ATTITUDES TOWARD SELF AND QUALITY OF LIFE OF TEACHERS

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Abstract: This study aimed to determine which domain of attitudes towards self best influences quality of life of teachers. This study utilized the non-experimental quantitative research design using descriptive technique involving teachers in one District of Davao Occidental Division, Philippines. The study was conducted on the second semester of school year 2021-2022. Research instruments on attitudes towards and quality of life of teachers were used as source of data. Using mean, pearson-r, and regression as statistical tools to treat the data, the study showed the following results: the level of attitudes towards self is high, the level of quality of life of teachers is high, there is a significance on the relationship between attitudes towards self and quality of life of teachers, and no domain of attitudes towards self best influences quality of life of teachers.

Keywords: Attitudes Towards Self, Quality of Life of Teachers, Educational Management

INTRODUCTION

The teaching profession is among the job that is reportedly to have a high occupational stress. The stresses that teachers experience is brought by the increasing demands for quality education with the limited resources at hand. As the pandemic hit hard the educational system, the work of teachers has become even more challenging that it continues to affect their well-being and in general their quality of life (Lizana & Vega-Fernandez, 2021).

Many behaviorists point out that the attitude towards self is a driving force that helps increase the level of quality of life, and this can be true to any workers including teachers. When a person has a good attitude towards oneself, the person sees beyond what there is to see and this makes the person widen the perspective. To the teachers, when they are confronted with heaps of workloads that are taking much of their personal time, they become restless. It is the attitude of the teachers to handle the workload with a happy heart that makes work lighter (Thomas, Kumar & Singh, 2021).

However, it is not always the case that the teachers who have a good attitude towards self may experience a quality life. Regardless of how a teacher possesses a desirable level of attitude towards oneself, when the amount of work they have to perform in the daily basis is overwhelming, no amount of right attitude that can eradicate the stress they feel (Jerrim & Sims, 2021).

The quality of life among teachers is determined by many factors that contribute to how they see life in general. In the most instance, the well-being of teachers is affected by the stress they feel from the challenges of their work conditions. It is the overwhelming workloads that has added the burden of teachers and significantly becomes a one factor for poor quality of life (Goodwin & Low, 2021).

In the local context, teachers complain with the overlapping schedules and heap of workloads given to them in a daily basis. When these teachers are from small schools, the workloads doubles as there are only few among them who will perform many tasks. In general, teachers have issues on their quality of life as the demands in their work is high with the limited resources.
The problem-situations mentioned are the experiences of teachers on their quality of life. The need to address the problem will help teachers to enjoy their work and their life in general. Hence, the researcher is prompted to conduct this study to address the knowledge gap in terms of finding relevant evidence in the local context regarding attitudes towards self and quality of life of teachers as the researcher has rarely come across with the same study on the same topic in the local setting.

**Research Objectives**

This study is aimed to find out which domain of attitudes towards self best influences quality of life of teachers. Specifically, this study sought to answer the following objectives:

1. To describe the level of attitudes towards self in terms of:
   1.1. High standards;
   1.2. Self-criticism, and
   1.3. Generalization.
2. To ascertain the level of quality of life of teachers in terms of:
   2.1. Life overall;
   2.2. Social relationships;
   2.3. Independence, and
   2.4. Psychological well-being.
3. To determine the significant relationship between attitudes towards self and quality of life of teachers.
4. To determine which domain of attitudes towards self best influences quality of life of teachers.

**Hypothesis**

The following hypothesis will be treated at 0.05 level of significance.

1. There is no significant relationship between attitudes towards self and quality of life of teachers.

**RESEARCH METHOD**

This study used a non-experimental quantitative research strategy with a correlational approach. A large portion of quantitative educational research is non-experimental because many important factors of interest are uncontrollable. Because non-experimental research is an important strategy utilized by many researchers, it is necessary to establish a classification system for non-experimental methods that is both descriptive of what we do and allows us to communicate effectively in an interdisciplinary research context. Correlational research designs examine the nature and extent of the relationship between two naturally occurring variables.

**RESULTS AND DISCUSSION**

**Level of Attitude towards Self**

Presented in Table 1 is the level of *Attitude towards Self* with the overall mean of 4.14 with a descriptive equivalent of high indicating that all enumerated indicators were oftentimes manifested. The overall mean was the results obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator which is appended in this study.

Among the enumerated indicators, *High Standards* obtained the highest mean score of 4.18 or high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: Compared to other people, I expect a lot from myself, when it comes to setting standards for my behavior, I aim higher than most people, and I set higher goals for myself than other people seem to.

The indicator *Self-Criticism* obtained the highest mean of 4.15 with a descriptive rating of high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: I get angry with
myself if my efforts don't lead to the results I wanted. When I don’t do as well as I hoped to, I often get upset with myself, and get unhappy with anything less than what I expected of myself.

*Generalization* obtained a mean score of 4.12 or high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: When even one thing goes wrong, I begin to wonder if I can do well at anything at all, and I hardly ever let unhappiness over one bad time influence my feelings about other parts of my life.

The high level of Attitude towards Self is due to the high level of rating given by the respondents to the indicators High Standards, Self-Criticism, and Generalization.

The above practice of teachers is expected to increase their Attitude towards Self as they congruent to the pronouncement of some authors who stated that Attitudes Toward Self is the holding of overly high standards and the tendency to be self-critical at any failure to perform well, and the tendency to generalize from a single failure to the broader sense of self-worth (Eisner, Johnson & Carver, 2008)

### Table 1. Attitude towards Self

<table>
<thead>
<tr>
<th>Indicator</th>
<th>SD</th>
<th>Mean</th>
<th>Descriptive Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Standards</td>
<td>0.53</td>
<td>4.18</td>
<td>High</td>
</tr>
<tr>
<td>Self-Criticism</td>
<td>0.66</td>
<td>4.15</td>
<td>High</td>
</tr>
<tr>
<td>Generalization</td>
<td>0.52</td>
<td>4.12</td>
<td>High</td>
</tr>
<tr>
<td>Overall</td>
<td>0.75</td>
<td>4.16</td>
<td>High</td>
</tr>
</tbody>
</table>

### Level of Quality of Life of Teachers

Presented in Table 2 is the level of *Quality of Life of Teachers* Computations revealed an overall mean score of 4.16 or high, indicating that all enumerated indicators were oftentimes manifested. The overall mean was the results obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator which is appended in this study.

Among the enumerated indicators, *Psychological Well-Being* obtained a mean score of 4.19 or high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: I take life as it comes and make the best of things, I feel lucky compared to most people, and I tend to look on the bright side.

*Independence* obtained a mean score of 4.18 or high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: I am healthy enough to have my independence, I have social or leisure activities/hobbies that I enjoy doing, and I do paid or unpaid work or activities that give me a role in life.

The indicator *Social Relationships* obtained a mean score of 4.16 or high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: My family, friends or neighbors would help me if needed, I would like more companionship or contact with other people, and I have someone who gives me love and affection.

*Life Overall* obtained a mean score of 4.12 or high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: I enjoy my life overall, I am happy much of the time, and I look forward to things.
Table 2. Level of Quality of Life of Teachers

<table>
<thead>
<tr>
<th>Indicator</th>
<th>SD</th>
<th>Mean</th>
<th>Descriptive Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life Overall</td>
<td>0.82</td>
<td>4.12</td>
<td>High</td>
</tr>
<tr>
<td>Social Relationships</td>
<td>0.85</td>
<td>4.16</td>
<td>High</td>
</tr>
<tr>
<td>Independence</td>
<td>0.20</td>
<td>4.18</td>
<td>High</td>
</tr>
<tr>
<td>Psychological Well-Being</td>
<td>0.90</td>
<td>4.19</td>
<td>High</td>
</tr>
<tr>
<td>Overall</td>
<td>0.61</td>
<td>4.16</td>
<td>High</td>
</tr>
</tbody>
</table>

The high level of Quality of Life of Teachers is due to the very high level of rating given by the respondents to the indicators Life Overall, Social Relationships, Independence, and Psychological Well-Being. The above practice is expected to increase their Quality of Life of Teachers as they congruent to the pronouncement of some authors who stated that Quality of Life has been defined as an overall general well-being that comprises objective descriptors and subjective evaluations of physical, material, social, and emotional well-being together with the extent of personal development and purposeful activity, all weighted by a personal set of values (Karimi & Brazier, 2016; Chowdhury & Benson, 2011).

Correlations between Measures

Illustrated in Table 3 were the results of the test of relationship between the variables involved in the study. The overall correlation had a computed r-value of 0.289 with a probability value of 0.03 which is significant at 0.05 level. Doing an in-depth analysis, it could be gleaned that the indicators of Attitude towards Self and Quality of Life of Teachers revealed a computed r-values ranging from .152 to .428 with probability values of 0.01 which is lesser than .05 level of significance. The significant relationship between the two variables is an indication that the increase in the level of Attitude towards Self led to the increase in Quality of Life of Teachers.

There is a significant relationship between Attitude towards Self and Quality of Life of Teachers. The result of this study is aligned with the statement that says defining quality of life has proven challenging (Brazier et al., 2014) and many approaches to defining quality of life exist (Theofilou, 2013). There are approaches based on human needs, subjective well-being, expectations, and phenomenological viewpoints (Pleeging, Burger & van Exel, 2021). QoL is a conscious cognitive judgment of satisfaction with one's life (Sancho, Galiana, Gutierrez, Francisco & Tomás, 2014).

Table 3. Significance of the Relationship between Attitude towards Self and Quality of Life of Teachers

<table>
<thead>
<tr>
<th>Attitude towards Self</th>
<th>Quality of Life of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>R</td>
</tr>
<tr>
<td>High Standards</td>
<td>.168</td>
</tr>
<tr>
<td>Self-Criticism</td>
<td>.152</td>
</tr>
</tbody>
</table>
Significance of the Influence of the Domain of Attitude towards Self on Quality of Life of Teachers

Presented in Table 4 is the regression analysis showing the predictive ability of Quality of Life of Teachers. The analysis shows that when Attitude towards Self was regressed on Quality of Life of Teachers, it generated an F-value of 18.98 with 0.01. The value of this regression is 18.98 with 0.01. It can be stated that Attitude towards Self influenced Quality of Life of Teachers. Among the indicators of Attitude towards Self none gave significant influence on Quality of Life of Teachers.

Table 4. Regression Analysis Showing the Extent of the Influence of Predictor Variables on Quality of Life of Teachers

<table>
<thead>
<tr>
<th></th>
<th>β</th>
<th>B</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>1.4182</td>
<td>0.4266</td>
<td>1.25</td>
<td>0.000</td>
</tr>
<tr>
<td>High Standards</td>
<td>-0.08231</td>
<td>0.08235</td>
<td>-0.2</td>
<td>0.621</td>
</tr>
<tr>
<td>Self-Criticism</td>
<td>0.8239</td>
<td>0.05281</td>
<td>0.01</td>
<td>0.001</td>
</tr>
<tr>
<td>Generalization</td>
<td>0.08146</td>
<td>0.02183</td>
<td>0.08</td>
<td>0.724</td>
</tr>
<tr>
<td>R</td>
<td>0.325</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R²</td>
<td>0.613</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>18.98</td>
<td></td>
<td></td>
<td>0.000</td>
</tr>
<tr>
<td>P</td>
<td>0.000</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CONCLUSION

With considerations on the findings of the study, conclusions are drawn in this section. The level of attitudes towards self is high, the level of quality of life of teachers is high, there is a significance on the relationship between attitudes towards self and quality of life of teachers, and no domain of attitudes towards self best influences quality of life of teachers.

The results of this study revealed that the level of attitudes towards self is very high. The researcher recommends that the district where the study is conducted in Schools Division Office of Davao Occidental may conduct training that will help improve the aspects of Generalization.

Meanwhile, the study revealed a very high level of quality of life of teachers. The researcher recommends that the district office may provide Learning Action Cell among the teachers on the topic Life Overall.

The study found a significant relationship between relationship between attitudes towards self and quality of life of teachers. The researcher therefore recommends that the District Office may consider the provision of trainings or activities relative to the variables under study to help the school heads and teachers enhance on the indicators which are among the lowest in the indicators of the variables under study.
The study found that no domain of attitudes towards self best influences quality of life of teachers.

REFERENCES