherwise known as "The Mental Health Act" stated that educational sectors need to advocate mental health wellness to the teachers.

This study was inspired to examine the significant effects of teachers' work responsibility on psychological health and job performance.

The outcome of this study serves as a basis for program management for teachers' psychological health wellness advocacy and teachers' work responsibility that needs to be limited brought to its redundancy, unattainability, and irrelevance as a way to balance the teachers' work responsibility and psychological health.

This study was conducted only in one of the secondary schools under Labuan District, Zamboanga City, for the academic year 2022-2023.

OBJECTIVES OF THE STUDY

This study explored the extent of the working responsibility of teachers of one of the secondary schools under the Labuan district for the academic year 2021-2022 and its significant effect on psychological health and job performance. Also, this study determined the challenges teachers meet that affect their psychological health.

Specifically, it sought to figure out the following:

1. Identify the significant effect on teachers' work responsibility in line with their psychological health.
2. Identify the significant effect of teachers' psychological health on their job performance.

METHODOLOGY

This study employed the quantitative research method, particularly correlational analysis that was used to explore the answers based on the objectives of this study. This correlational analysis was employed to find out the significant effect of teachers' work responsibility on psychological health; and its significant effect on job performance.

The respondents for this study were the teachers across any professional level, the field of specialization, sex, and other qualifications who were in-active for their service in the academic year 2021-2022 to share their insights regarding the working responsibility they rendered during the mentioned academic year. Also, to share their responses regarding their psychological health and challenges met associated with the working responsibility that they rendered.

Table 1 shows the number of teachers across the field of specialization who were in service for the selected school's academic year 2021-2022. 83 total teachers rendered their service during the mentioned academic year. Through stratified Slovin's formula, 69 samples were extracted from the entire population across their field of specialization and pointed as respondents to share their insights that anchor to the given research problems.

Table 1
Number of Teachers According to its Field of Specialization

Field of Specialization	Population	Percentage	Samples
English	15	18.07%	12
Mathematics	11	13.25%	9
Filipino	7	8.43%	6
Science	13	15.66%	11
Technology & Livelihood Education	15	18.07%	12
Araling Panlipunan	12	14.45%	10
Music, Arts, Physical Education & Health	7	8.43%	6
Edukasyon sa Pagpapakatao	3	3.61%	3
Total	83	100%	69

This study employed the stratified Slovin's formula in which there were 69 samples across their field of specialization, professional level, sex, and other qualifications extracted from the entire population. It was pointed to respondents to share their responses that manifest the given research problems. However, it delimits only the teachers with no IPCRF rating.

During the actual data gathering, the Simple Random Sampling Technique was employed for the selection of respondents, was done randomly through the raffling method or fishbowl technique in which the names of the respondents were coded into a piece of paper, placed into the container, and picked out one at a time until it reached the required number of samples given. Those codenames were picked out from the container pointed out to serve as respondents for this study.

This study utilized a "Researchers' Made Survey Questionnaire" to describe teachers' work responsibility and a "Modified Survey Questionnaire" to describe the teachers' psychological health, which anchored on the "Positive Mental Health Scale" generated by Lukat et al. (2016, 3).

It consisted of three parts. The first part was the teachers' demographic profile consisting of their name (as optional), the field of specialization, professional level, and sex.

On the other hand, the second part was the statement that describes the teachers' work responsibilities in terms of student learning

engagement, extra-curricular activities, and school reports. Each sub-variable distributed five statements, respectively, associated with a four-point Likert scale, which is described as highly responsible, responsible, less responsible, and not responsible.

Table 2
Rating Scale for Teachers' Work Responsibility

Points	Description	Interpretation
4 points	Highly Responsible	The teacher works responsibly beyond the given agreed duties.
3 points	Responsible	The teacher works responsibly from the given agreed duties.
2 points	Less Responsible	The teacher works responsibly but renders less from the given agreed duties.
1 point	Not Responsible	The teacher is not working responsibly.

Table 2 presents the four-point Likert scale with description and interpretation associated with the statements that describe the teachers' work responsibility as responded by teachers.

Also, another ten statements that describe the teachers' psychological health which inspired by the "Positive Mental Health Scale" developed by Lukat et al (2016). Each statement in this variable comes from the Trierer Personality Inventory (TPF); Lutz's Item Pool; Freiburg Personality Inventory (FPI-R); and Mental Health Scale (SPG).

Table 3
Rating Scale for Teachers' Psychological Health

Points	Description	Interpretation
4 points	Highly Observed	The teacher managed their psychological health beyond expectation.
3 points	Observed	The teacher managed their psychological health as expected.
2 points	Less Observed	The teacher is less likely to manage their psychological health.
1 point	Not Observed	The teacher is not able to manage their psychological health.

Table 3 illustrates the four-point Likert scale with description and interpretation associated with the statement that describes the teachers' psychological health, which was responded to by the teachers.

Lastly, the third part of the instrument was the three open-ended questions to determine the challenges teachers faced with their working responsibilities and their psychological health.

After this, the instrument was subjected to a validity test through a comprehensive evaluation by the school's research evaluator to ensure the consistency of the statement toward the given research problems. It considers ethical consideration and researchability along with evaluation.

Upon the approval of the school's research evaluator and the School head, where the researchers were based, and the endorsement letter issued from the Research and Planning Team of the Department of Education – Zamboanga City Division Office, the researchers were then ready to collect the data.

First, the researchers proceed to the selected school and have a courtesy call with the School Head and Master Teachers to discuss the matter. Secondly, with the approval of the School Head and the Master Teachers of the select school, researchers started to distribute a guide questionnaire to answer a flexible time for teachers from different departments. This will serve as the instrument for collecting the data from the respondents. And finally, the guide questionnaire was collected from the teachers for data analysis and interpretation.

Along with the actual data-gathering process, it firmly observed the ethical standards for the voluntary participation of teachers by securing the letter of consent and asking them for permission their participate in this study. Moreover, it considers respondents' responses to the utmost confidentiality and protection of their personal and sensitive identity.

In line with the objectives of the study, Pearson Rho' Product Moment of Correlation serves as the inferential-correlational statistics employed to identify the significant effect of the teachers' work responsibility for their psychological health.

RESULT AND DISCUSSION

1. Identify the significant effect on teachers' work responsibility in line with their psychological health

Table 4

Significant Effect of Teachers' Working Responsibilities in line with their Psychological Health

X	Y	R-Value	P-Value	Decision	Interpretation
Students' Learning Engagement		0.382	0.001		Weak Correlated
Extra-Curricular Activities	Psychological Health	0.452	0.000	Significant	Moderately Correlated
School Report		0.349	0.003		Weak Correlated
Overall		0.488	0.000		Moderately Correlated

Table 4 shows the result for the significant effect of "teachers' work responsibilities towards psychological health," which got the computed p-value of 0.00 which was lesser than the alpha level of 0.05, with the range of 0.00-0.03 interpreted as a "significant"; and having an r-value of 0.488 interpreted as "moderately correlated" with the ranges from 0.34-0.45 interpreted as "weak correlated" for students' learning engagement, and school reports towards psychological health; and "moderately correlated" for extracurricular activities.

Since the value of p-value was observed to be lesser than the alpha level of 0.05, it permits that the null hypothesis of "no significant difference of teachers' working responsibilities towards psychological health" was confirmed to be rejected.

Observed that the r-value and p-value coincide with each other, it pertains that there was a significant effect on the psychological health of teachers, which leads to a conclusion that the extent of teachers' working responsibilities is a factor that significantly affects psychological health along with their service.

The "students' learning engagement" as one of the parts of teachers' working responsibilities attained a computed p-value of 0.01 which was lesser than the alpha level of 0.05, pertained as "significant," which shows that teachers' working responsibilities in students'

Learning engagement serves as a factor that significantly affects their psychological health.

Arkansas State University (2017) supported the idea that teachers' working responsibility serves as a factor that contributes to emotional support and predicts psychological health. Some of the significant practices associated with their working responsibility include instilling positive relationships with each of their colleagues, unity and collaboration, and contributing to emotional support among them that leads to a conclusion for their sustainable psychological health.

In contrast, Morgan (2019) emphasized that when psychological issues arise among individuals, such as anxiety, depression, stress, and other negative factors, it leads to poorer job performance. This was supported by some of the teachers who shared that "those learners who do not respond to the instructions given to them, as if they are passive and doesn't even think/consider the teachers' effort in monitoring their status," which leads to having an impression that, "all my work here in school makes me stress", which those responses drives into conclusions that, challenges that they encountered in rendering students' learning engagement contributes psychological stress of them.

In line with this, those teachers suggested: "reduce workloads and eliminate unnecessary works unrelated to teaching-learning process." They asserted that auxiliary services not in line with the given job description of teachers should be eliminated as a way for teachers to concentrate on students' learning engagement while balancing their psychological health at the same rate. Kuller (2019) justified that when teachers engage well in their responsibilities, such as students' learning engagement, it leads to better psychological health.

Also, the "school report" garnered a computed p-value of 0.003, which was less than the alpha level of 0.05, which shows that teachers' involvement in accomplishing their school report significantly affects their psychological health. It pertains that when teachers have good experiences and impressions in doing their school reports contributes to their better psychological health.

As supported by Rosenbaum and Newby (2020) good teachers' experiences in their work are

associated with a sense of satisfaction, love, and happiness that contributes to establish a positive relationship and life engagement.

However, Kuller (2019) contrasted that some of the school reports also associated with negative impressions of teachers that constitute psychological stress on their part. such as hectic workloads were pointed out as a factor that causes mental health problems. Some teachers noted that "there are lots of paperwork and on-the-spot deadlines," which led them to point out that "a lot of paperwork makes me stress, especially the due date, the time, is too short to submit" which pertained to that, having a negative impression towards accomplishing school reports such as the quality of instruction given to them to accomplish school reports considering its very tight deadlines leads for the poorer psychological health of them.

Concerning these given challenges, those teachers suggested that "give rests to teachers. Minimize paperwork instead give us more time to focus on our students", as a way for teachers to concentrate on their basic duty, which is to deal with students' academic progress. Furthermore, some teachers suggested that "to eliminate irrelevant work tasks and prioritize what is needed, as well as, respect teachers' time," which asserted that instructions and work tasks should be comprehensively analyzed to classify which instruction seems relevant and which needs to be accomplished, and which instructions seem not relevant that needs to eliminate which those instances contribute better-working responsibilities that constitute sustainable psychological health of them.

2. Identify the significant effect of teachers' psychological health on their job performance

Table 5 shows the result for the "significant effect of teachers' psychological health towards job performance" which appeared with a p-value of 0.947 which was greater than the alpha level of 0.05, interpreted as "Not Significant", and having an r-value interpreted as "No Correlation".

Table 5

Significant Effect of Teachers' Working Responsibilities towards Job Performance

X	Y	R-Value	P-Value	Decision	Interpretation
Psychological Health	Job Performance	0.008	0.947	Not Significant	No Correlation

Since the p-value and r-value coincide, it leads to the conclusion that the null hypothesis of "no significant effect of teachers' psychological health towards job performance" was accepted.

Given the findings revealed, it appears that there was no significant effect of teachers' psychological health on job performance which pertained that the level of psychological health of teachers does not constitute the alterations of their job performance, led that their job performance of teachers will be able to maintained regardless of the level of psychological stress that they experienced with. Some teachers were been asked what they have done with their psychological stress to keep their job performance; they responded "Nothing" I have no choice but to fulfill my tasks," which asserted that teachers were able to stand alone and able to maintain their job performance despite of their psychological stress that they experienced with.

Also, it was supported by Cox (2013) justified that the teachers assumed to be the mentors, coaches, and counselors for the student's academic progress and personality development, in from the beginning, teachers were able to stand alone to play their role as mentors to guide their students for their academic journey. Therefore, teachers' psychological health does not serve as a factor that significantly affects their job performance.

CONCLUSIONS

Based on the findings presented, this study concludes that the working responsibilities of teachers significantly affect their psychological health. However, it has no significant effect on job performance.

RECOMMENDATIONS

As this study disclosed its conclusions, this study recommends to the DepEd National Administration that they may develop a policy that mandates all divisions, administrations, and schools to promote, advocate, and strengthen psychological health wellness for teachers.; may mandate a policy towards Human Resource Management (HRM) for the recruitment and hiring of non-teaching staff for schools' administrative and auxiliary functions so that teachers will be able to concentrate on their responsibilities towards the teaching-learning process.; May revisit and reassess teachers' working responsibilities to sort out unnecessary work tasks and retain the relevant ones.; and may develop a strategic plan to balance teachers' working responsibilities and the extent of psychological health.

The DepEd Regional and Divisional Administration may revisit and reassess teachers' working responsibilities to sort out unnecessary work tasks and retain the relevant ones.; it may conduct teachers' responses regarding the extent of psychological health as a basis to develop an intervention to address the issues and concerns relevant to psychological health. may conduct psychological health consultations, interventions, and treatment to address teachers' mental health concerns.; may develop a scheme of a strategic plan that meets the equilibrium between the teachers' working responsibilities over their psychological health.; may develop an intervention that addresses the current issues associated with the teachers' working responsibilities, and their psychological health.; may develop a policy that mandates school heads the promotion of psychological health wellness programs.; may work with the Human Resource Management (HRM) for the recruitment, selection, and hiring of non-teaching staff for administrative and auxiliary work for schools' accomplishments.; may establish communication with the school heads regarding the status and extent of teachers' psychological health.; may revisit school heads for the quality of instruction given to the teachers to ensure its reliability, attainability, and relevance.

Lastly, the School Administrators may conduct a psychological health wellness program

that engages teachers in their psychological health development.; may develop a team-building program that allows teachers for their leisure time as a way to reduce psychological stress.; and may develop a strategic plan that advocates psychological health wellness towards the conduciveness of workability among teachers.; may develop a monitoring plan to determine the extent of teachers' psychological health as a basis for their intervention.; may offer consultation towards teachers' needs in terms of the current issues and challenges met by teachers associated with their working responsibilities and psychological risks.; may establish communication with the Human Resource Management (HRM) for the recruitment, selection, and hiring of non-teaching staff for administrative and auxiliary working responsibilities.; may revisit and reassess teachers' working responsibilities to identify the tasks that need to retain and the tasks that need to eliminate due to their irrelevance, unattainability, and redundancy.; may analyze the extent of teachers' working responsibilities associated with psychological health wellness through Task-Priority-Time Management.; and may work with the coordinators and head teachers for the development of recreational activity programs that promotes teachers' psychological health and wellness.

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AUTHORS' PROFILE



Dr. Marvin B. Manayan, LPT., is a secondary school teacher under the senior high school department teaching practical research, values education, and electrical and electronics technology at Ramon Enriquez High School. Through his passion for research, he served as the Chairman of the School's Research Committee (SRC) and rendered his service as a consultant, evaluator, and statistician to serve the teachers on their involvement in research. In addition, he is also a certified trainer and assessor for the competency of NCII in Electronic Products Assembly and Servicing (EPAS) and Electrical Installation and Maintenance (EIM). Furthermore, He finished his degree in Doctor of Philosophy in Technology Management of Zamboanga Peninsula Polytechnic State University (ZPPSU) for the year 2024.



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