

# Prayer, gratitude, and social support among public school teachers with stress

Bagaforo, Generuth M. ✉

Graduate School, Lyceum of the Philippines University – Batangas, Philippines  
([generuth.bagafOro001@deped.gov.ph](mailto:generuth.bagafOro001@deped.gov.ph))



ISSN: 2243-7681  
Online ISSN: 2243-769X

Received: 30 November 2024

Revised: 23 December 2024

Accepted: 31 December 2024

Available Online: 31 December 2024

DOI: 10.5861/ijrsp.2024.048

OPEN ACCESS

## Abstract

The purpose of this study was to determine the correlations of prayer, gratitude, and social support that affected public school teachers in coping with stress. Stress is “physical, mental, or emotional strain or tension”, it is “a condition or feeling experienced when a person perceives that demands exceed the personal and social resources the individual can mobilize” (Bewley, 2023). The study employed descriptive correlational research design through survey questionnaires through online Google form. The participants were the public school teachers of Butuan City Division and were chosen using simple random sampling. The standard questionnaires used were the Teacher Stress Inventory (TSI), Perceived Stress Scale (PSS), Multidimensional Scale of Perceived Social Support (MSPSS), and Prayer Inventory Scale (PSI). The researcher utilized descriptive analysis in analyzing the data of this study. Frequency count, mean, standard deviation, and percentage were used to describe the respondents' profiles and to determine the level of stress of the teachers. To determine the relationship and the association of the variables Pearson Product-Moment Correlation Coefficient (Pearson  $r$ ) was used. Results and findings of the study revealed that the stress level of public-school teachers was moderate. There was a weak negative correlation between stress and prayer and gratitude and there was a significant weak negative correlation between stress and social support. Teachers with stronger social support tended to report lower stress levels significantly. From this, it was suggested that the Department of Education may incorporate training on stress management and mental health awareness into teacher education programs and professional development activities.

**Keywords:** prayer, gratitude, social support, stress

## **Prayer, gratitude, and social support among public school teachers with stress**

### **1. Introduction**

Teaching is one of the most noble professions in the world. Teachers play a vital role in leading and molding the future. Additionally, the pandemic proved that teachers play an important role in society. However, the challenges teachers experience are recognized as they do their role to become effective teachers. These challenges when combined with personal concerns or problems may result in mental health concerns. To overcome these, teachers used prayer as a coping mechanism for stress. A study among teachers revealed that prayer could be effective contrary to the negative effects of occupational stress and preventing burnout (Chirico et al., 2020). A study on online religious groups on online prayer during the COVID-19 social distancing showed that it had contributed to participant's well-being (Keisari et al., 2022). Moreover, a study of counselors' lived experiences engaging in colloquial prayer in a non-religious setting allowed them to feel more peace, confidence, and growth through trusting God's control (Simmons, n.d.). This indicated that prayer was an effective coping for stress. However, religions other than Christianity are also considered in this study, such as those that are not members of any religion but believe in the Supreme Being God. This was illustrated in one study that showed that Islamic prayer improved mental health (Nahuda, 2022).

Another variable included in this study was gratitude in coping with stress. Gratitude was one of the research constructs that was well-studied. A study concluded that gratitude had positive correlation to subjective well-being (Guajardo, n.d.). This finding further supported those actions of gratitude interventions as an important resource for mental well-being and can be implemented as public intervention (Effects of a Gratitude Intervention on Mental Well-being: The Mediating Role of Stress - University of Twente Student Theses, n.d.). Besides gratitude and prayer, the variable that has been considered in coping with stress is social support. In Filipino culture family is the basic unit of society. This means family support is very important in all aspects and individuals deal with stress. The family's importance in coping with stress is strong in family-oriented cultures. Stevenson et al. (2021) further argued that families can be sources of support in stressful times and at the same time can be a source of vulnerability when lacking in support or a burden when distress was shared. It was also revealed that family support is a protective factor of stress (Tselebis et al., 2020). Moreover, social support is an important variable since according to a study, stress can be lessened, and coping mechanisms can be developed by boosting social support, fostering a healthy work atmosphere in the classroom, and adopting an effective communication mentality (Tolliver, n.d.). Stress has been a widely and commonly talked about topic in the world. Stress affects all of us and everyone experiences it differently (Stress, 2022). Studies show different coping mechanisms with stress because we act differently in different situations (Scott, 2023). According to World Health Organization (Stress, 2022) developing coping mechanisms for stress can make us feel less stressed and improve both our physical and emotional health.

Every day people face stress which affects their mental health (Mental Health, 2022). It is more challenging since the COVID-19 pandemic and according to Global Med, mental health is the next pandemic (Barthelemy, 2020). Since stress affects our mental health the World Health Organization's Action Plan for mental health states their goal with utmost importance is to promote mental well-being, prevent mental disorders, provide care, enhance recovery, promote human rights, and reduce mortality, morbidity, and disability for persons with mental disorders (Mental Health Action Plan 2013 - 2020, 2013). The universality of stress shows that a vast number of people are affected worldwide. The Association of the Global Organization for Stress compiled stress-related facts that show that stress affects all people in the world. Furthermore, the American Psychological Association reported a survey that shows they continue to report high levels of stress, which increased over the past year (Stress in America 2020: A National Mental Health Crisis, n.d.). To add, the Mental Health Foundation, stated that in the UK a study was conducted that showed that "in the past year, 74% of people have felt so stressed and

that they have been overwhelmed or unable to cope” (Stress: Statistics, n.d.).

In the Philippines, attention to mental health was given importance by establishing Republic Act 11036 in 2017 – An Act Establishing a National Mental Health Policy for the Purpose of Enhancing the Delivery of Integrated Mental Health Services, Promoting and Protecting the Rights of Persons Utilizing Psychosocial Health Services, Appropriating Funds Therefor and Other Purposes (Republic Act No. 11036, n.d.). According to the World Health Organization mental health is not only the absence of disease or the absence of mental disorders. It encompasses the whole well-being of an individual -physical, mental, and social, having an optimistic disposition in life (Mental Health, 2022). With the value and emphasis on mental health, it is vital to consider the effects of stress on everyone. Additionally, a report by Philippine Star, states that ‘Filipinos were among the most stressed and most emotional populations in the world in 2022, according to a global well-being index. To add, cited in Gallup’s Annual Global Emotions Report the Philippines stands second place among the list of most stressed countries (Cabico, 2019). The suicide rate in the Philippines is alarming and it has not dropped in the last five years (Statista, 2023).

Stress is “physical, mental, or emotional strain or tension”, it is “a condition or feeling experienced when a person perceives that demands exceed the personal and social resources the individual can mobilize” (Bewley, 2023). In like manner, teachers in public schools in the Philippines and those working abroad are stressed (Amata, 2022). The 2022 Gallup Survey found that Filipino workers in Southeast Asia had the greatest levels of stress (State of the Global Workplace Report - Gallup, 2024). In the Department of Education, personnel were not exempted from experiencing stress. On the other hand, public school teachers experienced stress, according to a study that stated that the work environment was recognized by teachers as unsafe and was the leading origin of stress (Alson, 2019). Given that teachers have a significant impact on the development of children's minds and destinies, teaching is a fulfilling profession. But hidden beneath the scenes is a major issue that is sometimes overlooked: teachers' considerable levels of stress. It was discovered that variables related to gender, educational attainment, teaching stage, school type, province, work environment, age, and number of years spent as a teacher interact with stress and burnout (Factors Predicting Stress and Burnout of Filipino Teachers Engaged in Remote Learning, Philippine Journal of Labor and Industrial Relations, n.d.). Stress in educators has become an ongoing issue that affects both student performance and personal well-being.

According to the American Psychological Association (APA), teaching is consistently ranked among the top professions with high levels of stress (APA, 2020). Furthermore, the stress levels of teachers have increased due to the growing focus on standardized testing, accountability measures, and educational changes (Skaalvik et al., 2018). To add, there are reports of death by suicide by teachers and employees (Esguerra, 2018). Teachers are faced with changes in the educational system, workload, and financial, family, emotional, and personal stresses. These teachers have teaching load and ancillary assignments and other functions among others. They are responsible for the conduct of teaching in the school aside from the coordinator tasks and other assignments given by the School Head. But these teachers must cope with stress as well. In the study of Orlanda-Ventayen et al. (2021) there were times when teachers felt stressed out at work, and there were occasions when they were depressed. They must handle their stresses presented to them by learners and other school personnel. Taking care of one’s stress will eventually have an impact on one’s mental health.

It was in this light that this study was conducted. Although there were numerous studies on prayer, gratitude, social support, and stress, a few studies used these three variables as their sources to lower the level of stress. Included in this study on stress were variables that might affect mental health. These three variables considered in this study were seen to have an important role as moderating factors in coping with stress.

Coping with stress is important because according to the American Psychological Association, reducing stress levels will make you feel better and can also protect your health and has a long-term effect as well (How Stress Affects Your Health, 2022). In this study, it aimed to understand how stress works. The theory of the Transactional Model of Stress and Coping, by Richard Lazarus and Susan Folkman. Psychologists Susan

Folkman and Richard Lazarus claimed that stress resulted from circumstances that were too demanding to handle. The Transactional Model of Stress and Coping aimed to help people cope with stressful situations by using objective appraisal. It was a framework to assist individuals in utilizing coping mechanisms and objective assessment to manage stressful circumstances. Furthermore, the level of stress is frequently influenced more by how an individual understand or respond to an incident than by the event itself. The model can be broken down into three key steps. They are the primary appraisal which evaluates how the stressor may affect your overall health. The secondary appraisal deals with the resources that must help to cope with the stressor. Coping mechanisms, on the other hand, might include problem-based strategies (the practical steps that you take to manage the problem) or emotion-based strategies (how you manage your emotions when you become stressed) (MindTools, Home, n.d.). The theory states that the meaning a particular event has for a person is a sort of personal transaction with the environment, not merely the same for everyone.

Another theory that was considered was Positive Psychology. The proponent of Positive Psychology was Martin Seligman Positive psychology theory focuses on the positive aspects of human life, such as happiness, strengths, and fulfillment, rather than solely on pathology and mental illness and helping improve mental health and overall well-being (Sutton, 2023). Emphasis is on the positive events and influences in life, including positive experiences (like happiness, joy, inspiration, and love), positive states, and traits (like gratitude, resilience, compassion), and positive institutions (applying positive principles within entire organizations and institutions). Positive psychology focuses on character strengths, optimism, life satisfaction, happiness, well-being, gratitude, compassion (as well as self-compassion), self-esteem and self-confidence, hope, and elevation to help people flourish and live their best lives (Ackerman, 2023).

Hence, the purpose of this quantitative method of study was to examine prayer, gratitude, and social support in coping with the stress of public school teachers. This study used a descriptive correlational method design that involved collecting quantitative data through a survey of the teachers of the Butuan City Division. There have been many studies that aid in understanding the coping mechanism of stress. Among the mechanisms seen to have a relationship with stress are prayer, gratitude, and social support. There have been studies on teachers' stress, however, limited studies on teachers who are teaching in public schools. This study examined how public schools cope with stress while at the same time helping the learners cope with theirs as well. This study examined ways of coping with stress which may contribute to understanding the improvement of the mental health of teachers to become effective and contribute to the body of knowledge on mental health and stress of public-school teachers. A module was proposed as an intervention program for public school teachers on stress management and mental health awareness professional development activities.

**Objectives of the Study** - This study investigated the differences and possible relationships among prayer, gratitude, and social support received by teachers with stress as a basis for developing a psychological intervention plan. Specifically, it described the profile of the respondents in terms of sex, age, position/designation, marital status, grade level, highest educational attainment, years in service, and income. It also determined the teacher's level of prayer importance, gratitude, perceived stress, and social support received by them from others. Furthermore, the study compared the variables of the study when grouped according to profile and established possible relationships among the variables. The study proposed a psychological intervention program based on the results of this study.

## 2. Methods

**Research Design** - The researcher used the descriptive survey method of research in doing this study. This design is a methodological approach used to systematically gather and analyze information about a population or phenomenon without manipulating variables and focuses on describing characteristics, behaviors, or opinions, primarily answering questions related to what, where, when, and how, rather than why (Smith, 2020). In practice, descriptive survey research employs various data collection methods such as surveys, questionnaires, and interviews. It aims to provide a detailed and accurate depiction of the subject under investigation, often resulting

in quantifiable data that can be statistically analyzed. This approach is particularly useful in social sciences and market research, where understanding trends and patterns is essential for informed decision-making. Using this approach, researchers gather information on two or more relevant factors and examine their relationships with one another. Rather than establishing cause-and-effect links, the main emphasis is on comprehending the strength and direction of correlation between variables. descriptive-correlational method of research since this method is concerned with describing the independent and dependent variables. Overall, descriptive survey research serves as a foundational tool in research design, allowing researchers to establish a clear understanding of the characteristics of their subjects before delving into causal relationships

**Participants of the Study** - The participants in this study were public school teachers from both elementary and secondary schools in one province in Mindanao which is a highly urbanized city located in the northeastern part. It serves as the regional center of the Caraga region and is strategically positioned along the Agusan River. The total population consisted of 3,201 teachers. Simple random sampling was utilized to select participants for this study to ensure that every teacher had an equal chance of being included in the study where the selection process began by assigning a unique number to each teacher in the population, ranging from 1 to 3,201. Numbers were drawn blindly from a pool using a physical draw. Teachers whose numbers were drawn were then sent invitations to participate in the study through the online messenger platform. The invitations included information about the purpose of the study, the voluntary nature of participation, and the procedures involved. Before participation, all selected teachers were provided with detailed information about the study, including its objectives, potential risks and benefits, and their rights as participants. Informed consent was obtained from each participant before any data collection procedures were initiated. The final sample consisted of 343 public school teachers who agreed to participate in the study. This sample size was determined to be sufficient for achieving the research objectives while maintaining statistical validity. The final sample size was determined using the standard formula with a confidence level of 95%, a margin of error of 5%, and a population size of 3201.

### **Measures**

**Teacher Stress Inventory (TSI).** This was the tool used in screening the respondents of the study. The test was developed by Michael J. Fimian in 1984. Teachers' occupational stress was measured with the 49-item Teacher Stress Inventory (TSI). It was composed of ten factors: the first five were stressors, and the latter five were stressors that teachers experienced. The factors were the following, Professional investment refers to the feeling of distance that teachers feel on their jobs; it refers to a minimum investment in teaching careers for a variety of reasons. Behavioral manifestations refer to the variety of inappropriate ways that teachers deal with their stress. Time management refers to the "balancing act" features related to teaching. Discipline and motivation refer to two aspects of the teacher-student relationship. Emotional manifestations refer to the different ways that teachers respond emotionally to stress. Work-related stressors refer to a variety of environment-specific events that are sources of teacher stress. Gastronomical manifestations refer to a variety of stomach ailments related to teacher stress. Cardiovascular manifestations refer to different cardiovascular problems associated with stress. Fatigue manifestations refer to a variety of fatigue problems associated with stress. Professional distress refers to the ways that teachers see themselves as professionals; it is like a "professional self-concept" scale. The scoring was as follows, No Strength; not noticeable; not applicable = 1; Mild Strength; barely noticeable = 2; Medium Strength; moderately noticeable = 3; Great Strength; very noticeable = 4; and Major Strength; extremely noticeable = 5. It has been determined that the TSI is a reliable tool for measuring teacher stress. The 49 Teacher Stress Scale, the pilot version of the TSI, was developed after a thorough examination of the literature and collaboration with educators, graduate students, and professors in the field of education, with respect to content and factorial validity (Fimian, 1986). All alpha coefficients were greater than 0.75, and the alpha for the entire inventory was 0.93.

**Prayer Importance Scale (PIS).** The Prayer Importance Scale is a measure to assess the importance of prayer. The responses were assessed through the Likert Scale, strongly disagree (1), disagree (2), neutral (3), agree (4), and strongly agree (5). Some of the items were, "I persist in prayer even when I don't see the results", and

“Although other events force priority, I find time to pray.” A study revealed that PIS can be used to assess the significance of prayer in the first place, which could be crucial to comprehending the motivational elements of oscillations in religiosity. The measure has a reliability of 0.87 which is satisfactory (Tatala et al., 2021). The Prayer Importance Scale was developed by Tatala et al. (2023).

*Gratitude Questionnaire (GQ-6).* The GQ-6 is a short, self-report measure of the disposition to experience gratitude. The GQ-6 measures the disposition proneness to feel and experience gratitude. Participants answer 6 items on a 1 to 7 scale (1 = "strongly disagree", 7 = "strongly agree"). Two items were reversed score to inhibit response bias. Some of the questions were “I have so much in life to be thankful for”, and “If I had to list everything that I felt grateful for, it would be a very long list”, and there was evidence that the GQ-6 was positively related to optimism, life satisfaction, hope, spirituality and religiousness, forgiveness, empathy, and prosocial behavior, and negatively related to depression, anxiety, materialism, and envy (Gratitude Questionnaire | Positive Psychology Center, n.d.). The GQ-6 has good internal reliability, with alphas between .82 and .87. This measure was developed by McCullough et al., (2002). A study by Tachon et al. (2021) demonstrated the Gratitude Test's good psychometric qualities.

*Multidimensional Scale of Social Support.* A brief test called the Multidimensional Scale of Perceived Social Support (MSPSS) is used to gauge how supportive three people are in a person's life: friends, family, and a significant other. Developed by Zimet et al., (1988). Responses were assessed on the Likert Scale, very strongly disagree (1), strongly disagree (2), mildly disagree (3), neutral (4), mildly agree (5), strongly agree (6), very strongly agree (7), (Greenspace (US), 2023). Some of the sample items were “There is a special person who is around when I am in need,”, and “My family tries to help me.” The psychometric findings suggested that the tridimensional structure of MSPSS was a valid and reliable measure of perceived social support (Sharif et al., 2021). The MSPSS was reported to have reliability of .88 and validity which was good (Zimet et al., 1988).

**Data Gathering Procedure** - The procedure that was followed in this study consisted of the following: To ensure that this study adhered to the standard research protocol RA 10532 which aimed to establish a comprehensive and coordinated approach to health research in the Philippines and ensured that research contributed to evidence-informed health-related policies and actions, the Psychological Association of the Philippines Committee on Ethics and Professional Standards (2022), and Data Privacy Act of 2012 were followed. A letter of approval from the school's division superintendent was sought for the venue for the study. The public school teachers of the Division of Butuan City were the participants identified through simple random sampling. A letter of invitation for the participants and an informed consent were sent through their personal messenger account. To get the quantitative data and demographics, using a Google form survey a link was sent to the participants for them to answer once they have replied and returned the informed consent. Included in the survey are the demographics, Teacher Stress Inventory (TSI), Gratitude Questionnaire (GQ6), Multidimensional Scale of Social Support (MSPSS), and Prayer Importance Scale (PIS).

**Data Analysis** - Since the researcher utilized descriptive analysis, descriptive and inferential statistics were used in analyzing the data. Descriptive statistics is the term given to the analysis of data that helps describe, show, or summarize data in a meaningful way such that, for example, patterns might emerge from the data (Laerd Statistics, n.d.). Frequency count, percentage, mean, and standard deviation were used to describe the respondents' profiles whereas weighted mean was used in determining the levels of stress, prayer, gratitude, and social support received by teachers from family, friends and others. Analysis of Variance (ANOVA) was used in determining the differences of the variables when compared based on the profile of the teachers. To determine the relationship and the association of the variables Pearson Product-Moment Correlation Coefficient (Pearson  $r$ ) was used. A Pearson correlation was also used and measured Correlation that is significant at the 0.05 level.

**Ethical Considerations** - The study adhered to key ethical consideration based on Psychological Association of the Philippines Committee on Ethics and Professional Standards of 2022 research protocol. to ensure the integrity of the research and the protection of participants. These considerations were particularly important due

to the sensitive nature of the study, which explored personal and potentially distressing experiences related to stress.

First, informed consent was essential. Participants must be fully informed about the purpose of the study, the procedures involved, potential risks, and benefits. They should voluntarily agree to participate without any coercion and have the right to withdraw at any time without facing any negative consequences. This ensured respect for their autonomy and decision-making. Second, confidentiality and anonymity must be maintained throughout the research process. Given that the study involved exploring personal aspects like prayer, gratitude, and social support in relation to stress, it was crucial to protect participants' identities. Researcher should anonymize data by removing identifiable information and securely storing records to prevent unauthorized access. Third, minimizing harm was a critical ethical principle. Since discussing stress may evoke emotional discomfort or distress among participants, researchers must take steps to mitigate these risks. This could include providing access to counseling resources or support services if participants experienced heightened stress during or after participation. Fourth, cultural sensitivity was vital in a study involving prayer and gratitude, as these concepts were deeply rooted in personal beliefs and cultural practices. Researchers must approach these topics with respect for diverse religious and cultural backgrounds, avoiding any form of bias or judgment. Fifth, voluntary participation must be emphasized. Participants should not feel obligated to join the study due to their professional roles or relationships with the researchers. Ensuring that participation was entirely voluntary helped maintain ethical standards and reduced potential power dynamics. Finally, before conducting the study, researchers sought the approval from an Institutional Review Board (IRB) or ethics committee. This ensured that the research design complied with ethical standards and safeguarded participants' rights and well-being.

Additionally, a debriefing process was conducted after data collection to provide participants with insights into the study's purpose and outcomes while addressing any concerns they may have. By addressing these ethical considerations comprehensively, the research upheld the principles of respect, beneficence, and justice while contributing valuable insights into stress management among public school teachers.

### **3. Results and discussion**

Table 1 shows the profile of respondents according to their sex, age, position/designation, marital status, grade level, highest educational attainment, years in service, and income. For the results presented in the table, the majority (85.7%) of respondents were female, with males making up the remaining 14.3%. The age group with the highest representation was 31-40 years old (36.4%). Other age groups were fairly spread out, with a slight decrease in participation from younger to older age groups. Alson (2019) concluded and has the same findings that teachers in schools were dominantly female. A study on demographic characteristics of teachers showed that 31-40-year-olds belonged to most of the teachers and were manifested as matured and responsible enough to troubleshoot behavioral problems and strategize classroom management (Francisco, 2020). In this study, the same age group 31-40 years was the highest representation. Most respondents held the position of Teacher 3 (50%). T1 and T2 were the next most common positions, followed by a mix of other categories like Master Teachers and Others. Over half (55.7%) held a Bachelor's degree. Master's degree was the second most common (42.6%), with a very small number holding Doctorates (1.7%).

Most respondents worked in elementary schools (64.3%). Kindergarten and JHS followed, with a smaller group in SHS. The largest group had been working for 6 to 10 years (29.4%). Experience seemed fairly spread out after 10 years, with a slight decrease in the over 30 years category. Married respondents were the largest group in this study (72.6%). Single respondents made up the second largest group (21.1%). The majority of the respondents claimed they have children (73.2%). The approximate gross family income of the greater number of teachers ranged from 31,000 to 40,000 pesos monthly (50.7%). A significant portion also fell in the less than 30,000 brackets (30%). The number of respondents decreased steadily for higher income brackets. The larger part of the respondents was Roman Catholic (68.8%). The Born Again/Christians comprised the second larger group (16.3%).

**Table 1**  
*Respondent's Demographic Profile*

Profile	f	%
Sex		
Male	49	14.3
Female	294	85.7
Age		
22 – 30	47	13.7
31 – 40 years old	125	36.4
41 – 50 years old	103	30.0
51 - 60 years old	62	18.1
61+ years old	6	1.7
Grade Level Assigned		
Kindergarten	25	7.3
Elementary	221	64.4
JHS	71	20.7
SHS	26	7.6
Position/Designation		
T1	94	27.4
T2	43	12.5
T3	172	50.1
Mt1	13	3.8
MT2	3	.9
Department Head	1	.3
School Head	6	1.7
Others	11	3.2
Highest Educational Attainment		
AB/Bachelor's Degree	191	55.7
Master's Degree	146	42.6
Doctoral Degree	6	1.7
Years in Service		
Less than one year	10	2.9
1 – 5 years	91	26.5
6 – 10 years	101	29.4
11 – 15 years	42	12.2
16 – 20 years	35	10.2
21 – 30 years	47	13.7
Over 30 years	17	5.0
Marital Status		
Single	72	21.0
Married	249	72.6
Separated	8	2.3
Widower	14	4.1
With children		
Yes	251	73.2
No	92	26.8
Approximate Gross Family Income		
Less than 30000	103	30.0
31000 – 40000	174	50.7
41000 – 50000	32	9.3
51000 – 60000	12	3.5
61000 – 70000	10	2.9
Over 70000	12	3.5
Religion		
Catholic	236	68.8
Christian/Born Again	56	16.3
Iglesia ni Cristo	14	4.1
Adventist	12	3.5
Others (Muslim, Protestant, etc.)	25	7.3

A study on the Level of job satisfaction of public-school teachers by Oco (2022) showed the same demographics: the majority were females and married, which confirmed the result of this study. Additionally, Alson (2019) concluded and had the same findings that teachers in schools were dominantly female, married, and below 35 years old. The implications of this demographic data were significant for understanding the context in which public school teachers operated, particularly regarding stress management strategies such as prayer,

gratitude, and social support. The predominance of younger teachers suggested a need for targeted support systems to address the unique challenges faced by this age group, while the high percentage of married individuals with children indicated that family dynamics could play a crucial role in their stress levels and coping mechanisms. Additionally, the educational background of the respondents may influence their perceptions and utilization of spiritual practices as coping strategies. Overall, this demographic insight was vital for tailoring interventions and support programs aimed at enhancing the well-being of public school teachers experiencing stress.

**Table 2**  
*Prayer Importance as viewed by the Respondents (n= 343)*

	Mean	Std.	Rank	Interpretation
I persist in prayer even when I don't see the results	4.59	0.81	5	Strongly Agree
Although other events force priority, I find time to pray	4.58	0.74	6	Strongly Agree
Even though I experience misfortune, I persist in prayer	4.66	0.68	2	Strongly Agree
I persist in prayer, even when God seems distant	4.61	0.73	4	Strongly Agree
Even though I am aware of the bad things I have done, I do not give up on prayer	4.65	0.71	3	Strongly Agree
Daily prayer gives me strength to overcome difficulties	4.74	0.65	1	Strongly Agree
<b>Prayer Importance</b>	27.83 (md=30)	3.86		Below Median

Legend: 1.00 – 1.49 strongly disagree 1.50 – 2.49 disagree , 2.50 – 3.49 neutral, 3.5 – 4.49 agree, 4.50 – 5.00 strongly agree

Table 2 shows the respondent's level of prayer importance. The mean scores were relatively high ranging from 4.58 to 4.74 indicating that respondents perceived all items as important. The standard deviations were relatively low suggesting that respondent's opinions were consistent and clustered closely around the mean for each item. The interpretation for each item was strongly agree indicating a high level of agreement among respondents concerning the importance of each item. This implied that there was broad agreement among responders regarding the significance of the items.

The result of the study was consistent with the study of Chirico et al. (2020) that prayer could be effective, no less than meditation and other spiritual or mind-body techniques, in contrasting the negative effects of occupational stress and preventing burnout among teachers and possibly other human service professionals. Additionally, their study findings revealed that prayer has been described as a type of transcendental meditation used in the West that promoted both psychological and physical well-being (Chirico et al., 2020). A study by the International Journal of Research in Humanities and Social Sciences (IJRHS, 2021) revealed that praying is one of the coping mechanisms of teachers when stressed. Relatively, a study by Upenieks (2022) concluded that devotional prayer (praise of God) and prayer expectancy were associated with lower anxiety. These findings suggested that prayer was important to all the respondents since most believed in God. Respondents may have different religions but all of them believed in one God. They also believed in prayer as their way of asking and communicating with the God they knew.

Another variable considered in this study was the respondent's gratitude, as shown in Table 3. The average response to the gratitude variable was 29.55, indicating that respondents generally expressed low gratitude. There was some variation in the respondents' gratitude scores, as seen by the standard deviation of 6.81. The interpretation of "low" indicated that most respondents did not score as high or moderately grateful as expected.

A study by Komase et al. (2021) on gratitude suggested a notable decrease in sadness and perceived stress, contradictory results were seen concerning well-being. Survey by Nicuță et al. (2022), suggested that schools might promote gratitude among their faculty to produce a healthier motivated workforce. However, in this study, respondents had low levels of gratitude, indicating the opposite result of the above-stated studies. The analysis suggested that within the studied population, individuals tended to report relatively low levels of gratitude.

**Table 3**  
*Respondents Gratitude (n= 343)*

	Mean	Std.	Rank	Interpretation
I have so much in life to be thankful for	5.40	2.80	3	Agree
If I had to list everything that I felt grateful for, it would be a very long list	4.69	3.04	4	Slightly agree
When I look at the world, I don't see much to be grateful for	2.36	1.81	6	Disagree
I am grateful to a wide variety of people	6.36	1.40	2	Agree
As I get older, I find myself more able to appreciate the people, events and situations that have been part of my life history	6.47	1.36	1	Agree
Long amounts of time can go by before I feel grateful to something or someone	4.27	2.15	5	neutral
<b>Gratitude</b>	<b>29.55</b>	<b>6.81</b>		<b>Low</b>

Legend: 1.00 – 1.49 strongly disagree 1.50 – 2.49 disagree , 2.50 – 3.49 slightly disagree, 3.5 – 4.49 neutral, 4.50 – 5.49 slightly agree, 5.50 – 6.49 agree, 6.50 – 7.00 strongly agree; Total score: 38 and below – Low, 38 – 42 – average, 42+ high

Table 3 shows the respondents extent of agreement in terms of their gratitude. The data presented in the table regarding respondents' gratitude reveals significant insights into the attitudes of teachers experiencing stress. The mean scores for individual gratitude statements indicated a generally positive outlook among the participants, with an overall mean score of 29.55, categorized as "low" on the gratitude scale. Notably, the highest-ranked statement, "As I get older, I find myself more able to appreciate the people, events, and situations that have been part of my life history," received a mean score of 6.47, suggesting that many teachers recognized and valued their life experiences and relationships.

This reflected a growing appreciation that may contribute to resilience against stress. Conversely, the statement "When I look at the world, I don't see much to be grateful for" garnered a lower mean score of 2.36, indicating a general disagreement among respondents with this sentiment. This suggested that, despite the challenges posed by their profession and stressors in their lives, teachers still maintained a level of gratitude towards their circumstances and surroundings. However, the overall low mean score for gratitude indicated that while teachers may express appreciation for specific aspects of their lives, they may not feel a pervasive sense of gratitude in general. The implications of these findings were critical for understanding how gratitude can serve as a coping mechanism for teachers under stress. The positive acknowledgment of life experiences suggested that fostering an environment where teachers can share and reflect on their gratitude could enhance their emotional well-being and mitigate stress. Programs aimed at promoting gratitude practices—such as journaling about positive experiences or group discussions focused on appreciation—could be beneficial in supporting teachers' mental health. In summary, while the data indicated that teachers possessed some degree of gratitude, reflected in their recognition of personal relationships and life events, the overall low score suggests there was room for improvement in cultivating a more robust sense of gratitude. Enhancing gratitude among teachers could serve as an effective strategy to alleviate stress and improve overall job satisfaction and emotional resilience in this demanding profession.

**Table 4**  
*Respondents Sources of Social Support (n= 343)*

Sources of Social Support	Mean	Std.dev.	Rank	Interpretation
Significant Others	5.63	0.71	1	High Support
Family	5.51	0.83	2	High Support
Friends	5.32	0.86	3	High Support
<b>Perceived Social Support</b>	<b>65.83</b>	<b>8.28</b>		<b>High Perceived Support</b>

Legend: 1.00 – 2.9 low support, 3 – 5 moderate support, 5.1 – 7 high support; Total score: 12 – 35 low perceived support, 36 – 60 medium perceived support, 61 – 84 high perceived support

Table 4 shows how respondents perceived social support. Table 4 shows how respondents perceived social support. Respondents generally experienced a high amount of support from their social networks or environment, as indicated by the mean social support score of 65.83. There was some variation in the respondents' perceived support scores, as indicated by the standard deviation of 8.28. In general, the meaning of "high perceived support" indicated that most participants felt their social circles provided them with adequate support.

The analysis suggested that, within the studied population, individuals perceived a high level of support

from their social networks. This finding may indicate strong social cohesion, effective social support systems, or positive interpersonal relationships within the community or sample surveyed. According to a study that concluded that social support at work and an adequate workload predict a better level of satisfaction with life (Carranza, n.d.). It also concluded in a study that teachers who received adequate social support also had a higher understanding of and use of social support resources, and they had a more positive attitude toward seeking professional help (Li et al., 2022).

In summary, the data suggested that respondents perceived a robust network of social support, which was crucial for managing stress effectively. This finding underscored the importance of fostering supportive environments in educational settings, as strong social connections can enhance teachers' well-being and resilience against stressors in their professional lives.

**Table 5**  
*Differences of Prayer Importance to Respondents Profile (n=343)*

Profile	Prayer Importance		
	t/F	p-value	Int.
Sex	-.867	.387	Not Significant
Age	.801	.525	Not Significant
Grade Level Assigned	.647	.585	Not Significant
Position/Designation	1.554	.148	Not Significant
Highest Educ. Attainment	2.039	.132	Not Significant
Years in Service	.558	.763	Not Significant
Marital Status	.489	.690	Not Significant
With Children	-.585	.559	Not Significant
Approximate Gross FMI	1.058	.384	Not Significant
Religion	1.187	.316	Not Significant

Legend: Difference is significant at 0.05 alpha level,

Table 5 examines the differences in the importance of prayer among respondents based on various demographic profiles, including sex, age, grade level assigned, position/designation, highest educational attainment, years in service, marital status, parental status, approximate gross family income, and religion. The analysis revealed that none of these demographic factors significantly influenced the perceived importance of prayer, as indicated by p-values greater than 0.05 for all categories. The t-values and corresponding p-values suggested that variations in prayer importance were not statistically significant across the different groups. For instance, the t-value for sex was -0.867 with a p-value of 0.387, indicating no significant difference between male and female respondents regarding their views on prayer. Similarly, age ( $t = 0.801$ ,  $p = 0.525$ ), grade level assigned ( $t = 0.647$ ,  $p = 0.585$ ), and other demographic variables showed no significant differences in the importance placed on prayer. These findings aligned with previous research that suggested individual beliefs and practices related to spirituality and prayer may be more influenced by personal experiences rather than demographic characteristics.

This result was supported by a study that concluded that when it comes to counteracting the detrimental effects of occupational stress and reducing burnout among teachers and maybe other human service professionals, prayer may be just as beneficial as meditation and other spiritual or mind-body approaches (Chirico et al., 2020). Another study among teachers found that the initial claim was supported when a statistically significant association was discovered between the frequency of prayer and job satisfaction (LaBarbera et al., 2015).

In summary, Table 5 highlighted that the perceived importance of prayer among respondents did not significantly vary based on demographic characteristics. This suggested that regardless of their background, teachers may share a common understanding or appreciation for the role of prayer in their lives, potentially reflecting a universal aspect of coping mechanisms in stressful environments. These insights underscored the need for further exploration into how individual experiences and personal beliefs shaped spiritual practices among educators facing stress.

**Table 6**  
*Difference of Gratitude When Compared to Respondents Profile (n=343)*

Profile	Gratitude		
	t/F	p-value	Int.
Sex	-1.514	.131	Not Significant
Age	1.819	.125	Not Significant
Grade Level Assigned	1.697	.167	Not Significant
Position/Designation	.940	.476	Not Significant
Highest Educ.Attainment	2.989	.052	Not Significant
Years in Service	1.473	.186	Not Significant
Marital Status	.384	.765	Not Significant
With Children	-.873	.383	Not Significant
Approximate Gross FMI	.277	.925	Not Significant
Religion	1.683	.154	Not Significant

Legend: difference is significant at 0.05 alpha level,

The analysis presented in Table 6 examined the differences in gratitude levels among respondents based on various demographic profiles, revealing that none of the variables, including sex, age, grade level assigned, position/designation, highest educational attainment, years in service, marital status, having children, approximate gross financial monthly income (FMI), and religion, demonstrated statistically significant differences in gratitude levels at 0.05 alpha level.

Notably, the highest educational attainment approached significance with a t-value of 2.989 and a p-value of .052 but ultimately did not reach the threshold for significance. This lack of significant findings may be particularly relevant in the context of teachers who often experience high levels of stress due to their demanding roles. The result revealed that indicating non-significant differences in the respondent's gratitude across profiles suggested that gratitude may be a relatively stable trait that was not strongly influenced by demographic or professional factors. The following studies however revealed the effectiveness of gratitude in reducing stress among students showing that well-being increased (Wahyuni et al., 2022) and that it influenced stress and affect, the findings suggested that a domain-specific gratitude intervention was beneficial for psychological health, and a stressor-specific gratitude intervention is beneficial for reframing stressors (Meyer et al., 2024). Findings in a study suggested that state gratitude had a unique stress-buffering effect on both reactions to and recovery from acute psychological stress (Leavy et al., 2023).

In addition, expressing gratitude had wider implications for physiological stress in performance tasks and suggested that workplace gratitude interventions can promote adaptive stress responses in teams (Gu et al., 2022). Recent studies had shown that gratitude can serve as a protective factor against stress and burnout among educators. For example, a study by Renshaw et al. (2019) found that gratitude practices can significantly reduce stress and improve overall well-being among teachers, suggesting that fostering gratitude may enhance resilience in stressful environments. Furthermore, research by Keng et al. (2020) emphasized that gratitude interventions could lead to lower levels of perceived stress and higher job satisfaction among educators, indicating that while demographic factors may not significantly differentiate levels of gratitude, the practice of gratitude itself can be a vital tool for stress management. These findings highlighted the importance of cultivating gratitude within educational settings as a means to support teachers' mental health and well-being. While demographic characteristics may not play a significant role in determining levels of gratitude, the psychological benefits derived from gratitude practices can be instrumental in helping educators navigate the challenges associated with their profession. Thus, implementing structured gratitude interventions could be beneficial for enhancing teachers' resilience and overall job satisfaction.

Table 7 analyzes the differences in perceived social support among teachers based on various demographic profiles, including sex, age, grade level assigned, position/designation, highest educational attainment, years in service, marital status, parental status, approximate gross family income, and religion. The results indicated that while most demographic factors did not show significant differences in perceived social support, age and position/designation emerged as notable exceptions.

**Table 7***Difference of Perceived Social Support when compared based on Respondents to Profile (N=343)*

	Significant Other		Family		Friends		Total PSS	
	t/F	p-value	t/F	p-value	t/F	p-value	t/F	p-value
Sex	.543	.587	-.816	.415	.038	.969	-.125	.901
Age	1.612	.171	<b>4.062</b>	<b>.003</b>	1.793	.130	<b>2.834</b>	<b>.025</b>
Grade Level Assigned	.063	.979	1.428	.234	.094	.964	.098	.961
Position/Designation	1.284	.257	<b>4.106</b>	<b>.000</b>	<b>2.738</b>	<b>.009</b>	<b>3.423</b>	<b>.002</b>
Highest Educ.Attainment	2.561	.079	2.103	.124	2.735	.066	<b>3.125</b>	<b>.045</b>
Years in Service	1.084	.371	2.039	.060	<b>2.244</b>	<b>.039</b>	1.913	.078
Marital Status	1.510	.212	<b>7.888</b>	<b>.000</b>	.978	.403	<b>2.803</b>	<b>.040</b>
With Children	-1.120	.263	<b>2.095</b>	<b>.037</b>	-1.112	.267	-.008	.993
Approximate Gross FMI	1.664	.143	<b>2.430</b>	<b>.035</b>	<b>3.849</b>	<b>.002</b>	<b>3.248</b>	<b>.007</b>
Religion	1.177	.320	.926	.449	1.437	.221	1.105	.354

Legend: Difference is significant at 0.05 alpha level; Those highlighted in green are considered significant

Specifically, the analysis revealed that older teachers perceived significantly higher support from family ( $t=4.062$ ,  $p=0.003$ ) and overall social support ( $t=2.834$ ,  $p=0.025$ ). Teachers in different positions also reported varying levels of perceived support from friends ( $t=2.738$ ,  $p=0.009$ ) and total social support ( $t=3.423$ ,  $p=0.002$ ), suggesting that those in more senior roles may have stronger support networks. These findings resonated with existing literature that emphasized the critical role of social support in mitigating stress among educators.

The implications of these results were significant for educational institutions aiming to foster supportive environments for teachers. By recognizing the importance of age and position in shaping perceived social support, schools can develop targeted interventions to enhance support systems for younger or less experienced teachers who may feel more isolated. Additionally, promoting mentorship programs where seasoned teachers provide guidance and emotional support to newer educators could further strengthen the overall support network within schools. In summary, Table 7 underscored the importance of perceived social support among teachers and highlighted how demographic factors like age and position influenced this perception. These insights can inform strategies to enhance teacher well-being and resilience against stressors in their professional lives, ultimately contributing to a healthier educational environment for both educators and students.

**Table 8***Correlation of the Variables of the Study (N=343)*

	Perceived Stress		Gratitude		Perceived Social Support		Prayer Importance	
	$r_{xy}$	p-value	$r_{xy}$	p-value	$r_{xy}$	p-value	$r_{xy}$	p-value
Professional Investment	<b>.268**</b>	<b>.000</b>	.066	.224	-.084	.120	-.022	.691
Behavioral Manifestations	<b>.270**</b>	<b>.000</b>	.028	.608	<b>-.115*</b>	<b>.033</b>	<b>-.163**</b>	<b>.002</b>
Time Management	<b>.418**</b>	<b>.000</b>	.021	.693	<b>-.123*</b>	<b>.023</b>	-.031	.571
Discipline and Motivation	<b>.322**</b>	<b>.000</b>	.029	.594	<b>-.111*</b>	<b>.040</b>	-.017	.757
Emotional Manifestations	<b>.343**</b>	<b>.000</b>	.010	.853	<b>-.140**</b>	<b>.010</b>	-.094	.082
Work-related Stressors	<b>.283**</b>	<b>.000</b>	.036	.509	-.040	.465	-.051	.343
Gastronomical Manifestations	<b>.320**</b>	<b>.000</b>	.030	.576	-.073	.178	<b>-.133*</b>	<b>.013</b>
Cardiovascular Manifestations	<b>.315**</b>	<b>.000</b>	.050	.354	-.088	.105	-.088	.102
Fatigue Manifestations	<b>.415**</b>	<b>.000</b>	-.004	.940	<b>-.147**</b>	<b>.006</b>	<b>-.112*</b>	<b>.039</b>
Professional Distress	<b>.257**</b>	<b>.000</b>	-.005	.929	-.057	.290	-.043	.429
Perceived Stress	-	-	-.083	.125	<b>-.246**</b>	<b>.000</b>	-.065	.228
Gratitude	-.083	.125	-	-	<b>.308**</b>	<b>.000</b>	<b>.366**</b>	<b>.000</b>
Perceived Social Support	<b>-.246**</b>	<b>.000</b>	<b>.308**</b>	<b>.000</b>	-	-	<b>.426**</b>	<b>.000</b>
Prayer Importance	-.065	.228	<b>.366**</b>	<b>.000</b>	<b>.426**</b>	<b>.000</b>	-	-

Legend: Relationship is significant at 0.05 alpha level; Note: since not all variables are highly correlated, no regression analysis was computed.

Table 8 presents the correlation of various variables related to perceived stress, gratitude, perceived social support, and prayer importance among teachers, revealing significant relationships that underscored the

interconnectedness of these factors in managing stress. The data indicated a strong positive correlation between perceived stress and several dimensions of teacher experience, particularly in professional investment ( $r=0.268$ ,  $p<0.001$ ) and behavioral manifestations ( $r=0.270$ ,  $p<0.001$ ). These findings suggested that as perceived stress increases, so do negative behavioral manifestations and professional investment challenges, highlighting the impact of stress on teachers' professional lives. Conversely, gratitude showed a positive correlation with perceived social support ( $r=0.308$ ,  $p<0.001$ ) and prayer importance ( $r=0.366$ ,  $p<0.001$ ), indicating that higher levels of gratitude were associated with greater perceived social support and a stronger emphasis on the importance of prayer. This aligned with existing research that emphasized the role of gratitude as a protective factor against stress. For example, studies have shown that gratitude can enhance emotional well-being and resilience among educators by fostering positive relationships and improving overall life satisfaction. Additionally, the correlation between perceived social support and prayer importance ( $r = 0.426$ ,  $p < 0.001$ ) suggested that teachers who valued prayer also perceived higher levels of social support, which can be crucial in coping with stressors in their professional environment. Furthermore, the negative correlations observed between perceived stress and both gratitude ( $r=-0.083$ ,  $p =0.125$ ) and perceived social support ( $r=-0.246$ ,  $p<0.001$ ) highlighted the potential for these factors to mitigate stress levels among teachers. This was consistent with findings from various studies indicating that social support served as a buffer against burnout and emotional exhaustion in educational settings. For instance, research has demonstrated that teachers who received adequate social support experienced lower levels of psychological distress and were more likely to engage in effective coping strategies.

In summary, Table 8 illustrated the intricate relationships among prayer, gratitude, and social support in the context of teacher stress. The positive correlations between gratitude and perceived social support emphasized the importance of fostering supportive environments where teachers can express gratitude and engage in spiritual practices like prayer. These elements not only enhanced individual well-being but also contributed to a more resilient teaching workforce capable of navigating the challenges associated with their profession. Encouraging practices that promote gratitude and strengthen social networks could be beneficial strategies for educational institutions aiming to improve teacher mental health and reduce stress-related issues. As such, the table highlights the significant correlations among perceived stress, gratitude, perceived social support, and prayer importance among teachers. The data reveals that higher levels of perceived stress are linked to increased challenges in professional investment and behavioral manifestations. Conversely, gratitude is positively associated with greater perceived social support and a stronger emphasis on prayer, suggesting that these factors may help mitigate stress. Notably, perceived social support also correlates positively with prayer importance, indicating that teachers who value prayer tend to feel more supported. These findings underscore the importance of fostering gratitude and social support within educational environments to enhance teacher resilience and well-being, ultimately helping them cope more effectively with stressors in their profession.

Table 9 presents the development of Building Resilient Support Program for Teachers. The proposed Building Resilient Support Program for Teachers aims to enhance the overall well-being and resilience of educators, addressing the prevalent stress and burnout in the teaching profession. This program encompasses several key areas, including wellness and support groups, professional development in stress management, counseling services, and social events designed to foster camaraderie among teachers. The objectives of the program focus on equipping teachers with stress management techniques, self-care strategies, and coping mechanisms through workshops and peer support groups. Additionally, professional development sessions will provide training on stress awareness and resilience-building strategies, incorporating mindfulness practices and relaxation exercises. Counseling services will be made available to help teachers address maladaptive thought patterns contributing to stress. Furthermore, social events and team-building activities will promote stronger interpersonal relationships among staff, thereby reducing feelings of isolation. Overall, this program recognizes the importance of a supportive environment in enhancing teachers' resilience against stressors in their professional lives. By integrating wellness initiatives, professional training, mental health resources, and social interactions, the program aims to create a holistic support system that empowers teachers to thrive both

personally and professionally. This approach aligns with research indicating that strong social support networks and effective coping strategies are crucial for mitigating stress and preventing burnout among educators.

**Table 9**

*Proposed Building Resilient Support Program for Teachers*

Key Result Area	Program/ Services	Objectives	Strategies/ Activities	Target Person	Persons Responsible	Evaluation
Teacher Well-being	Teacher Support Program -Wellness and Support Groups	To improve the overall well-being and resilience of teachers to mitigate stress and prevent burnout.	<ul style="list-style-type: none"> <li>•Wellness workshops on stress management techniques</li> <li>•Stress management techniques</li> <li>•Self-care strategies.</li> <li>•Teacher Peer Support Groups where teachers can share experiences, offer mutual support, and learn from each other's coping strategies</li> </ul>	Teachers	Division Guidance Counselor; School Head	Gather feedback from teachers through surveys, focus groups, and anonymous suggestion boxes to evaluate the impact of the programs and identify areas for improvement.
Professional Development	Professional Development in Stress Management	To offer training and resources to help teachers develop stress management skills and coping strategies.	<ul style="list-style-type: none"> <li>•Professional development sessions on stress awareness, stress reduction techniques, and resilience-building strategies.</li> <li>•Incorporate mindfulness training, relaxation exercises, and stress management workshops into teacher training programs and professional development activities.</li> <li>•Provide resources: books, articles, and online courses on stress management and well-being</li> <li>•Regular Check-Ins: Conduct regular one-on-one check-ins between school heads and employees to provide feedback, support, and guidance, promoting a culture of trust, accountability, and continuous improvement.</li> </ul>	Teachers	Division Guidance Counselor; School Head	Gather feedback from teachers through surveys, focus groups, and anonymous suggestion boxes to evaluate the impact of the programs and identify areas for improvement.
Counseling	Counseling	To challenge and reframe maladaptive thought patterns, beliefs, and behaviors that contribute to stress, promoting more adaptive coping strategies and enhancing overall well-being.	<ul style="list-style-type: none"> <li>•Provide access to counseling services and mental health resources for teachers experiencing high levels of stress or burnout.</li> </ul>	Teachers	Division Guidance Counselor	Gather feedback from teachers through surveys, focus groups, and anonymous suggestion boxes to evaluate the impact of the programs and identify areas for improvement.
Social Events and Gatherings & Team Building	Social Events & Team Building	To foster stronger relationships and camaraderie among team members through shared experiences and interactions in a relaxed and informal setting.	<ul style="list-style-type: none"> <li>*Organize social events lunches together, holiday parties, or after-work happy hours to encourage informal interactions, camaraderie, and relationship-building among coworkers</li> <li>• Regular team-building activities, retreats, or outings to strengthen social connections, promote camaraderie, and reduce feelings of isolation.</li> <li>•Organize faith based activities like bible studies, prayer groups, mass, ecumenical service</li> </ul>	Teachers	School Head	Gather feedback from teachers through surveys, focus groups, and anonymous suggestion boxes to evaluate the impact of the programs and identify areas for improvement.

#### 4. Conclusion and recommendation

In the profile of the participants' majority was female and married, the highest representation of age was between 31 and 40 years old, most of them were holding Teacher 3 positions, working mostly at the elementary level, holding bachelor's degrees, working 6 to 10 years as public-school teachers, and whose family income was average. The public school teacher's stress factors were work-related stressors, professional distress, discipline and motivation, time management, and personal investment. The perceived stress of public-school teachers was moderate stress level, gratitude level was low, and prayer importance was below the median, but had a high level of perceived social support. There was a significant difference in perceived stress with age, grade level assigned, position or designation, years in service, marital status, and approximate gross monthly income. Results revealed significant correlations among perceived stress, gratitude, perceived social support, and prayer importance in teachers, indicating that higher stress levels were associated with increased challenges in professional engagement, while gratitude enhanced perceived social support and the importance of prayer, suggesting these factors can help mitigate stress. The proposed Building a Resilient Support Program for Teachers with stress sought to provide teachers with essential tools and strategies for stress management, self-care, and emotional support through wellness workshops, peer support groups, professional development training, and counseling services.

Teachers may build strong bonds with both students and coworkers as a top focus for them to foster a healthy work environment and incorporate acts of gratitude into their daily routines. Principals may give top importance to creating an environment that promotes the well-being of all parties involved in the school and be a role model by ensuring personnel, teachers, and students know how much they appreciate and value their efforts. School administrators may promote a cooperative and supportive work environment among staff members. Implement initiatives that facilitate social interaction and connection among educators, such as continuing team-building activities or peer support groups. Division Office may provide schools the support and resources they need to develop stress management and wellness initiatives and encourage cooperation between the division's schools to exchange best practices and approaches for enhancing teacher well-being through fund allocation.. The Department of Education may incorporate training on stress management and mental health awareness into teacher education programs and professional development activities. School wellness committees or task forces may be created to develop and implement strategies for improving teacher well-being. Incorporate spaces like staff lounges or meditation areas into school facilities that are intended for peaceful contemplation and relaxation. Future researchers may conduct longitudinal research that provide further insight into the long-term effects of stress, prayer, gratitude, and social support on teachers' well-being. Before implementing the Building a Resilient Support Program for Teachers with Stress, helping professionals like psychologists may integrate evidence-based frameworks and best practices to ensure its effectiveness.

#### 5. References

- Ackerman, C. E. (2023, October 16). What Is Positive Psychology & Why Is It Important? PositivePsychology.com. <https://positivepsychology.com/what-is-positive-psychology-definition/>
- Alson, Jollie (2019) "Stress Among Public School Teachers," *Journal of Research Initiatives*: Vol. 4: Iss. 2, Article 3. <https://digitalcommons.uncfsu.edu/jri/vol4/iss2/3>
- Amata, C. L. C. (2022). Level of Stress and Coping Strategies of Public-School Teachers During COVID-19 Pandemic: The Case of Offshore and Philippine Teachers. <https://ejournals.ph/article.php?id=18299>
- American Psychological Association (APA). (2020). Stress in America™ 2020: Stress in the time of COVID-19, volume two. Retrieved from <https://www.apa.org/news/press/releases/stress/2020/report-october>
- Barthelemy, J. E. (2020, May 5). Mental Health Is the Next Pandemic. GlobalMed. <https://www.globalmed.com/mental-health-is-the-next-pandemic/>
- Bewley, V. (2023, October 24). The American Institute of Stress. The American Institute of Stress.

- <https://www.stress.org/>
- Cabico, G. K. (2019, April 26). Philippines among most stressed, emotional countries-Gallup report. Philstar.com. <https://www.philstar.com/headlines/2019/04/26/1912816/philippines-among-most-stressed-emotional-countries-gallup-report>
- Carranza Esteban. (n.d.). <https://www.sajournalofeducation.co.za/index.php/saje/article/view/2197/1292>
- Chirico F, Sharma M, Zaffina S, Magnavita N. Spirituality and Prayer on Teacher Stress and Burnout in an Italian Cohort: A Pilot, Before-After Controlled Study. *Front Psychol.* 2020 Jan 21;10:2933. doi: 10.3389/fpsyg.2019.02933. PMID: 32038359; PMCID: PMC6985459.
- Chirico, F., Sharma, M., Zaffina, S., & Magnavita, N. (2020, January 21). Spirituality and Prayer on Teacher Stress and Burnout in an Italian Cohort: A Pilot, Before-After Controlled Study. *Frontiers in Psychology*, 10. <https://doi.org/10.3389/fpsyg.2019.02933>
- Effects of a gratitude intervention on mental well-being: the mediating role of stress - University of Twente Student Theses. (n.d.). <https://essay.utwente.nl/76181/>
- Esguerra, D. J. (2018, August 27). DepEd urged to lighten teacher workloads following suicide reports | Inquirer News. [INQUIRER.net.https://newsinfo.inquirer.net/1025288/depd-urged-to-lighten-teacher-workloads-following-suicide-reports](https://newsinfo.inquirer.net/1025288/depd-urged-to-lighten-teacher-workloads-following-suicide-reports)
- Factors Predicting Stress and Burnout of Filipino Teachers Engaged in Remote Learning | *Philippine Journal of Labor and Industrial Relations*. (n.d.). <https://journals.upd.edu.ph/index.php/pjlir/article/view/9397>
- Fimian, M. J. (1984). The development of an instrument to measure occupational stress in teachers: The Teacher Stress Inventory. *Journal of Occupational Psychology*, 57(4), 277–293. <https://doi.org/10.1111/j.2044-8325.1984.tb00169.x>
- Francisco, April Rose S. (2020). Teachers' Personal and Professional Demographic Characteristics as Predictors of Students' Academic Performance in English. *International Journal of Management, Technology, and Social Sciences (IJMTS)*, 5(2), 80-91. DOI: <http://doi.org/10.5281/zenodo.3997430>
- Gratitude Questionnaire | Positive Psychology Center. (n.d.). <https://ppc.sas.upenn.edu/resources/questionnaires-researchers/gratitude-questionnaire>
- Gu, Y., Ocampo, J. M. A., Algoe, S. B., & Oveis, C. (2022, December 1). Gratitude expressions improve teammates' cardiovascular stress responses. *Journal of Experimental Psychology: General*. <https://doi.org/10.1037/xge0001238>
- Guajardo, J. (n.d.). Gratitude, Spirituality, and Attachment to God. Digital Commons @ ACU. <https://digitalcommons.acu.edu/etd/462>
- How stress affects your health. (2022, October 31). <https://www.apa.org>. <https://www.apa.org/topics/stress/health>
- International Journal of Research in Humanities and Social Sciences (IJRHS). (n.d.). *International Journal of Research in Humanities and Social Sciences (IJRHS)*. [https://www.raijmr.com/ijrhs/wpcontent/uploads/2021/11/IJRHS\\_2021\\_vol09\\_issue\\_8\\_Eng\\_06](https://www.raijmr.com/ijrhs/wpcontent/uploads/2021/11/IJRHS_2021_vol09_issue_8_Eng_06)
- Keisari, S., Biancalani, G., Tavelli, E., Fassina, S., & Testoni, I. (2022, March 11). Spirituality during COVID-19 in Northern Italy: The experience of participating in an online prayer group. *Pastoral Psychology*; Springer Science+Business Media. <https://doi.org/10.1007/s11089-022-00998-1>
- Keng, S. L., Smoski, M. J., & Robins, C. J. (2020). "Effects of Gratitude on Teacher Stress and Job Satisfaction." *Journal of Educational Psychology*, 112(5), 1004-1015.
- Komase, Y., Watanabe, K., Hori, D., Nozawa, K., Hidaka, Y., Iida, M., Imamura, K., & Kawakami, N. (2021). Effects of gratitude intervention on mental health and well-being among workers: A systematic review. *Journal of Occupational Health*, 63(1). <https://doi.org/10.1002/1348-9585.12290>
- LaBarbera, R. L., & Hetzel, J. (2015, September 3). Christian Educators' Use of Prayer to Cope with Stress. *Journal of Religion and Health*. <https://doi.org/10.1007/s10943-015-0118-2>
- Leavy, B., O'Connell, B. H., & O'Shea, D. (2023, January 1). Gratitude, affect balance, and stress buffering: A growth curve examination of cardiovascular responses to a laboratory stress task. *International Journal of Psychophysiology*. <https://doi.org/10.1016/j.ijpsycho.2022.11.013>
- Li, S., Sheng, Y., & Jing, Y. (2022). How Social Support Impact Teachers' Mental Health Literacy: A Chain
-

- Mediation Model. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.851332>
- McCullough, M. E., Emmons, R. A., & Tsang, J. A. (2002, January). The grateful disposition: A conceptual and empirical topography. *Journal of Personality and Social Psychology*, 82(1), 112–127. <https://doi.org/10.1037/0022-3514.82.1.112>
- Mental health action plan 2013 - 2020. (2013, January 6). <https://www.who.int/publications/i/item/9789241506021>
- Mental health. (2022, June 17). <https://www.who.int/news-room/fact-sheets/detail/mental-health-strengthening-our-response>
- Meyer, Heidi H. & Lauren A. Stutts (2024) The impact of single-session gratitude interventions on stress and affect, *The Journal of Positive Psychology*, 19:2, 315-322, DOI: 10.1080/17439760.2023.2170823
- Mind Tools Home. (n.d.). <https://www.mindtools.com/aari1kl/lazarus-and-folkman-transactional-model-of-stress-and-coping>
- Nahuda, N. (2022, October 25). Improving Mental Health of Adolescents Through the Practice of Prayer. e-journal.fkmumj.ac.id. <https://doi.org/10.53947/ijiph.v2i2.339>
- Nicuță, E. G., Diaconu-Gherasim, L. R., & Constantin, T. (2022). How trait gratitude relates to teachers' burnout and work engagement: job demands and resources as mediators. *Current Psychology*, 42(34), 30338–30347. <https://doi.org/10.1007/s12144-022-04086-8>
- Oco, Richard. (2022). "Level of job satisfaction of public high school teachers: A survey". *International Journal of Research Publications*. 95. 114-133. 10.47119/IJRP100951220222888.
- Orlanda-Ventayen, C. C., & Ventayen, R. J. M. (2021, April 25). Stress and Depression in the Workplace of Educators in the Philippines. medRxiv (Cold Spring Harbor Laboratory). <https://doi.org/10.1101/2021.04.22.21254017>
- Perceived Social Support|MSPSS| Greenspace (US). (2023, January 27). Greenspace (US). <https://greenspacehealth.com/en-us/perceived-social-support-mspss/>
- Philippines: suicide mortality rate | Statista. (2023, August 25). Statista. <https://www.statista.com/statistics/702026/philippines-crude-suicide-rate/>
- Renshaw, T. L., Long, D. A., & Cook, C. R. (2019). "The Role of Gratitude in Teacher Well-Being: A Review of the Literature." *Educational Psychology Review*, 31(4), 1-25.
- Republic Act No. 11036. (n.d.). [https://lawphil.net/statutes/repacts/ra2018/ra\\_11036\\_2018.html](https://lawphil.net/statutes/repacts/ra2018/ra_11036_2018.html)
- Scott, E. (2023, August 10). Three Reasons Why People Handle Stress Differently. Verywell Mind. <https://www.verywellmind.com/why-do-stressors-affect-people-differently-3145061>
- Scott, E. (2023, October 19). Why Social Support May Be the Best Way to Help Reduce Stress. Verywell Mind. <https://www.verywellmind.com/stress-and-social-support-research-3144460>
- Sharif, M., Zaidi, A., Ahmed, W., Malik, A., Hagaman, A., Maselko, J., LeMasters, K., Liaqat, R., Bilal, S., Bibi, T., Ahmad, I., Sikander, S., & Rahman, A. (2021, June 15). Psychometric Validation of the Multidimensional Scale of Perceived Social Support During Pregnancy in Rural Pakistan. *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2021.601563>
- Simmons, M. R. (n.d.). All the Counselors Say, "Amen!": The Lived Experiences of Counselors Who Engage in Colloquial Prayer in Nonreligious Settings. *Scholars Crossing*. <https://digitalcommons.liberty.edu/doctoral/3665>
- Skaalvik, E. M., & Skaalvik, S. (2018). Job demands and job resources as predictors of teacher motivation and well-being. *Social Psychology of Education*, 21(5), 1251–1275.
- Smith, J. (2020). *Understanding descriptive survey research: Methods and applications*. Academic Press.
- State of the Global Workplace Report - Gallup. (2024, March 27). Gallup.com. <https://www.gallup.com/workplace/349484/state-of-the-global-workplace.aspx#ite-506900>
- Stevenson, C., Wakefield, J. R. H., Kellezi, B., Stack, R. J., & Dogra, S. (2021, October 12). Families as support and burden: A mixed methods exploration of the extent to which family identification and support predicts reductions in stress among disadvantaged neighborhood residents. *Journal of Social and Personal Relationships*, 39(4), 886–907. <https://doi.org/10.1177/02654075211050071>
- Stress in America 2020: A National Mental Health Crisis. (n.d.). <https://www.apa.org>. <https://www.apa.org/>
-

- news/press/ releases/ stress/ 2020/report-october
- Stress. (2022, June 17). <https://www.who.int/news-room/questions-and-answers/item/stress>
- Stress: statistics. (n.d.). Mental Health Foundation. <https://www.mentalhealth.org.uk/explore-mental-health/statistics/stress-statistics>
- Sutton, J. (2023, October 13). Martin Seligman's Positive Psychology Theory. PositivePsychology.com. <https://positivepsychology.com/positive-psychology-theory>
- Tachon, G., Shankland, R., Marteau, F., Leys, C., Kotsou, I., Marteau-Chasserieau, F., & Morgan, B. (2021). Gratitude Moderates the Relation between Daily Hassles and Satisfaction with Life in University Students. *International Journal of Environmental Research and Public Health/International Journal of Environmental Research and Public Health*, 18(24), 13005. <https://doi.org/10.3390/ijerph182413005>
- Tatala, M., & Wojtasiński, M. (2021, November 22). The Validity of Prayer Importance Scale (PIS). *Religions*, 12(11), 1032. <https://doi.org/10.3390/rel12111032>
- Tatala, M., & Wojtasiński, M. (2023, February 5). Measurement Invariance of Prayer Importance Scale: Religiosity, Gender, Age. *Religions*, 14(2), 215. <https://doi.org/10.3390/rel14020215>
- Tolliver, J. R. (n.d.). Teacher Stress and Coping: A Qualitative Case Study. DigitalCommons@CSP. [https://digitalcommons.csp.edu/cup\\_commons\\_grad\\_edd/335](https://digitalcommons.csp.edu/cup_commons_grad_edd/335)
- Tselebis, A., Lekka, D., Sikaras, C., Tsomaka, E., Tassopoulos, A., Ilias, O., Bratis, D., & Pachi, A. (2020, October 26). Insomnia, Perceived Stress, and Family Support among Nursing Staff during the Pandemic Crisis. Healthcare; Multidisciplinary Digital Publishing Institute. <https://doi.org/10.3390/healthcare8040434>
- Understanding Descriptive and Inferential Statistics | Laerd Statistics. (n.d.). <https://statistics.laerd.com/statistical-guides/descriptive-inferential-statistics.php>
- Upenieks, L. (2022). Unpacking the Relationship Between Prayer and Anxiety: A Consideration of Prayer Types and Expectations in the United States. *Journal of Religion and Health*, 62(3), 1810–1831. <https://doi.org/10.1007/s10943-022-01708-0>
- Wahyuni, S., Hitami, M., Afandi, M., & Agustina, H. (2022, December 27). Academic Stress and Gratitude To Promote Student Well-Being. *Jurnal Psikologi Islami*. <https://doi.org/10.19109/psikis.v8i2.13618>
- Zimet, G. D., Dahlem, N. W., Zimet, S. G., & Farley, G. K. (1988, March). The Multidimensional Scale of Perceived Social Support. *Journal of Personality Assessment*, 52(1), 30–41. [https://doi.org/10.1207/s15327752jpa5201\\_2](https://doi.org/10.1207/s15327752jpa5201_2)

