

INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY: APPLIED BUSINESS AND EDUCATION RESEARCH

2021, Vol. 2, No. 1, 71 – 79

<http://dx.doi.org/10.11594/ijmaber.02.01.02>

Research Article

Teachers' Sleep, Religious Tasks, and Suicidal Thoughts: A Preliminary Assessment

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Article history:

Submission January 2021

Revised January 2021

Accepted January 2021

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ABSTRACT

Because of the unexpected and debilitating effect of the current pandemic, the impact of the pandemic on teachers is detrimental. This paper investigated the public-school teachers' sleep, religious tasks, and suicidal thoughts. The study used a descriptive correlational design with the online survey as the primary data gathering tool. 198 public school teachers from a school's division in Central Luzon, Philippines participated in the online survey. The researchers created the online instrument with validation done by experts. After the data gathering, the study used the following statistical tools to calculate the frequency count, percentage, rank, t-test, and Analysis of Variance with the help of SPSS 22. Results show that teachers go to sleep between 10:00-11:00 PM and wake up between 5:00-6:00 AM. This comprises 7-9 hours of sleep. Teachers also go to church or other religious meetings once a week and also, they pray, meditate, or study the Bible more than once a week. Also, most of the responses of teachers in the suicidal thoughts were either "no" or "never". Furthermore, the study also found significant differences in the teachers' sleep, religious tasks, and suicidal thoughts when grouped according to their profile. The study concluded that teachers have established sleep and religious tasks routines. On the other hand, suicidal thoughts are out of the options for the teachers' business.

Keywords: Teachers, Sleep, Religious tasks, Suicidal thoughts, Assessment

Introduction

With the unexpected change of tide in the current situation of the pandemic, the effect is immense and unimaginable. The impact of the pandemic is widespread and every profession

is distraught. The teaching profession is one profession that faces a great task. With the shift of work from the normal school to their own home, this posed a definitive challenge. Nevertheless, as they say, teachers are resilient and

How to cite:

Asio, J. M. R., Jimenez, E. C. (2021). Teachers' Sleep, Religious Task, and Suicidal Thoughts: A Preliminary Assessment. *International Journal of Multidisciplinary: Applied Business and Education Research* 2 (1): 71 – 79. doi: 10.11594/ijmaber.02.01.02

adaptable to the ever-changing times of pedagogical context.

As we all know, sleep is an essential aspect of human survival and well-being. And teachers do need sufficient sleep to work properly and appropriately for the day. In a study a teacher's poor sleep has detrimental effects (Poon et al., 2019). There is also a study in the U.S wherein teachers have a higher odds of reporting inadequate sleep if they have a professional development by their state (Fujishiro et al., 2017). Thus, sleep is vital for teachers' well-being also. From a different perspective, teachers need to be aware of their well-being as well, thus a study by Jennings et al (2017) provided evidence of a program that curtails awareness and resilience of teachers in education (Jennings et al., 2017). The program showed a significant effect on the adaptive emotion regulation, mindfulness, psychological distress, and time urgency of teachers. From a different perspective, an article showed a relative and significant outcome in terms of reductions in job-related stress, improvements of teaching self-efficacy, and stronger intentions for classroom practices (Cook et al., 2016). Another study showed that overcommitted teachers have a positive indirect relationship to sleeping problems (Huyghebaert, 2018). A related study from Japan also exposed that public elementary/ junior high school teachers' insomnia relates to long working hours commuting time and urbanicity of the school (Hori et al., 2020). From an experiment done by a group about teachers' sleep quality, they divulged that teachers with restrained working time sleep quality are more frequent than unrestrained working time sleep quality (Kottwitz et al., 2018). Based on this literature, the idea is that there is less sleep for teachers and its quality is altered.

Besides sleep, another area of less perceptible discussion is the religious tasks of the teachers. Upon leeching from the world wide web, there is not much-related literature or studies that particularly focus on this context about teachers. But there are a few that this study considered for the sake of argument and basis. According to a research article, it proposed that the ethical and moral formation are fragmented due to diverse background (social,

religious, and economic) aspects of teachers as well as other factors (Dilger, 2017). Thus, this means that religious tasks prompt the ethical and moral formations of teachers. In a different perspective, in the Philippines, a study exposed that school leaders approach religious diversity in five ways which include, evangelical, devotional, separational, respectful, or uninformed leaders (Brooks, 2017). On the other hand, a university in Indonesia carried out a de-radicalization of religious understanding of students through programmatic (classroom learning and religious coaching in extracurricular activities) and incidental (curricular activities, religious coaching, ta'lim and recite) (Purwanto et al., 2020). In another perspective, a study stated that there are difficulties in psychological measurement of religion and spirituality (Simkin & Piedmont, 2018). Also, from a Swedish study, the article showed that there is difficulty in emptying religious practices of religion to students (Reimers, 2019).

In the discussion for suicidal thoughts, this area is a little sensitive and quite personal to explore. And based on the literature review, the researchers discovered that there is a dearth of this particular area for teachers. They focus more on students but not much on teachers. However, some interesting articles showed some promising ideas for the sake of argument in this particular paper. From a research paper, it argued that mature age has a high level of suicidal incidence (Senkevich et al., 2019). On the other hand, in a thesis, it stated that pre-service teachers have varying levels of knowledge about mental illness (Conroy, 2020). To further support this claim, a group of researchers indicated that the triggers for suicidal ideation for adults were physical discomfort, loss of respect and/or support from family, impulsivity due to conflicts, and painful memories (Huang et al., 2017).

Based on the following reviewed literature, the researchers found gaps that prompted to undergo this study. Thus, the objective of this study is to assess the sleep pattern of the respondents. At the same time, find out the respondents' routine in their religious tasks. And finally, to evaluate the suicidal thoughts among the respondents of the study. Furthermore, this

study will also try to dig deeper by analyzing differences in the responses based on the profile of the respondents.

The result of this study has several benefits and it can impact the school, the teachers, the administrators, the students, and other stakeholders. The result also contributes to the ever-growing literature of the given variables especially in the context of religion study and suicidal tendencies among teachers in the field.

Methods

This particular study used a descriptive-correlation research design with the use of an online survey as the primary data gathering tool. The researchers would like to assess the sleep quality, religious sentiments and beliefs, and suicidal thoughts from teachers. Thus, a descriptive study fits the design. At the same time, the study aims to find out the relationship between the three major variables and the profiles of teachers. That is why this article thought of a correlation study at the same time.

For the respondents of the study, a total of 198 teachers from 19 different schools from a school division in Meycauayan City, Bulacan, Philippines took part in the online survey. Using a simple random technique, the researchers, with the consent of the schools and the respondents, sent the online survey through their email addresses.

The researchers created the instrument through an exhaustive review of related literature and with the help of some research instruments available online. They submitted the instrument for validity to several experts in the field (a school principal, a teacher, a researcher, and a school division chief). Their comments and suggestions helped to improve the content of the online survey. Before the administration of the online survey, it was first pre-tested among students for any ambiguous or misunderstood words or contexts. After the pre-test with several adjustments and revisions, it was put online and sent to prospective respondents.

The study used SPSS 22 to compute the data gathered in the online survey. The statistical tools used were frequency count and percentage, for the responses of the teachers, t-test, and Analysis of Variance for the significant differences in the answers of the teachers when grouped according to their profile.

Results and Discussion

This paper tried to explore and assess the sleep quality, religious sentiments, and experiences, and suicidal thoughts and ideas of teachers. At the same time examine the differences in the teachers' perspectives and relationships among the variables and the demographic profile of the respondents. The tables below showed the results of the online survey.

Table 1. The Sleep of the Teachers

	<i>F</i>	%
Time of Sleep		
8:00-9:00 PM	38	19
10:00-11:00 PM	98	50
12:00 and beyond	62	31
Time to wake up		
3:00-4:00 AM	18	9
5:00-6:00 AM	133	67
7:00-8:00 AM	47	24
Hours of Sleep		
4 – 6 hours	79	40
7 – 9 hours	116	59
10 hours above	3	1
Total	198	100

Table 1 presents the sleep of the teachers. As seen, there are more teachers, or half of the total sample, who sleep between 10:00-11:00 in the evening. On the other hand, some teachers prefer to sleep at around midnight and beyond. And finally, some teachers go to sleep between 8:00-9:00 in the evening. This only shows that teachers ideally go to bed late since they still need to prepare their lessons for tomorrow or attend other matters in their home or family.

Next, in terms of time to wake up, more teachers are waking up between 5:00-6:00 in the morning. Some teachers, however, prefer to wake up between 7:00-8:00 in the morning and

others prefer much earlier, between 3:00-4:00 in the morning. This means that teachers are early risers but this is because they have to prepare for breakfast, attend to their family needs, and other important things before going to work.

And in terms of hours of sleep, teachers try to get enough sleep and there are more who gets 7-9 hours of sleeping time compared to those who only get 4-6 hours of sleep and those beyond 10 hours of sleep. This means that teachers also think of themselves and try to sustain their energy for the next day by taking enough sleep at night.

Table 2. Religious Tasks of Teachers

	<i>F</i>	%
Attendance at church or other religious meetings		
More than once a week	28	14
Once a week	88	44
A few times a month	48	25
A few times a year	22	11
Once a year or less	7	4
Never	5	2
Time to pray, meditate, or study the bible		
More than once a week	139	70
Once a week	32	16
A few times a month	19	10
A few times a year	4	2
Once a year or less	2	1
Never	2	1
Total	198	100

Table 2 indicates the religious tasks of teachers. For the first item, more teachers go to church or other religious meetings at least once a week. Some prefer a few times a month and others, more than once a week. The rest either goes to church a few times a year or at least once a year. Some still never go. This only shows that even in a hectic and busy schedule and work environment of teachers, they still spend some time for themselves by communing with their religious responsibilities.

On the other hand, for the second item, most teachers have time to pray, meditate, or study the bible more than once a week. Some prefer it at least once a week and some a few times a month. Still, some prefer at least once a year or less and some never do it at all. The data means that teachers still try their best to pray, meditate, or study the bible from time to time for this can bring a feeling of inner peace and spiritual growth.

Table 3. Suicidal Thoughts of Teachers

	<i>F</i>	%
Thought about or attempted to kill self		
Never	188	95
A brief passing thought	8	4
Had a plan but did not try to do it	2	1
Frequency of thinking to kill self in the past year		
Never	189	95
Rarely (1 time)	6	3
Sometimes (2 times)	2	1
Often (3-4 times)	1	1
Told anyone of committing suicide		
No	192	96
Yes, one time, but did not want to commit	3	2
Yes, more than once, but did not want to commit	3	2
Likely to attempt suicide someday		
Never	178	90
No chance at all	15	8
Unlikely	5	2
Total	198	100

Table 3 shows the suicidal thoughts of teachers. For the first item, the majority of the teachers never thought of or attempted to kill themselves. However, some answered with just a brief passing thought or had a plan but never did not try. For the next item, the majority of teachers never thought of killing themselves in the past year. But some think of it at least once, twice, and even more than thrice a year. For the third item, the majority of the teachers never told anyone of committing suicide. Although

some responded yes but it never really happened. And for the last item, there was a majority of the teachers responded that they will never attempt suicide someday. Also, some answered that there is no chance at all or unlikely to attempt suicide someday. The results show that teachers are still in their correct way of thinking and the majority never considered ending one's life as a solution for life's troubles and challenges.

Table 4. Significant Differences in the Sleep of Teachers

	Time of Sleep	Time Awake	Hours of Sleep
1	1.813* (.027)	1.577 (.070)	1.076 (.379)
2	0.751 (.454)	1.960 (.051)	-0.242 (.809)
3	5.336* (.001)	6.449* (.000)	0.769 (.513)
4	3.011* (.031)	5.081* (.002)	0.346 (.792)
5	0.630 (.534)	0.212 (.809)	0.438 (.646)
6	-1.946 (.053)	-0.753 (.452)	1.723 (.086)

**p* < .05

** 1 - School

2 - Sex

3 - Age

4 - Civil Status

5 - Educational Attainment

6 - Location

Table 4 indicates the significant differences in the sleep quality of teachers as grouped according to the demographic profiles. For time of sleep, there were significant differences seen in terms of school, since $F(18,179) = 1.813, p < .05$; age with $F(3, 194) = 5.336, p < .05$; and civil status, since $F(3, 194) = 3.011, p < .05$. All of the mentioned results are significant to an Alpha significance level of .05. For the time awake, there were significant differences observed in

age, since $F(3, 194) = 6.449, p < .05$; and civil status with $F(3, 194) = 5.081, p < .05$. All of the mentioned results are significant to an Alpha significance level of .05. For the hours of sleep, there were no significant differences found since all of the obtained probability values are greater than the Alpha level of significance of .05. In general, several variables affect the sleep quality of teachers which include their place of work (school), age, and civil status.

Table 5. Significant Differences in the Religious Tasks of Teachers

	Attendance at church or other religious meetings	Time to pray, meditate or study the Bible
1	1.206 (.260)	1.310 (.191)
2	2.086* (.038)	2.149* (.033)
3	0.773 (.511)	2.791* (.042)
4	0.214 (.887)	1.904 (.130)
5	0.360 (.698)	0.924 (.399)
6	1.292 (.198)	0.940 (.348)

* $p < .05$

** 1 - School

2 - Sex

3 - Age

4 - Civil Status

5 - Educational Attainment

6 - Location

Table 5 shows the significant differences in the religious sentiments of teachers. As seen, in terms of attendance to church or other religious meetings, there was a significant finding when teachers are grouped according to sex. This is so because of the obtained $t(196) = 2.086, p < .05$. The mentioned result is significant to an Alpha significance level of .05. The rest of the profile yielded results but not to a significant extent. In terms of time to pray,

meditate or study the Bible, there were significant differences found in sex, since $t(196) = 2.149, p < .05$; and age with $F(3, 194) = 2.791, p < .05$. All of the mentioned results are significant to an Alpha significance level of .05. The results show in general that sex and age affect the opinion of teachers in their religious sentiments thus leading to differences in their responses.

Table 7. Significant Differences in the Suicidal Thoughts of Teachers

	Thought about or attempted to kill self	Frequency of thinking to kill self in the past year	Told anyone of committing suicide	Likely to attempt suicide someday
1	1.977* (.013)	1.006 (.445)	0.953 (.516)	2.313* (.003)
2	0.540 (.589)	0.261 (.794)	0.978 (.328)	-.994 (.321)
3	2.188 (.091)	3.903* (.010)	1.865 (.137)	1.168 (.323)
4	1.187 (.316)	2.590 (.054)	2.938* (.034)	0.575 (.632)
5	1.853 (.160)	1.128 (.326)	0.258 (.773)	0.660 (.518)
6	-1.448 (.149)	-1.224 (.223)	-1.043 (.298)	-0.852 (.395)

* $p < .05$

** 1 - School

2 - Sex

3 - Age

4 - Civil Status

5 - Educational Attainment

6 - Location

Table 7 indicates the significant differences in the suicidal thoughts and ideas of teachers. As observed, there is a significant difference in the responses of teachers when for the item "thought about or attempted to kill self" when grouped according to school since, $F(18, 179) = 1.977, p < .05$. The rest of the profiles yielded results but not to a significant extent. For the item, "frequency of thinking to kill self in the past year" there is a significant difference in the responses when grouped according to age since $F(3, 194) = 3.903, p < .05$. For the next item "told anyone of committing suicide", there is a significant difference in the responses of the teachers when grouped according to civil status since $F(3, 194) = 2.938, p < .05$. And for the last item, "likely to attempt suicide someday", there is a significant difference in the response of teachers when grouped according to school with $F(18, 179) = 2.313, p < .05$. The rest of the profile variables produced results but to a significant extent. The results only mean that school, age, and educational attainment affect the teachers' perspectives regarding suicidal thoughts and ideas.

Discussion

The objective of this study is to assess and analyze the sleep, religious tasks, and suicidal thoughts of teachers in a school division in Central Luzon, Philippines. After gathering enough data for the study, tabulation, and computation, it generated some interesting results.

For the sleep of teachers, the result shows that most of the teachers go to bed or sleep late at night (between 10:00 to 11:00 PM). Based on this, varied reasons indicate such practice. Even with the time that teachers wake up in the morning (between 5:00 to 6:00 AM) which is a quite normal and ideal time to wake up. Even the number of hours of sleep that fall between 7-9 hours is within the normal range of adequate sleep for adults. However, insomnia is prevalent among public school teachers (in Japan) (Hori et al., 2020). This means that public school teachers here in the Philippines still enjoy a good night's sleep. Furthermore, a different study, it proposed that a teacher's sleep quality predicts their work enjoyment and engagement with others in the school (Lu, 2019). In another related study, the prevalence of poor sleep quality among teachers was quite high (61%) in Malaysia (Musa, 2018).

In terms of religious tasks, more teachers go to church and other religious meetings at least once a week. This is of course normal, wherein during the weekend religious groups have their gathering. And more teachers pray, meditate, and study the bible more than once a week. From a different perspective, some of the participant's experiences (e.g. consulting with religious teachers) were less connected to the established competencies (Parker & Hanson, 2019). In a different argument, two researchers

endorsed the need to include the religious symbol in public schools based on academic and political considerations (Crnic & Pogacnik, 2019).

For the suicidal thoughts and ideas, the majority of the responses of the teachers directly to the impossibility of committing such heinous acts or behavior. However, it is still remarkable that a number still think or try the idea of committing suicide or have some suicidal thoughts. In a related study, it stated that psychological changes contribute to suicidal ideation among individuals (Huang et al., 2017). A group of investigators also reported that stigma and lack of understanding influences the disclosure of suicidal thoughts or behavior prior to, at the time, or post attempt (Maple et al., 2019).

For the statistical inferences of the study, the researchers found some interesting findings. This includes significant differences in terms of sleep, religious tasks, and suicidal thoughts when grouped according to their profile. A related study by another group of researchers showed gender and work characteristics provided significant differences in the responses (de Souza et al., 2018). Significant differences were also observed in the suicidal attempts of people in terms of gender, educational level, problem focus, and effective coping (Bazrafshan, 2014).

Acknowledgement

The authors would like to thank all of the teachers who participated in this study.

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