Shaken But Unruffled: Stories of Psychologically Distressed Public Secondary School Teachers

Armando M. Olmedo[1], Gloria P. Gempes, Ed.D.[2]

[1&2]University of Mindanao, Professional Schools, Matina Campus, 8000 Davao City, Philippines -
dotine_3@yahoo.com[1]
ORCID No. 0000-0003-1919-3220
glopagem@yahoo.com[2]
ORCID No. 0000-0002-2812-4879

[*]Corresponding author

Abstract- *Psychological distress is a global phenomenon that affects not only the psychological and physical well-being but also the profession of teachers around the world. The purpose of this multiple case study was to explore the experiences of psychologically distressed public secondary school teachers, their coping strategies, and insights they can share to their peers and to the academe in general. The participants of this inquiry were five female teachers from the public secondary schools of Davao del Norte division of Davao region, Philippines who experienced distress caused by school and personal stressors. Furthermore, informants underwent face-to-face in-depth interview. After a thorough analysis of the data using thematic, numeration and cross-case analysis procedures, it was found out that students' misbehavior was the most common cause of teachers' distress. On the coping strategies employed by them, it also came out that controlling the emotion was the most utilized coping strategy against their distressful experiences. Moreover, teaching as both profession and ministry was the strongest insight. Finally, this study has provided some important implications on how to address the said phenomenon, suggested relevant insights for meaningful learning, and considered vital related topics which necessitate future undertakings.*

Keywords- *Educational Management; Psychological Distress; Coping Strategies; Insights; Public Secondary School Teachers; Philippines.*

1. INTRODUCTION

Psychological distress of teachers brought by extreme occupational and personal stressors is a global phenomenon that affects the healthy psychological and physical well-being of professional mentors across the world. If disregarded and having not learned the constructive coping skills, developed internal resources, and provided with strong social support, it may result to poor teaching performance, burnout, loss of job, physical illness, frustration, depression, and even worse mental illness. Psychological distress is a cognitive, emotional, and behavioral response to a severe form of stressor (also called chronic stress), characterized by anxiety, fear, anger, sorrow, pain, unhappiness and suffering that affects the mind, emotion and the physical body including their level of functioning (Moberg, 2000[154] ; Montgomery & McCrone, 2010[156] ; Potter, 2007)[182] . It is caused by high level stressors from varied occupational demands, and life's problems such as unhappy marriage, death of loved ones, extreme melancholy, fatal diseases, career misfortunes, traumas, extreme poverty, and many others (Zulueta & Distajo 2011)[239] . It is also called "bad stress" or a negative stress that comes from having your well-being threatened or attacked, physically or emotionally (Singer, 2014).

It was reported in many studies in United States of America (USA), that teachers who underwent extreme psychological distress exhibited low organizational commitment such as low morale, high absenteeism, tardiness, become unproductive employees and may even leave their jobs (Hakanen et.al., 2006)[87] ; became emotionally exhausted, unsupportive, low self-confidence and efficacy, have cynical attitude towards their students and co-workers, felt unappreciated, discouraged, feeling of little sense of accomplishment and low dignity (Maslach & Leiter, 2008).

In another study, Canadian teachers reported increasingly severe and more common signs of high level stress and burnout caused by unrealistic demands, inadequate resources, excessive extracurricular activities outside of regular duties, and long work hours. Results demonstrated that stress had a statistically significant impact on teachers' efficacy for teaching (Harris, 2011)[91] .

In the Philippines, a survey conducted by NCR and chapter-based Philippine Heart Association(PHA), Department of Education (DepEd), and Philippine Society of Hypertension(PSH) in 2013, showed that 30.5 percent

or 105,006 out of 344,282 public school teachers were found to have elevated blood pressure. According to Dr. Anne Quizon of the Health and Nutrition Center of the DepEd, that the reasons why teachers became hypertensive were excessive workload and paperwork and less quality healthcare; stress, tension, and anger brought by students misbehavior; and financial constraints. She added, that teaching is among the top five stressful occupations which causes teachers to have stress and highblood pressure that weaken the immune system (Orillo, 2015)[163] . Hence, teaching responsibility and students' learning outcomes are directly affected and may eventually jeopardize the main goal of the Department of Education (DepEd) which is the quality education for all.

Due to insufficiency of qualitative and quantitative inquires on the causes of public school teachers' distress without limiting from the occupational context, and their ways of coping, I as a researcher decided to pursue this investigation. In this study of mine, I specifically and intentionally chose Filipino female teachers in the public secondary schools in urban areas as my subjects because women are reported as more emotional, have higher levels of negative affect and depression, and have more intense experience of emotions and expressiveness than men (Larsen & Diener, 1987; Nolen-Hoeksema, 1987; Ruble, 1983). Moreover, I focused on two major causative stressors in their lives, the occupational and personal sources in an in-depth multiple case study, their unique combination of coping approaches and the use of internal resources, which might be needed to sustain healthy mind and the work for a longer period of time.

Finally, there is an urgent need to pursue this research. It is a fact that Philippines is now facing a great educational reform, the K-12 full implementation, in which teachers are added another major burden and adjustment (Chang, 2009)[37] . With this, they need some kind of a weapon against stress and distress which can be learned from my participants' experiences of successful ways of coping their problems, great lessons in life, and insights which serve as an inspiration to move on and achieve better and higher performance in our quest for quality education.

2. REVIEW OF LITERATURE

This portion of the study presented related literature and studies to provide basis for theoretical framework, deeper analysis, comparison, and support of the phenomenon under inquiry.

2.1 Psychological Distress of Teachers

Distress as a personal experience by any individual needs to be understood better and clearer by studying very closely its origin and the theories that formed the phenomenon because oftentimes, it is used interchangeably with stress without difference (Maier & Watskin, 2005)[138] . Psychological distress is a cognitive, emotional, and behavioral response to a severe form of stressor (also called chronic stress) characterized by extreme anxiety, anger, sorrow, pain, unhappiness and suffering that affects the mind, emotion and the physical body including the level of functioning (Moberg, 2000; Montgomery & McCrone, 2010; Potter, 2007).

The word distress is originated from the rootword stress first distinguished by Leonard Levi and coined by Hans Selye, who studied stress having two different directions based on its effect. If the stress becomes manageable and develops fitness to the body, and provides a positive cognitive response that is healthy or gives one a feeling of fulfillment or positive feeling"(Lazarus, 1984), it is called eustress which means good stress, which comes from a Greek prefix eu with a meaning of good, and attached to the word stress (Levi, 2013). On the other hand, if the stress is something that is difficult to adapt or adjust by an individual due to its high intensity level, prolonged or multiple frequency occurrence, it becomes distress, or bad stress (Levi, 2013).

Cox & MacKay (1976) emphasized, that stress is "a perceptual phenomenon arising from a comparison between the demand on the person and his ability to cope. An imbalance gives rise to the experience of distress response. Another interesting implication is that mental well-being comes from having an ideal level of stimulation. When we say we are distressed, we really mean that we are under more stress than we can handle. The only time that we are completely free from stress is at death (Payne, 2005). Connectedly, distress or strain occurs when there is imbalance between the demands and resources of the individual to manage those demands (Cooper & Quick, 2003)[45] .

On the other hand, distress can be used to describe a state in which an organism, has difficulty to adapt to one or more stressors, and is no longer coping with its environment, where its well-being is compromised (Maier & Watkins, 2005). It is widely used term to describe unpleasant feelings or emotions that impact the level of functioning and it is a subjective experience. That is, the severity of psychological distress is dependent upon the situation and how we perceive it (Moberg, 2000).

In addition, it is the difficulty or even the inability to cope with stressful condition that is both painful physically and mentally. An acute stress or chronic stress condition is regarded as distress because it brings pain and a sense of not being to control the stressor (Claridge, 2012). Meanwhile, Moberg (2000), said that a state of distress develops over a relatively period of time, however, there are also short stressors may compromise the well-being as long as they are very intense.

Progressively, Carsten and Moberg (2000) characterized distress as a negative state in which coping and adaptation processes are difficult to return an organism to his physiological and/ or psychological homeostasis. The reason why stress progresses sometimes into maladaptive state may be caused by severe or prolonged or multiple cumulative stressors.

In another studies, psychological distress was found and defined in more general terms such as emotional upset,

tension, confusion, depression, intrusion, and anxiety. Drageset (2012)[65] , anxiety was found to be the most specific manifestation of distress being present to varying degrees in every woman screened for its presence. While, for Potter (2007), it is " an affective cognitive and behavioural response to a crisis-precipitating event perceived as threatening and manifested by anxiety and depressive symptoms". In another study of Chalfant et al. (1990), it is defined as a continuous experience of unhappiness, nervousness, irritability and problematic interpersonal relationships.

Similarly, Weaver and Clum (1995)[226] , defined distress as feeling downhearted or blue, feeling hopeless about the future, feeling emotionally bored (for example, crying easily or feeling like crying) or losing interest in things and thoughts of suicide. Mirowsky and Ross (2005), defined psychological distress as an unpleasant subjective state. It has two major forms: depression and anxiety. Depression is feeling sad, demoralized, lonely, hopeless, or worthless, wishing you were dead, having trouble sleeping, crying, feeling everything is an effort, and being unable to get going. While, anxiety is being tense, restless, worried, irritable, and afraid.

On the other hand, different theories directly and indirectly related to psychological distress and stress are important to be reflected as they serve as the anchor and backbone of the entire study. These are the response-based model, Leonard Pearlin's theory of psychological distress, stres overload theory, and cogntive theory of distress. They explain absolutely the existence of the phenomenon.

Selye's response-based model of Stress is a curvilinear relationship which exists between level of stress and response. When the amount of stress increases to an amount an individual can hold, the response also increases, will yield a positive impact and enhances one's functioning (Papathanasiou, et al., 2015)[167] . This is considered eustress or good stress. In contrast, when the level of stress is very high and persistent which the individual is not able to resolve anymore, his adaptation response lowers, then he becomes exhausted. This is known as distress or bad stress, and may lead to anxiety, fear, anger, withdrawal, and depressive behavior. Both can be equally taxing on the body, and are cumulative in nature, but the stress reactions are not equal and it depends on the person's adaptation ability and the way of coping the stressor that caused it (Papathanasiou, et al., 2015).

Comparative study showed the psychological terms of distress process. Sylwester (1983) stipulates, that if the brain can solve a problem without much difficulty and able to solve it, an individual is responding and coping positively to a stressor. This becomes a good stress or simply called as eustress. However, if the brain finds no appropriate solution to an immediate danger or a threatening situation, the ability to cope reduces and corresponding psychological negative effects follow like depression, and other serious emotional problems. This

becomes bad stress or simply called as distress. Leonard Pearlin's theory of psychological distress suggests, that there are four elements to consider in analyzing the distress such as: individual characteristics (gender, race, culture, intelligence, personality, and education); range of skills one has developed to deal with stress; availability of a social network to the individual; and nature and timing of stress that requires response (Pearlin, 2009)[174] . While, Stuart stress adaptation model, states that an individual's response to stress is based on specific predisposing factors: the nature of the stressor, perception of the situation, and an analysis of coping resources and mechanism (Stuart, 2005).

Stress overload theory states that excessive amount and types of demands, creates a problem of high level which yields a feeling of tension or pressure, difficulty in functioning, problem in decision-making, and contributes to the development of other problems that may induce increased feelings of anger and impatience, and other negative effects, especially psychological distress (Lunney,2006)[136] . While, cognitive theory of psychological distress emphasizes, that a negative cognition about onself is the core process in psychological distress, and it is described as a binary construct composed of two different components: functional negative feelings (e.g. angry, sad) and dysfunctional negative feelings such as unlovable, worthless and useless (David, et, al., 2005). The transition of stress to distress depends on the factors such as duration and intensity, predictability and controllability (Maier & Watkins, 2005). For example, prolonged restraint can result in behavioral or physiological distress. In addition, predictability and controllability (i.e., the ability of the organism to control its environment) are important determinants in the transition of stress to distress. Numerous studies indicate that an organism that can predict the onset of a stressful stimulus, the behavioral and physiological impacts of stressor exposure are reduced (Maier and Watkins 2005).

Bouchez (2005) [22] enumerated the following as diagnoses of an individual having distress: sleep disturbances, dramatic weight fluactuations/ changes in eating pattern, unexplained physical , difficulty managing anger or controlling temper, compulsive/ obsessive behavior, chronic tiredness and lack of energy, memory problems, shunning social activity, and mood swing and erratic behavior noticed by more than one person.

To be specific with the distress of teachers caused by work-related stressors, the job demands-control model by Karasek can explain. It states that strain or distress in the job happens when the interaction between job demands or pressure and job control, also referred as job decision latitude being defined in terms of decision authority and skill level (Cooper, et al, 2001). To be more precise, it occurs when high job demands are combined with low decision latitude perceived as inability to influence tasks and procedures at work.

The sources of psychological distress among teachers are extensive and widely varied, interrelated and cumulative, and most often sustained and high level brought by the different demands of the work in teaching and personal or life's stressors. The following came out from different studies such as student misbehavior, school environment, workload, colleagues, administration, and some personal life factors.

Among the sources of distress, students' misbehavior came out as the most prevailing according to different studies worldwide. Teaching is one of the professions that has high levels of distress, burnout and emotional exhaustion of teachers (Hakanen et al.,2006)[87]   , and they often feel drained intellectually and emotionally every time they deal with students misbehavior (Chang and Davis, 2009).Chang (2009) found that teacher's unpleasant emotions about students misbehavior in the classroom significantly contributed to teacher's overall feelings of burnout and distress. In addition, teachers are also strongly bothered by discipline problems, finding time for professional development, developing positive relationship with the administrators, peers and parents, and others (Jensen,1989)[105]   .

Aside from students' factor, there are other indicators that caused teachers' distress such as environmental and contextual factors(Mearns & Cain, 2003);   lack of resources and assistance, large class size, and hostile parents are potential causes of stress among teachers (Roxas, 2009). Others are disciplinary problems, aphatic students, overcrowded classrooms, inadequate salary and excessive paper work (Evers et.al, 2004). In addition, harassment and dissatisfaction in the workplace, the inadequacy and mismatch between capability and needs, or capacity of the workplace/ employer and its demands from the employees (Kokkinos, 2007)[114]   . In the context of Philippine education, a study on the sources of occupational stress among elementary teachers by Roxas (2009), pointed out top five stressors in teaching in Baguio City Philippines, and these are large class sizes, excessive paper work and documentation, inadequacy of resources materials and equipments, handling discipline problems, and inadequacy of pay and incentives. In comparison with Japan, a study conducted by Bannai, et al. (2015), proved that there is a significant association of long working hours and psychological distress in male than in female teachers, which caused a number of absences from the work. While, in Hongkong, male teachers were significantly higher in emotional exhaustion, depersonalization, and lack of personal accomplishment (Lau, et al., 2005).

Teachers' distress is not only caused by job-related stress, but also by life's stressors which are highly personal, as teachers have private life. Hence, they are vulnerable to different causes of distress just like other normal people do who are not teachers, themselves. Claridge (2012) agreed that distress is a negative stress which brings negative emotion caused by death of a loved one, relationship difficulties, terminal illness, financial hardship and difficulties at work. In addition, traumatic experience characterized by sudden unexpected events such as death of a loved one, everyday stressors, cancer and medical illness, divorce, bullying, adverse school experiences and many others are causing psychological distress (Teh & Macapagal, 2007). Similarly, other authors have confirmed that the following sources of distress are considered severe such as as extreme poverty, financial liabilities, severe family problem, unhappy marriage, divorce, death of loved ones, extreme melancholy, occupational and career misfortune, traumas, unpleasant experiences, fatal diseases, and others (Zulueta & Distajo, 2011). On the effects of teachers' occupational and personal stressors displayed in many forms. Pines and Keinan (2005), believed that if severe stressors are not well managed and adapted, they can impact negatively. Thus, teachers become highly distressed. Studies reveal, the most direct and concrete form of effect when teachers undergo distress is absenteeism. Toppo (2013) underscored in his write-up that, teacher absenteeism becomes problematic in US public schools, as one in three teachers miss more than 10 days of school each year. Consequently, it lowers student achievement. Absences were related to being sick. Brown and Ralph (1992)[29] , emphasized distress would make reduction in work performance and output.

On more specific vein, Kyriacou (2001), posited that teacher stress will produce tension, frustrations, anger, and depression resulting from aspects of his work. It was also inferred in another study that the stress of a teacher is negative and potentially harmful to his own health (Borg, 1990). A cross-sectional study of Schonfield (1992) among the 67 New York City teachers on the link between the job related stressors and depressive and psychophysiologic symptoms morale, suggested, that distress is distinct from job-related morale indexed by measures of motivation to continue teaching and job satisfaction. It also indicated that the level of job strain specifically the frequency of ongoing stressors is more closely related to psychological distress and low morale than episodic stressors including crimes in which the teachers were the victims. Moreover, inability to manage time, feelings of alienation and inadequacy, loss of confidence and motivation, unwillingness to cooperate, and others are indications that teachers are highly distressed (Blasé & Blasé 2002)[17]   . While, Poornima (2010), pointed out, teacher stress often affects the teacher's ability to function effectively. Moreover, Travers and Cooper (1996)[220] , claimed that teachers who manifested high level stress likely show high level distress which result to high anxiety, and low level of psychological well-being, and job dissatisfaction.

Moreover, it has been established that stress leads to physical illness (Otto, 1986; Mokdad, 2005). On the other hand McCorkell and Greig (2010), reported the survey conducted by the Teacher Support Network (TSN) and the National Union of Teachers in United Kingdom, found that seven out of ten teachers want to quit from

teaching due to badly behaved pupils as Michael Gove, the Education Secretary imposed the rule of no touch would be imposed. Moreover, report says 90 per cent believed that classroom behavior has worsened during their careers, more than a third took time off work, over 40 per cent tried to move to another school, while 81.2 per cent experienced stress, anxiety or depression. The executive officer of TSN, Julian Stanley said further that poor behaviour is leading some great teachers to leave the profession. Parents and teachers need to work together to create safe, respectful schools, where teachers, and by extension their children, can reach their full potential (McCorkell and Greig (2010). Another study by Kovess-Masfety et al. (2006)[116] between the teachers and other professionals in French cross-sectional survey about mental and physical health, results indicated that "teachers do not seem to have a poorer mental health and no lifetime prevalence of psychiatric disorder.

However, psychological distress were found to be significantly higher in teachers than non-teachers. Majority of teachers in the Philippines suffer financial distress due to a meager salary and are burdened by loans just to make both ends meet according to France Castro, Alliance of Concerned Teachers (ACT) secretary general. She emphasized that borrowing money from lending institutions is already a way of life for majority of public school teachers who often pawn their ATM cards to secure loans because their basic pay could not meet the needs of their family. The exorbitant interest fees on these loans even compound their problem. In fact, some teachers were killed due to bad loans or debts by their debtors like what happened in Pangasinan National High School last September 01, 2014 where four people were shoot to death including three teachers (Doblados, 2014)[64] . Similarly, a study conducted by Teachers Assurance Company Limited (TACL), over 735 teachers in Great Britain, United Kingdom , that financial worries were the burden of many teachers causing them more stress than health or other personal worries. Thus, 83% of teachers reporting that due to stress they constantly felt tired and accumulated many absences, while 59% teachers struggled to find time to manage their finances, and 50 % were struggling severe financial problem (Bowman, 2013).In another unique setting, a grounded theory study among 270 mothers in rural Nepal, the key perceived causes of psychological distress were poor health, lack of sons, fertility problems (Clarke et al., 2014). Meanwhile, in nursing, distress is frequently used to describe patient's discomfort to acute or chronic illness, pre or post treatment anxiety, and compromised status of the respiratory system (Ridner, 2004)[186] . Kim and Garman (2004) concluded that financially stressed working people are more likely to have lower levels of pay satisfaction, spend work time use dealing with financial concern, and absenteeism. It was strengthened in their other study (Kim, Sorhaindo, & Garman, 2006), inferred that respondents with high levels of financial stress are more likely to experience higher levels of absenteeism.

2.2 Coping Strategies In Managing Psychological Distress of Teachers

Coping is defined as a conscious effort to solve personal and interpersonal problems and seeking to master, minimize, or tolerate stress or conflict (Weiten and Lloyd, 2008)[228] . Moreover, it is a set of constantly changing cognitive and behavioral attempts to manage specific external or internal demands that are appraised as taxing or demanding (Folkman and Lazarus,1984). Coping usually refers to adaptive or constructive coping strategies or skills of a person to reduce stress level, however it can also be denoted as a negative coping, that helps distress temporarily or short-term alleviation. Coping strategies depend on the type of stress, individual, and the circumstances. Interchangeably, mechanism can be called also as coping strategies or skills (Carver and Connor-Smith, 2010). With the new development in research, Ursin (1988) defined coping as a "positive response outcome expectancy", which means that a holistic positive attitude of an individual in handling stressful situation is independent from a particular strategy used.

The word coping came into existence as much as 14th century and it is a French term coper which means to strike or cut; and couper which meaning is "come to blows with"; and colp or colper which definition is hit, punch, or blow. However, the word was evolved in 17th century, with a clearer meaning as "to handle successfully", which is being used as of today (Harper, 2016)[90] .

There are thousands of coping mechanisms or strategies available at hand, some are classical and some are contemporary, but there is no agreed single classification with which all these approaches are categorized. For the purpose of systematic and easier analysis based on the context of how Filipino teachers deal with their problems, I have included and arranged all existing, applicable and suitable coping strategies from different theorists. There are two major categories of coping which are positive and negative coping mechanisms. Positive coping is also called constructive, active or adaptive coping, which aims to actively respond the stressor and overcome successfully with either minimal or maximum result. While negative coping, often called passive, maladaptive, and non-coping, which may reduce the symptoms for a short while, but has a tendency to worsen the disorder in the long run (Carver and Connor-Smith, 2010)[31] .The most widely used are the appraisal- focused, problem-focused, and emotion-focused strategies by Weiten and Lloyd (2008). Appraisal-focused occurs when the individual alters the way he thinks or his goals and values in order to adjust in the stressful situation which eventually helps in the reduction of symptoms. In the problem-focused, a person aims to eliminate the source of the problem by finding out information, evaluating the

pros and cons, and learning new processes or skills in managing the stress.

In contrast, the emotion-focused is oriented towards managing the emotions and even changing emotional reactions. This approach alleviates distress by minimizing, reducing, or preventing the emotional components of a stressor. This is suitable for stressors that seem to be uncontrollable like loss of loved one, fatal disease, and many others (Weiten and Lloyd, 2008). Additionally, Krohne (2001) laid down two major types of coping mechanism: the trait-oriented vs. state oriented, and the microanalytic vs. macroanalytic. In the trait-oriented strategy, the focus is on the early recognition of a person's resources and tendencies related to coping. While in the state-oriented strategy, emphasizes the actual coping of an individual and the outcome of his coping the perceived stress. Meanwhile, the macro analytic approach is using a wide variety of specific and concrete coping strategies to respond a demand, while in macro analytic approach, concentrates on fundamental and abstract way of coping.

Cognitive appraisal theory by Lazarus and Folkman (1984)[125] , is another important approach in coping. When a person encounters a stress, he usually passes through two stages: the primary and secondary appraisal. In the primary appraisal, an individual evaluates and classifies whether the stress is a threat, a challenge, or a harm-loss. On the other hand, is the secondary appraisal, where after perceiving the kind of demand, he chooses an action from the options his mind created and from the available resources he possesses. Then, coping is the process of executing the action or response. As noted by Lazarus and Folkman (1984), this mechanism covers the full spectrum of cognitive and behavioural efforts used by a person to respond to the internal needs of his personality or to external requirements that are too great and which are beyond the scope of his adaptive resources. Positive reappraisal is a type of emotion-focused coping aimed at managing distress emotions rather than dealing with the stressor per se.

Another positive coping strategy is proactive, also known as anticipation, where an individual reduces stress that is challenging by anticipating what it would be like, and preparing how one should deal with it. Greenglass (2002)[84]   believed that proactive coping can be an effective tool in stress or distress because it is oriented toward future expectancy. It emphasizes one's personal capacity to foresee problems and seek challenges rather than being reactant to the problem due to lack of preparation and adjustment. There are also socially oriented coping such as meaning-focused strategy and seeking social support. The former, a person makes an effort to derive the meaning of an stressful event in his life, and eventually tries to understand why it happened to him. Then follows an introspection, acceptance and adjustment, which may reduce somehow the depressing effect of stress (Feist & Feist, 2009).Moreover, the latter, seeking social support is the globally applied way of

surviving distressful experiences. Social support is exceptionally important and useful in recovering the symptomatic distress and physical health of people. It helped protect against trauma and enhances resilience to stress (Ozbay et al, 2007). Spiritual coping is observed as a powerful resource in the provision of comfort, peace, and resolution for people who are problemaric, especially when confronted with critical illness (Kelly, 2004). While, relational coping model is a model that takes into account actions that maximize the survival of others such as our families, children, and friends, as well as ourselves (Zunkel, 2003).

In the modern age, there are also contemporary models which are quite complex and complicated. Based on my study on related literature, the latest coping approach was advanced by three American psychologists Paul Wong, Gary Reker, and Edward Peacock (2006) which is the resource-congruence model of coping with a combined measure the coping schemas inventory. This model stipulates that "sufficient resources and appropriate utilization of these resources are effective to coping". However, deficiency of resources and in congruency would lead to ineffective coping, and will make an individual vulnerable to greater distress and even disorders. Hence, congruency of coping to be used and adequacy of resources will lead to a reduction of stress and enhancement of well-being.

Other studies showed that effective coping strategies can help alleviate the negative impacts of distress and promote good health (Park and Adler, 2003); meditational model with coping abilities mediated the effects of psychological distress in Hongkong (Chan, 2006); a stress management course showed a significant decrease in teachers' distress (Neves de Jesus & Conboy, 2001); mindfulness training program reduced psychological distress significantly on three general measures (Franco et al., 2010); and structural equation modeling reveals that workplace and leisure-time physical activity of teachers were negatively correlated to emotional distress (Carson et al, 2010).

Actually people have the remarkable ability to generate positive emotions such as happiness, hope, gratitude, and love in time of distress or misery, and it is termed as positive reappraisal ability(PRA), one of the types of emotion regulation under emotion-focused mechanism which is also a kind of coping mechanism (Weiten & Lloyd, 2008). This ability of human beings according to McRae et al. (2010), generates positive emotions in negative situations, thus, making people to recover but even to grow under adversity. This positive reappraisal ability, on the other hand, can also be called as cognitive reappraisal, which connotation is re-evaluating a situation to change its emotional impact. Moreover, Chan (2006) in a sample of 83 Chinses teachers in Hongkong, found out that only positive hardiness had significant effect on stress resilience that brings personal accomplishment. In addition, Humor and laughter are the usual means people can use to cope with life's difficulties (Ziv, 2010)[238] .

But, Davis et al (2008) found out, that avoidance is the worst way to cope with external stressors in school by teachers.

Results indicated that the most concerned teachers with their students express a greater tendency to get sick as a result of stress. It is therefore recommended that there is a need for professional development seminar to be provided in effective dealing and empowering students and a range of productive coping skills to be learned by teachers (Lewis, 2013). Drageset (2012) in his study on psychological distress among women diagnosed with breast cancer and underwent preoperative phase, found that high education levels were related to a greater use of "instrumental-oriented coping" while low education levels were related to a greater use of "cognitive defence". Social support is a complex construct and encompasses at least the following three components which are support schemata, supportive relationship, and supportive transactions (Pierce et al., 2013). Lin et al.(1999), social support is described as " support accessible to an individual through social ties to other individuals, groups, and the larger community. Moreover, National Cancer Institute stated that, social support is "a network of family, friends, neighbors, and community members that is sociable in times of need to give psychological, physical, and financial help". Social support is the existence or availability of people on whom we can rely, who let us know that they care about, value and love us (Gottlieb, 2013). Low social support seems related to an external locus of control, relative dissatisfaction with life, and difficulty in persisting on a talk that does not yield a ready solution (Sarason & Sarason, 2009)[194] .

Moreover, Cohen and Janicki-Deverts (2009), suggested that social support improves physical health of people who have ongoing physical disease. While, Bolger and Amarel (2007) found out that supportive acts that are accomplished in subtle, hidden or invisible ways. In addition, And, Mitchell et al. (2013) social support is a specific set of linkages among a defined set of persons, with the additional property that the characteristics of these linkages as a whole can be used to interpret the social behavior of the persons involved. Finally, Scott (2012)[196] , stated that social network concepts originally derived from textile metaphors of social fabric, web, interweaving, and interlocking whose groups provide support in terms of emotional, materials, informational, and feedback during difficult times.

2.3 Personal Insights of Teachers

Insight is defined as the realization of a solution after a problem has been encountered. It is an experience of pure cognitive process that requires the ability to visualize the problem situation and the solution internally before a person initiate or make a behavioral response (Sternberg, 1996). It is the immediate and clear learning or understanding that takes place when people recognize relationships or associations between objects or actions that can help people solve new problem. It is considered a type of learning because it results in a long and lasting change in an individual (Sternberg, 1996)[204] .

This word originated from a German term as "gestalten" which does not have a direct English translation. However, it has a nearest translation as "configuration; an organized whole; or as a totality of the situation". Hence, theorists like Wolfgang, Wertheimer, Koffka and others believe that the whole is more important than its parts. Insight is the understanding of a specific cause and effect in a specific context. Moreover, there are several considerations that an insight must have such as: piece of information; act or result of analysis of inner nature of things; power of acute observation, perception, and deduction; and understanding of cause and effect based on identification of relationships and behaviors within a model or context (Sternberg & Sternberg, 2015)[205] . In psychology, insight occurs when a solution to a problem comes quickly without a warning or it is a sudden discovery of the correct solution from an incorrect attempts based on trial and error (Weiten and McCann, 2007).

Several theories have evolved regarding insight phenomenon and they serve to explain clearly especially to the researchers. In this study, I selected only few but highly suitable and functional to the context of my participants. First, is the dual process theory states that there are two systems to solve problems which are logical and analytical thought processes based on reason, and the intuitive and automatic processes based on experience. Comparing the two systems based on study, it is the second process which is more influential (Lin, et al, 2012)[130] .

Additionally, the three-process theory involves three different processes like selective encoding, combination, and comparison which make use of intelligence to apply to problems. In the process of selective encoding, one should focus on ideas relevant to a solution and ignoring others which considered to be irrelevant. Selective combination process combines the information previously deemed to be relevant. Lastly, selective comparison process uses past experience with problems and solutions which are applicable to the current problem and solution (Davidson & Sternberg, 2003). Hadamard's four-stage model applies offers four stages in problem solving: firstly, is that a person prepares to solve a problem; secondly, he tries to solve the problem by trial and error method (incubation); thirdly, he sees the solution (insight occurs). And lastly, the individual verifies the solution to the problem (Csikszentmihalyi & Sawyer, 2014).

There are also contemporary theories that were created which advance the original idea of insight for the problems of modern generation. Lonergan's insight theory uses four levels of cognition to arrive at a certain special kind of learning such as experiencing, understanding, judging, and making a decision. This approach can applied by people to change themselves for the better and transforms them from being stupid to being brilliant (Flanagan, 1997). In addition, the theory of

productive thinking states that insight is a transition from a blind attitude to understanding in a productive process or from a state that is meaningless, nonsensical to one that is meaningful. At the core of the process is a kind of reorganization or restructuring (Wertheimer,1996).

In the study of Metcalfe and Wiebe (1987), it was found that metacognition or higher order thinking skill of individuals is important in motivating and guiding to solve a problem, and an insight-problem solution is characterized by sudden and unforeseen flash of illumination. Moreover, Weisberg (2015) proposed two opposing views about insight. In special-process view, insight is a product of a set of processes or sequence activated by individuals upon reaching an impasse. While, in the business-as usual view, insight is brought by the processes that underlie ordinary thinking. These two views present a big difference, but each has a positive contribution towards greater understanding and solving problems. Thus, in the personal insights of teachers, I included the definition of the term, different major theories, and studies that would help me in my quest for better understanding of this particular keyword. These also, guide other researchers.

To synthesize, the concepts, theories, and studies that were included in this review of related literature were highly relevant and useful in crafting the entire research inquiry of mine, such as distress, coping mechanism and strategies, social support and network. Under the major concept of distress, I began with the etymology and definition of the term from layman and scientific point of view. Its causes and effects were based on occupational or work-related stressors in teaching and personal stressors analyzed and proven in different studies. I also cited the theories and models that shed light why and how this phenomenon occur among people. With the concept on coping mechanism, I involved its definition and classifications. Then I also reviewed the different models and theories that offer solutions on how to cope and what are the strategies to be used in mitigating the problem. In social support and network, I encompassed its definition, theories and models that provide clarity on how people or organizations help each other to diminish or reduce the onset of distress experienced by individuals, Honestly, I made use of all of the literature reflected and reviewed by me, and helped me a lot in many ways, that I was able to: understand the topic fully and clearly; establish the gap of the study which gave me an opportunity to investigate this topic of my interest; base and formulate the interview guide; and support the contentions, analyses, and conclusions of my study.

3. METHODOLOGY

This chapter contains method and procedures by which the entire qualitative study objectives are systematically and possibly achieved. It describes the research design used and followed by the role of the researcher in the conduct of the study, then the research participants including the process and the criteria used in selecting the informants. The remaining portion of this chapter presents the data collection process, how the data were being analyzed and the methods employed to establish trustworthiness and credibility. Finally, the ethical consideration is emphasized to protect the right of confidentiality and respect of all participants.

3.1 Research Design

In order to have a better understanding and in-depth analysis of the distressful experiences, coping strategies and insights of the teacher- informants, I utilized a multiple case study research design mainly authored by Creswell (2013)[53] , Stake (2013)[203] , and Yin (2010)[233] . However, I also used other authors for some subsidiary items.Case study research is a "qualitative approach in which the investigator explores a real-life, contemporary bounded system (a case), or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information (e.g. interviews, observations, audio-visual material, documents, and reports), and reports a case description and case themes" (Creswell, 2013). The unit of analysis in the case study is either a multiple cases (a multisite study), or a single case (a within site study).

Creswell (2013), further elaborates the defining features of multiple case studies such as: it begins with the identification of a specific case; then the unusual interest that needs to be described and detailed (intrinsic case) or the intent of the case study is to understand a specific issue, problem, or concern (instrumental case).

Further, it presents an in-depth understanding of the case; it selects multiple cases to analyze and compare and involve analysis of multiple units within the case; it involves a description of the case; it organizes themes or issues into a chronology, analyzed across cases for similarities and differences among the cases or presented as a theoretical model; and it often ends with conclusions formed by the researcher about the overall meaning derived from the cases, termed as assertions, patterns or explanations (Creswell, 2013).

On the other hand, Stake (2013) emphasizes that multiple case study is an inquiry which several instrumental bounded cases are selected to develop a more in-depth understanding of the phenomena than a single-case can provide. He uses three terms to describe case studies: intrinsic, instrumental, and collective. It is intrinsic if the researcher has a genuine interest in the case and the intention is to better understand it. Yin (2010), stresses multiple case study which examines several cases to understand the similarities and differences among and between the cases. Because comparisons will be drawn, it is imperative that the cases are chosen carefully so that the researcher can predict similar results across cases based on a theory. He describes also how multiple case studies can be used to either to predict similar results (a

literal replication) or predict contrasting results but for predictable reasons (a theoretical replication).

In multiple cases, researchers often provide a detailed account of each of the informants, and then analyze through a procedure called "cross-case analysis". Cross-case analysis is a "research method that can mobilize knowledge from individual case studies through compare and contrast, and in doing so, produces new knowledge (Khan, 2008). However, it holds true, that multiple case study may limit the depth with which each case as analyzed, and would have implications on limits.

Furthermore, Patton (2010) suggests that case studies are valuable in creating deep understanding of particular people, problems or situations in comprehensive ways which can focus on a variety of different things such as an individual, a group, a school. In addition, these are the actions to be taken when conducting a case study: determine if a case study method is suitable to the research problem; ascertain suitable case or cases; collect extensive data relying on numerous sources of information, such as observations, interviews, documents and audiovisual materials. In addition, Yin (2010), explains that the goal of this is to replicate findings across cases. Because comparisons will be drawn, it is imperative that the cases are chosen carefully so that the researcher can predict similar results across cases, or predict contrasting results based on a theory. Regardless of whether the purpose is replication or contrast, multiple case studies are considered more compelling, and the overall study is therefore regarded as more robust.

In reference to my chosen study, I believe that with the nature of my participants whose qualifications are somewhat rare and extreme case to find, as there are only few who have the most distressful experiences from the line of female teachers, and the fact that the study itself cannot just be achieved through quantitative research because I needed answers from within, on the questions that start in "why" and "how". I decided therefore, to use this multiple case study research design.

With the many advantages that this design provides and the philosophy that different authors have shed light on its functions, I am in no way, doubtful, that it could bring me the brightest elucidation on the concept and knowledge being pursued to be shared to others, especially the new knowledge I would be able to give to the world of education and psychology.

For deeper and better understanding, there are several components and insights on case study design that must be included. Miles et al. (2013) point out six components: guide questions (how and why strategies); propositions of the study; application of a conceptual framework; unit of analysis; logical steps linking data to the proposition; and the criteria for interpreting the findings.

First, a guide questionnaire is the instrument that leads in the production of results being sought which usually begin in the main problems being asked in the research questions part of the qualitative research. It aims at digging the very core of human faculty and the hidden past experiences, especially the negative ones. In making the questions for the investigation, there must be bases for their existence, which are the theories proposed and widely accepted by many.

Second, the propositions of the study are the statements of beliefs or claim that should be examined and proven within the scope of the study. It may come from the literature, personal or professional experiences, theories, and/or generalizations based on empirical data. However, it may not always be present in all case studies due to the fact that researcher does not have enough experience, knowledge, or information from the literature upon which to base propositions (Stake, 2013).

Third, the lens is the anchor of the study which is referred and used in the data interpretation. It has several purposes on its application: identifying who will and will not be included in the study; and describing what relationships may be present based on logic, theory and/ or experience; providing the researcher with the opportunity to gather general constructs into intellectual bins.

Fourth, the unit of analysis refers to the major entity that is being analyzed in a study. It is the "what" or "who" that is being studied which may include individuals, groups, social organizations, social artifacts, social interactions and geographical units. In the logical steps linking data to the proposition, data are analyzed using suitable analytic techniques such as pattern matching, explanation building, time-series analysis, logic models, and cross-case analysis and synthesis.

Finally, the criteria for interpreting a study's findings in qualitative research, the researcher should carefully look into their credibility, transferability, dependability, and confirmability.

3.2 Role of the Researcher

The role of the researcher in qualitative research is an important matter to be considered in the successful pursuit of investigation of any social phenomena. In this study, I believe that I am highly inclined to pursue this investigation because I am also a teacher by profession, and has experienced distressful moments in school which I can relate the feelings of my informants. Besides, I possess some abilities and aptitude in writing, keen observation, great interest in psychology, and deep concern to help my fellow mentors to also overcome distress and maintain a healthy living for good. Although, I have some biases, especially that I can feel what my subjects are feeling, but I see to it that theories and related studies are respected and considered.

With regards to my basic roles, I followed the principles of Kvale (2006), a qualitative research process is divided into seven stages such as thematizing, designing, interviewing, transcribing, analyzing, verifying, and reporting. In my own study, I played many roles as a researcher such as interviewer, transcriber, translator, analyst, encoder, and a reporter.

As an interviewer, I established first rapport and friendship with my participant (Miller, et al., 2012). I

called all the informants through the help of my gatekeepers for some introductions, and asked them if they are willing to participate in my study. After their confirmation, I personally met them to inform and clarify the purpose and concept of the study, and the relevance of their participation. Then after the friendly conversation, I asked my participants to read the terms and conditions embedded in the informed consent, and let them sign it voluntarily indicating their willingness to participate.

Moreover, after everything has been set, I proceeded to actual interviewing. Kvale (2006), suggested, when interviewing, the interviewer uses his personal emphaty to make the participants feel more willing to tell "their stories", and should be sensitive to their culture and language. During the interview and observation, I applied some techniques like: asking probing questions, then listening and thinking, then asking more probing question to get to deeper levels of the conversation. In observing the informants, to become effective, one should be more objective and keen observant. I recorded all the conversation that we had.

Furthermore, as a transcriber and encoder, I transcribed all the recorded interviews. Through the use of a headphone and a laptop, I was able to properly transferred all the responses to their written form. Processes like play, stop, and replay were employed to ensure that statements were never be wrongly transcribed.

Moreover, from the transcribed responses which were being said in mixed English, Tagalog, and Visayan languages, I translated correctly and organized them into a standard English statements. Although, I admitted that I reformed some statements due to the reason of participant's faulty and intermittent response organization, but I ensured their proper translation and never misconstrued their real intention.

Lastly, as an analyst, I employed suitable analysis methods and procedures fitted for a qualitative research, such as thematic analysis, numeration, and cross-case analysis. Based on the concepts of Corbin and Strauss (2014), it is the duty of the researcher to interpret the meaning of hidden in data because he is a primary instrument for data collection and analysis. Rossman and Rallis (2010) added that, the qualitative researcher must reflect on the personal connection and reactions to the subject matter throughout the research. Thus, a researcher takes a series of laborious efforts just to achieve his goals and objectives.

Lastly, as a reporter, I presented the findings of this study to the intellectual educators, enthusiasts, and fellow researchers during the research forum, and to the defense panel during the final defense of this dissertation. Kvale and Brinkmann (2009), point out that reporting is not only a mere representation of data but it is a social construction in which the author's choice of writing style and literary devices provide a view on the participants' lived world.

3.3 Research Participants

This section describes the participants and stipulates the criteria for selection and number of participants, type of sampling, and the recruitment strategy. One of the most important tasks in the study design phase is to identify appropriate participants (Creswell, 2007), because informants are the very people who can best provide information on their lived experiences, culture, awareness, knowledge, and expertise regarding the phenomenon under inquiry. Decision about selection was based on the research questions and theoretical perspectives (Lingard, Albert & Levinson, 2008). Moreover, these five informants were selected through purposive sampling technique. Creswell (2013) explains, purposive sampling considers a particular group of people or when the desired population for the study is rare or very difficult to locate, it may be the only option. However, this number of participants was decided with the permission of the dissertation panel due to the reason that I was pursuing a multiple case study.

I followed some criteria for selection like the type or nature of the phenomenon, suitable characteristics of the subjects, and theoretical perspective (Denzin, et al., 2008). The informants of this study were five selected public secondary female teachers, teaching more than 15 years in big schools in Davao del Norte division of Davao Region, Philippines, and who had undergone distressful experiences in school and personal life, but were able to cope up successfully. The five participants involved in this multiple case study were: Changed Bianca, 51 years old, more than 21 years in the service, married but separated, and with two children; Inspired Dilla, 59 years old, 33 years in the service, and still single; Hopeful Ruthie, 50 years of age, 27 years in the service, and married but separated with one child; Loving Gemini, 40 years of age, 18 years in the service, and happily married with one son; and Dreaming Sally, 45 years old, 23 years in the service, happily married with three children (pseudonyms or not their real names).

A recruitment strategy was also utilized in looking for participants. This refers to a project-specific plan for identifying and recruiting people to participate in a research study with some human skills and techniques (Bernard, 2011). There were series of acts which I did in recruiting the subjects for my research. I approached the school heads of my prospect informants and showed them my letter to conduct a study approved by the schools division superintendent. With the assistance of the gatekeepers, who were mostly subject coordinators, assigned by the principal to help me out, I was able to connect and communicate with my participants. In qualitative research, Hatch (2002)[94] stressed that gatekeepers are used to assist the researcher in gaining access and developing trust with the community of study.

Then, I got the permission or informed consent of my participants through: using good rapport; giving honest intention and respect ; being not coercive; and providing benefits and possible risks. I had come to know the participants through.

3.4 Data Collection

Data collection is the "process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, hypotheses, and evaluate outcomes" (Sapsford & Juff, 2006)[192] . Series of steps were done to ensure that the expected data would be extracted and recorded properly.

After the approval of my letter to conduct a study by the schools division superintendent and the school heads of my informants, I conducted the processes like preliminary activities, actual in-depth interview, and the safekeeping of the data collected. Before the data collection, I prepared interview guide approved by the panelists. This is a set of open-ended questions to encourage the participants to give long elaborated answers. Then, I brought each of them to a very suitable and comfortable place which is free from any noise or distractions.

I asked permission first from the participants after introducing my research plan. The informed consent was handed to each of the participants. I made sure that the participants were given enough time to decide whether or not to participate in the research. In this research, my fieldwork was a mixed of formal interviews and informal conversations of the informants' life. I also developed good rapport which is characterized by harmonious, friendly, and cordial atmosphere with the interviewee at the start. This situation will enable the participant to answer freely the questions being asked (Boyce, 2006).

During the data collection, I used in- depth interview as my primary data collection tool. According to Boyce (2006), in-depth interviewing is a "qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program, or situation". She stressed further, that in-depth interviews are useful when you want detailed information about a person's experiences, thoughts and behaviors or want to explore new issues which are deep and complex.

The topic on psychologically distressed teachers is an emotional topic, and therefore, it is vital that the informants have the chance to verbalize their feelings and thoughts, rather than simply filling in a questionnaire. As a researcher, I gave the informants the opportunity to voice their opinions and tell their stories about their experiences. In order to sustain the interviewing process, I carried the conversation smoothly by being focused and smart to what has been specifically asked, and sometimes when they needed some key words or difficult words to be unraveled, I also helped them.

On the other hand, I used a portable tape recorder for documentation of what has accurately and truthfully transpired, with the participant's permission. Moreover, I also noted and recorded their bodily's expressions and emotions, the kind of interaction that happened between me and my informant, including the atmosphere during the interview, and others. I made them recalled everything that happened in their lives in the past. Recalling is a very

insecure way of collecting data, but it has advantages in relation to the goal of getting non-verbal information as well (Kvale & Brinkmann, 2009). In ending my conversation with the participants, I gave them gratitude and appreciation for the time, effort and generosity for providing me information relevant to the study, and promised them for full confidentiality and respect for the data received.

After the interview, I kept all the data from each informant and place them in a file in my computer, with the assigned code "PDPSTidi" (Psychologically Distressed Public Secondary Teachers in-depth interview) each of them, and locked with password, so that I would be the only one who has access. I used pseudonyms to protect the identity of the informants.

On the other hand, in collecting the data, the researcher must see to it that information revealed by the informants are intact or complete because the researcher's interpretation of comments made by each respondent will have a greater influence on the conclusion of the research project, considering that they are just very few in number (Fink, 2000).

3.5 Data Analysis

Before the data were analyzed, all the interviews, observations, documents and field notes were transcribed. The process of transcribing allowed me to become acquainted with the data. I created Microsoft Word files for the interviews, observations, documents, and journal entries. All files were protected by setting a password. All files were saved in my portable laptop, for which I have the only access.

In this context, my study followed the multiple case study design where the data is analyzed case by case through thematic analysis and later by cross-case analysis (Smith, et al., 2009). The interviews, observations, documents, and field notes will be analyzed for each case. Following the case-by case analysis, all themes will be used to conduct the cross-case analysis. Themes salient across all cases were kept as well as those that were extremely different. For the thematic analysis, I adopted Clarke (2006) step-by-step guidelines. I used the word guidelines to highlight the flexibility of this qualitative analytic method. These guidelines are: familiarizing myself with the data; generating initial codes; reading throughout each transcript to immerse in the data; reviewing themes; defining and naming themes, and producing the report.

For the reason that I employed qualitative data analysis, I was dependent on inductive and deductive reasoning processes in interpreting and organizing the meaning derived from the collected data. Thorne (2000), emphasized that data analysis is the most complex of all processes of a qualitative research, as it involves proper and logical reasoning in confirming or negating existing theories and concepts.

3.6 Trustworthiness and Credibility

Trustworthiness is highly essential to any research inquiry. Curtin and Fossey (2007), emphasized that

trustworthiness is the "extent which the findings are an authentic reflection of the personal and lived experiences of the phenomenon under investigation". While Decrop (2004), called it, the adequacy of methodology. With so many considerations to establish and achieve trustworthiness, I chose to follow and apply the concepts of Shenton (2004). Hence, I employed various criteria such as credibility, transferability, dependability, and confirmability in my study.

To address credibility on my study, I employed several techniques such as triangulation, peer debriefing, member checking, persistent observation, and referential adequacy, in order build confidence in the truth of the findings (Lincoln & Guba, 1985).

First, I employed triangulation which may involve multiple data sources and methods used, employed the comments and expertise of several analysts, and used multiple related theories and perspectives for the validation and verification of the findings. It is underscored, that a single method can never adequately shed light on a phenomenon (Patton, 2010). I used interviews and observation in gathering the data, and checked out their veracity and the consistency of findings. Second, I used another technique which is peer debriefing, that is a process of exposing oneself to a disinterested peer in a manner paralleling an analytical session for the purpose of exploring aspects of the inquiry that might otherwise remain only implicit within the inquirer's mind (Lincoln & Guba, 1985) I incorporated frequent debriefing sessions among my co-interviewers and note takers to test my developing ideas and interpretations on my study, and probing by others help me recognize my own biases and preferences.

Third, I established member checking, that is when data, analytic categories, interpretations and conclusions are tested with members of those groups from whom the data were originally obtained. I made sure that the informants were given the opportunity to read the transcripts of dialogues in which they have provided during the interviews and that my interpretations of the data are shared with the participants, and they have the opportunity to discuss and clarify the interpretation I made because member checking relies on the assumption that there is a fixed truth of reality that can be accounted for by a researcher and confirmed by the participant (Morse, 2004).

Fourth, I conducted persistent observation instead of prolonged engagement. The purpose of persistent observation is to identify those characteristics and elements in the situation that are most relevant to the problem or issue being pursued, and focusing on them in detail, thus, providing depth of the study (Lincoln & Guba, 1985). In this aspect, I was able to observe the informants in their situations in the school and at home.

Finally, I applied referential adequacy, which involves identifying a portion of data to be archived, but not analyzed and conducted data analysis on the remaining data and developed preliminary findings. Then I returned to the archived data and analyzed them as a way to test the validity of my findings.

Transferability shows that the findings are applicable in other contexts (Lincoln & Guba, 1985). To achieve transferability, I provided a sufficient and careful contextual information about the participants' experiences, through a thorough and thick description of each case (Polit & Beck, 2010). Moreover, I made clear the boundaries of the study because this additional information are important before any transference is made (Patton, 2005). Additionally, I used compare and contrast technique on my findings against previous similar studies and sample population, as well as the existing related theories on the phenomenon.

In connection with, thick description was described by Holloway and Wheeler (2013) as "the detailed account of participant and field experiences in which the researcher makes explicit the patterns of cultural and social relationship and puts them in context". In this study I made sure that all aspects and angles of the experiences about teachers' distress have been asked, observed, recorded and written completely. In addition, Thomas & Silverman (2005) emphasized that trustworthiness is a quality achieved in a study when the data collected is generally applicable and consistent. Data is applicable when the readers can become familiar with the study and assess whether the setting and results will transfer to their particular setting or future research study.

In order to address dependability, I applied four basic techniques by Shenton (2004): full description of the implemented research design, the overlap methods, the in-depth methodological description, and the inquiry audit. The processes done in the study should be reported in detail to ensure that the findings are consistent, thereby enabling a future researcher to repeat the work (Lincoln & Guba, 1985).In the full description of the implemented research design, I included the operational detail of data gathering and reflective appraisal of the project, that is, evaluating the effectiveness of the process undertaken. While in the overlapping methods, I conducted an in-depth individual interview to my informants, and requested their friends also to be in the focal group discussion. On the other hand, each participant was interviewed thoroughly using a detailed question guide and impromptu open-ended questions related and significant to the issue under inquiry, then everything that transpired including the emotions displayed by the interviewee was recorded and written without cut. Further, I ensured that confirmability of the inquiry was established, through the use of audit trail, triangulation and member checking. Confirmability is the" degree of neutrality or the extent to which the findings of a study are shaped by the respondents and researcher bias, motivation, or interest" (Lincoln & Guba, 2005).

An audit trail is a transparent description of the research steps taken from the start of a research project to the development and reporting of the findings (Bowen,2009). I kept all the data gathered intact and placed them in

proper folders in my computer for possible auditing, and then categorized them. All the written documents, observations, and raw interview results were placed under raw data, while the summaries such as condensed notes, unitized information, quantitative summaries and theoretical notes were held under data reduction and analysis products.

One important aspect of the audit trail was the establishment of a reference index for the transcript of interviews. As such, there was no need for me to append the interview transcripts. This form is part of my personal file that could be readily accessed in case of audit. The reference code is indicated in every citation of the transcripts as verbalized by the participants.

The role of triangulation must again be emphasized in this portion on the aspects like the methods, sources, analysis, and perspectives (Patton, 2005). Here, steps must be taken to ensure as far as possible that the work's findings are the results of the experiences and ideas of the informants to reduce the effect of investigator bias (Shenton, 2004).

Hence, all of these four criteria are substantial and effective enough to ensure trustworthiness and credibility when followed properly can equate validity and reliability in quantitative research. In my qualitative study, I am very confident that I had done the implementation of these protocols to the best of my knowledge and good faith.

3.7 Ethical Consideration

In all human studies, ethical consideration is imperative and should be implemented by any researcher, especially in qualitative research. Ethical behavior particularly in writing, represents a set of moral principles, rules or standards governing a person or a profession, as we believe " to be ethical is to do good and avoid evil". More importantly than this, is the right of every individual for privacy and of communication according to Article III, section three of Philippine Constitution of 1987 and Republic Act 10173 "Data Privacy Act of 2012". It is the right of the person to be free from undesired publicity or disclosure and to enjoy his private life not to be made public against his will. The law connotes further, that violation of this human right, a corresponding penalty will be imposed (De Leon, 2002). Hence, in this study of mine, I incorporated the basic ethical principles used in the Belmont Report such as respect for persons, beneficence, and justice translated into several acts or processes accepted by the research world and the academe (Shore, 2006).

I, as a researcher should be orientated and sensitive in respecting an individual's human rights and ensuring that these are not violated in the course of participation. All of the participants were treated in accordance to the ethical guidelines of the study. Although there were no identifiable risks for participating in this study, some considerations I kept in mind.

Before giving the informed consent to the potential participants, they were fully oriented on the following:

my name, address, phone number, and position; the research topic; purpose of the study; procedures they will be experiencing; the risks and benefits to be expected; how the findings are to be reported; privacy and anonymity; privacy and anonymity; and a promise of confidentiality and correct data interpretation. Agreement was completely voluntary and potential informants were not coerced to participate. It was stressed that their consent to participate can be withdrawn at any stage of the interview.

With regards to the risks and benefits the participants may receive, I told them that there might be some risks and issues that will be expected along the journey of investigation. Possible intrusion on their sensitive personal lives and making them highly emotional during the interview which may cause them to rise their hypertension. Another is the vulnerability to be feeling ashamed of oneself and without reservation of the pride, especially when bitter and ugly parts of their experiences are shared.

However, I also encouraged and assured them of the benefits they could get out of the research. One thing, I set aside monetary incentive to each of the participants that is fair enough, plus the ownership of their rich stories being disclosed. Another thing, I let them enlightened that their contribution, especially on how they coped up the big waves in life, including their ways of coping, was a great learning to the teachers, and to the entire academe.

I also emphasized the promise of confidentiality, anonymity and correctness of data interpretation. Confidentiality refers to the fact that data can only be used for the purposes of the study and may not be revealed to others. Informants also were guaranteed that what they tell to me will be kept confidential and will not be passed on to anyone outside.

Furthermore, the questionnaires and data were locked away safely until data collection process was completed. The real identities of informants were hidden by using pseudonyms during data analysis and in the final book itself. In this way, participants are protected from any danger of identification which may lead to some ridicule, public gossip and even threats from employers. I also communicated the participants, that they were granted access to the findings of the study if needed. None of the informants indicated that they would want feedback after analysis, therefore anonymity in this study was guaranteed.

Finally, I ensured that the research report contains all information just as how they gave the answers including my interpretation of such responses to be same as how they interpreted their answers by themselves by letting them see the transcriptions and the analysis. All these considerations were incorporated during the research design stage. Every caution was taken to ensure that all the informants fell safe comfortable, and have the freedom to withdraw from the study if they will feel they wanted to.

4. RESULT AND DISCUSSION

This chapter presents the discussion based from the themes developed during data analysis. I finally generated six (6) major themes for the first research question (experiences) as enumerated in Table 1, seven (7) major themes for the second research question (coping strategies) as enumerated in Table 2, and four (4) major themes for the third research question (insight) enumerated in Table 3.

4.1 Experiences of Psychologically Distressed Public Secondary School Teachers

4.1.1 Students' Misbehavior.

This is the strongest theme in the first research question pointed by all informants, which means that students' misbehavior is the most common cause of teachers-participants distress. It is also called discipline problem or misconduct, which refers to externalizing behaviors that violate rules and regulations, disturb the classroom order, and disrupt teaching and learning process (Vazsonyi et al., 2010).

Based on this study, it was displayed through the different acts of students such as: being hooked in computer games, cellphones, and other gadgets; bullying; too much noisy inside the classroom; not cleaning the room; chatting while teacher is explaining; never listen or paying attention to teacher's discussion; fighting back the teacher; and always late or absent from the class. This is supported by the findings of Johnson and Fullwood (2006), that disturbing behaviors in the classroom are intolerable; stress provoking (Lewis, 1999); and maintaining discipline in the classroom is a main source of teacher's stress (Kyriacou, 2001).

Students' misbehavior causes psychological distress among teachers because upon engagement, they pass the states of frustration and anger towards their students. Based on Sternberg's theory of anger, that it is feeling mad in response to frustration which is also the feeling we get when we do not get what we want, and these negative feelings are quick conditioned responses which our brain does not check for accuracy (Halperin, et al., 2011)[89] .

Once you are both angry and frustrated, your physiological responses begin to process such as increased in heart rate, blood pressure, adrenaline and non-adrenaline levels. When the psychological and physiological adaptation abilities come to exhaustion, then distress occurs. This reaction is in line with James-Lange theory of emotion suggests that emotions occur as a result of physiological reactions to events, and that any external stimulus leads to physiological reaction.

It is imperative that schools and all stakeholders should focus on solving the disciplinary problem of students because it undermines the achievement of quality education, high performance of schools, and positive school culture. This also triggers psychological distress among teachers which is detrimental to their healthy work life, and may even risk their lives.

Table 1

Themes and Core Ideas on the Experiences of Psychologically Distressed Public Secondary School Teachers

Major Themes	Core Ideas
Students' Misbehavior	They were always too noisy inside the classroom
	Students are chatting while I am explaining
	They don't clean the room which is very dirty
	Students fought me back when I scolded or corrected them
	My classes were interrupted because of hardheaded students
	Students are always bullying their classmates
	Some students are always late and absent
	Some students never listen or pay attention; Students are not attentive and always gazing outside
	Students keep on going in and out of the classroom
	Students always busy with gadgets and cellphones
	Students don't value studies-hooked on computer games
	Students have low comprehension as if they have learning disabilities
School Conflict	Some of my co-teachers were backbiting me
	I was scolded by the parent
	My principal shouted at me
	The principal pointed her finger on me
	Our head teacher humiliated me by saying if I will complain to the division office I should see to it that I have lots of English words/vocabulary
	My fellow teacher got angry with me when she misinterpreted that I shouted at her, the fact that I had sore throat only.
	I was courted by a student and I don't feel good
	Was maligned by almost everyone in school for something I did not do
	I was reprimanded in front of many people; humiliated
	I slapped a student and was ill-mannered
Instructional Pressures	It was not easy to teach and handle the students
	Lesson plan is very laborious to

	me	
	I was really burdened by classroom observation by my principal/ school head	
	Visual-aid making is so laborious and exhausting	
	Too much paperwork	
	They (students) don't have enough chairs	
	School do not have sufficient available materials for teaching	
	Students have no pen and paper	
Frustration With The System	I was dismayed by the unclear process of promotion	
	I was promised by my supervisor to be promoted the next round but still I was not promoted	
	I lost my trust to the division office, and my principal and his administration	
	The administration was bias or unfair	
	We cannot talk during meetings-we were repressed	
	I was not fully informed about promotion, travels and seminars and memoranda were kept so we cannot attend	
	Our administrators were not supportive	
	We are not allowed to enroll in masteral because it falls on Saturday or Sunday, that you have explain in writing	
	Salary is very low and not compensating to the work we have done	
	Teachers are not collaborating or helping for the purpose of students' development	
	Other teachers are not doing their best to teach English	
	Was assigned to teach subjects not in my field of specialization	
	I had teaching loads in three shifts (am,pm, and evening)	
	There are too many students in a classroom and its difficult to manage; 60-70 students in a classroom	
Personal Problems	I got separated from my husband	
	I became both a father and mother to my family	
	I had a financial constraint	
	I got pregnant and was left by my husband	

	I was involved in a love triangle which caused a great controversy in school.	
	Was issued to be pregnant which truth I am not, and my family was included in the trouble	
Negative Effects of Distress	I cannot understand the children, especially with their attitude; I don't know what to do in my life, I am confused	
	It really hurts deep inside; It really caused pain in my life	
	I feel insulted	
	I hate all people around me and even God; I felt I have no happiness everyday	
	There are time I was physically present but mentally absent	
	I cried at night; I was full with fears	
	I think to commit suicide; As if I became lunatic	
	I became a loner and don't socialize with large people	
	I will surrender teaching and I won't teach anymore; I really lost my interest in teaching	
	I had many absences and felt teaching is tiring	

4.1.2 School Conflict

This theme refers to an event where individuals or groups in school clash due to divergent views, beliefs, actions and behavior perceived to be incompatible in some degree (Achinstein, 2002)[2] . Based on the experiences of my informants, it was reflected by the misunderstanding between principal and teacher, teacher and parent, and teacher and student. Specific acts like a principal was shouting and finger pointing at the teacher and parent was scolding a teacher were shared. This is supported by the report of Kyriacou (2001)[120] , that one of the main sources of teacher's stress is having difficult or challenging relationship with colleagues and administration.

School conflict causes distress among teachers because when two persons are in a specific clash or argument, they are both emotionally charged and their blood pressure are elevated or heightened, which if not controlled or mitigated may lead to some kind of negative feeling of disgust.

On the other hand, school conflict carries adverse effects aside from the teachers' psychological distress, it breaks the harmonious relationship between and among the members of the school community, loses the trust and confidence, and reduces organizational cooperation and collaboration. Hence, if all of these happen, the goals of the entire organization will not be achieved.

This is in consonance with the Owen's conflict theory, which states that a conflict is dysfunctional when members have win-lose attitude over an issue, and hostility is produced. It is functional, when members have win-win attitude over an issue, and harmony exists (Hipel, 2009). In addition, a study confirms that conflicts within teacher communities are aberrant and the pathological behaviors of members lead to faction or fragmentation (Achinstein, 2002).

Further, to address the problem of school conflict, the school must have a positive school culture of peace, love, understanding, respect, and open communication between and among administration, teachers, parents, and students through an effective implementation of sound conflict management and resolution, recollection and values enhancement, team building and other solidarity activities and programs. This contention is supported by a study "if a conflict is well managed, it creates a context of learning and growth, thus promoting organizational learning and harmonious relationship" (Achinstein, 2002). Thus, schools are advised to have conflicts managed well.

4.1.3 Instructional Pressures.

Found to be the second strongest theme, instructional-related pressures are a compelling influence or demands placed on a classroom teacher by the educational system (Pitrelli, 2007). In this study of mine, it includes difficulty of classroom management, lack of technical expertise in instructional preparation and delivery, observation of classes as revealed by participants. Similar conditions were found in the study of Chapman and Adams (2002), several countries in Asia, Lao PDR suffered low quality of education due to low access of instructional materials, low teacher effectiveness, and textbooks are scarce or nonexistent in many schools. On the other hand, Philippines has the same educational concerns such as inadequate teacher in-service training, low teacher salaries, and misallocation of teachers. Meanwhile, Vietnam, has a shortage of school buildings and equipments.

These findings are primarily supported by the study of Kyriacou (2001), the main sources of teachers' stress and distress are teaching students who lack motivation, large amount of change, and being evaluated by others.

The perceived psychological distress can be attributed mainly to the frustration of teachers to themselves, when they do not achieve the standards and expectations of the institution. Either of the two situations will redound to symptom distress, if these will linger for a longer period of time being not resolved and the pressures exceed the ability to cope. This entire process is in consonance with the theory of Cox and McKay (1978), the psychological model of stress, which says that the demands placed on an individual will result to increase in performance, and a point where optimal performance is reached. Any further demands will act to decrease an individual performance.

On the other way around, the effect of this collective problem is not only giving distress to teachers, but also making education of low quality. Thus, there is a need to reduce unwanted instructional pressures and manage well the wanted ones. Practically and logically, it can be deduced that instructional-related pressures are caused by external factors (institutional), but it can also be attributed to teachers themselves (internal). When the problem is institutional, the solution should be coming from it through policy action. On the other hand, if the instructional pressure is brought by the teacher's ineffectiveness in management and instruction, it can be resolved through joining professional development programs and mentoring activities.

4.1.4 Frustration with the System

School as a formal organization is a whole system that has norms, standards and expectations to be done and by all of its employees, especially the head of office. But not all the times, teachers and the school head follow these standards objectively. Oftentimes, they become very subjective, and thus, create a frustration among the members. As a theory of Sheldon, systemic frustration is the amount of goal blockage perceived by the individuals in the context of institution (Fontanella, 2011)[76]. It was found out that my participants were heavily frustrated because of lack of support and abuse of authority of principals, unfair promotion system, low teachers' collaboration, and low salary compensation, work overload, too many students in a classroom, lack of facilities, and mismatch of assignment and specialization of teachers.

These findings are primarily supported by the study of Kyriacou (2001), the main sources of teachers' stress and distress are confronting time pressures and workload demands, and being exposed to generally poor working conditions. In addition, the study of several faculty members of medical school in US citing the different barriers in the educational system such as curricular incongruence, negative students and faculty attitudes, too few faculty development opportunities, lack of award system, institutional support, time, and scarcity of resources (DaRosa et al, 2011)[56].

The perceived psychological distress can be attributed mainly to the frustration of teachers as their expectations are not met by the institution. Frustration is a state that occurs when circumstances interfere in reaching a goal, and often leads to anger and aggression (Kelley et al., 1983). Frustration is the most frequently experienced unpleasant emotion reported by teachers (Sutton, 2007). This happens when the barrier to our goal appears unexpectedly and seems unfair, and the desirable goal is not achieved (Wingfield, 2005).

In dealing with frustration with the system, there must be a school organizational change or reform with the help of someone who serves as catalyst for change, usually the school head. But if the school head is included among the components of the school to undergo such change, the higher in rank, should play as catalyst. However, if the problem is not too severe, proper chanelling of the issues and open forum, along the context of win-win solution are advised.

Thus, frustration is the barrier of a healthy system which must be solved, so all the members work flows effectively, harmoniously and healthy. Further, an organization can do it through making a partial or total reform, depending on its assessment.

4.1.5 Personal Problems

This theme came out inevitably and naturally during the face-to-face interview with my informants. Although, they had shared few instances of their personal burden, but I sense, that the impact is heavier and greater into their lives. Personal problems are considered as non work-related stressors but can influence deeply the job performance of teachers.

Conceptually, they are events or conditions that occur in a person's life that may adversely impact on the individual's health or well-being. Based on their responses, the following were considered as personal stressors such as got separated from husband for someone else, had severe financial constraint, was maligned for something that did not happen, was a victim of malicious gossip, and played two roles as a mother and a father at the same time. This is supported by several studies that confirm "personal adjustments the teachers undergo in the society, financial crisis, personal relationship and family problem play a causal factor of stress of teachers (Rajeswari, 2008)[184] .

Once a problem (as a discrepancy between an existing and a desired state of affairs) is perceived by the mind, it will ask why and how it happens, then it will find a solution from among the formed alternatives, and it will be solved (Robbins & Coulter, 2005). However, if the mind does not find a solution right away because the problem is uncontrollable sometimes by nature, it will generate series of emotion like anxiety, fear, anger, self-pity, depression, etc. and may increase its level continuously if not resolved, until one will become totally distressed.This is in consonance with Maslow's hierarchy of needs theory states that there is a hierarchy of five human needs: physiological; safety; social; esteem; and self-actualization. He further explains that all lower needs must be first met before the next higher needs are activated. From the standpoint of economic life, failure to meet the needs would give a feeling of strong anxiety (Padolina & Sanchez,1997)[166] . Hence, personal problems should be solved to have a healthy mind which can also be used for productive working performance.

4.1.6 Negative Effects of Distress

This theme is considered as the impact of distress brought by the different school and personal stressors. According to the responses of my participants, the following were considered negative effects of distress such as being hurt and insulted, angry, full of fears and anxiety, felt lunatic, thought to commit suicide, and wanted to leave from teaching. These effects are detrimental to the emotional and psychological well-being of teachers. This finding is supported by several studies, which confirm that high job stress or distress was correlated with poor physical health (Blix et al.,1994); depression and burnout (Zhong et al.,

2009); cynicism and reduced professional efficacy(Hou & Li, 2005).Clinically, when these pent up emotions are not well managed, instead they become overwhelming disruptive and way out of proportions, they could become dangerous to human. Like being frustrated and angry will lead a person to aggression and hostility. Irrational or too much fear in continuous manner will result to phobia. Intense and persistent anxiety will lead to panic disorder or generalized anxiety disorder (GAD). And too much psychological distress will yield depression and mental illness (Maser, 2013). On the other hand, these psychological distresses can still impact other things aside from the turmoil of pure emotions. It can destroy your work through being not cooperative, severe absenteeism, burnout of the job, and being ineffective to your performance.

4.2 Coping Strategies of Psychologically Distressed Teachers

4.2.1 Seeking God's Help

This theme accords on the theory on spiritual coping which believes that God and His grace is a powerful resource in the provision of comfort, peace, healing, desires, and resolution for people who are problematic, especially when confronted with critical illness (Kelly, 2004). It also includes spiritual values that can be applied in day to day functioning of teachers in school. It also refers to an expression of spirituality, secure relationship with God, and a belief that life has meaning, and a sense of spiritual connectedness with others (Pargament et al., 2005). In my study, it was reflected as survival because of God's grace, belief that God is good all the time, and acts of praying during worst times. Moreover, participants claimed spiritual values as techniques in their distress such as Godly love for students, joy and happiness in teaching, and patience in handling students.

This finding is supported by a study which showed that religious coping moderates job stress among Javanese teachers, which means that spirituality plays a very important role in reducing the effects of distress in a person (bin Othman, et al., 2010). In addition, another research reveals that spiritual practices such as prayer, meditation, and reading devotionals or scripture reduced effectively teachers' attrition in (Hartwick and Kang, 2013)[93] .Spiritual coping will be developed through having faith in God, a closer relationship with Him, obeying His commandments, doing His values, and sharing His grace to mankind. If you have done all these processes, God will be pleased, and He will help you cope with all your distresses, and even return all what have been taken from you, just like in the case of Job, the faithful servant of God (Book of Job: the Holy Bible). In connection with, most of the informants, especially Changed Bianca, derived their strength from God through faith and prayers.

Moreover, spirituality and the values it takes like love and patience, must be developed in every teacher who faces daily stress and distress in the workplace. It was proven in

many instances that if a teacher has this kind of resource, he may able to withstand against odds in life and work, and become effective in teaching and managing the students.

Table 2

Themes and Core Ideas on Coping Strategies of Psychologically Distressed Public Secondary School Teachers

Major Themes	Core Ideas
Seeking God's Help	I pray to God every time I have a problem
	I survived because of God's grace
	God is always good all the time
	Love is my technique in times of distress; I have joy and happiness in teaching despite the many trials
Seeking Support and Reinforcement	Sought advice from professional psychologists
	Friends helped me see the light- never left my side
	Administrator supported me in my delimma
	Family helped me in my financial constraint
	Counted on my friends for comfort
	My friends helped me in terms of financial aspect too
	My friends showed their sympathy and emphaty through their simple and comforting words
	I have a sister who is a guidance counselor and she supported me morally and spiritually
	Lucky for us to have a new principal who is very good and supportive
	With my loving husband who is always around and supporting me
Making Realizations	Always remember that problems are just little things, it is not the end of the world
	If it is not given to you it's not really meant for you
	Time heals and everything can be accepted
	I took a leave of absence for two months to re-asses myself
	Why promotion was given to others, maybe they need it more than I do because I am not experiencing financial problems
	I realized that there are others who do not like to place you there or in a certain position
	My mental disposition on that time, that it already happened, I cannot do anymore about it
	Although there is inequality in workload, just accept it
	I just come into my realization that I am professional and I have to adjust to the environment
	I accepted all the insults because of my students
Problem-Solving	I was thinking to look for another job to solve my financial problem
	After I am analyzing the causes of the situation, I am able to understand my students
	I am analyzing the behavior of my students
	I am really searching for the cause of their situation
	I am making solution to the problem
	If you have stress, address it right away because it might worse
Controlling The Emotion	I just ignored the mockery of my co-teachers, so I will not go to fight
	If someone invites you to a fight, just give him good words
	I should not be serious in paperworks because I become stressed- I just work slowly
	I don't react that much. I should be proactive
	Since it was my first year in the service, I have to dance with the music
	I go to school very early and go home at night that nobody sees me to avoid the eyes of the people
	What I did was to compose myself
	I am conditioning myself that it's alright
	I took a leave of absence to re-assess myself
	Took time for reflection and relaxation
	I travelled to forget the stress and distress
	Went into physical fitness
	I organized new clubs like badminton, red cross and went

	into athletics	
	Do not be angry with the situation right away	
	Got myself a foreigner boyfriend	
Utilizing Positive Coping Traits	I transformed and changed my attitude	
	I continued to teach because we have changes in life	
	I recovered because of willpower and determination	
	If your outlook is positive, you should not listen to intrigues and rumours that have no basis	
	I can say that I am optimistic because I am in front of my students and there nothing has changed	
	I should be positive always because problems are part of our lives already	
	I should not cry because of what had happened	
	I stood still, I should not depart from work. I have to protect my self, despite their criticism and negative comments	
	I was able to recover from my distress.	
Drawing Inspiration	My children are my inspiration that made me strong in working and in my trials	
	You could read inspiring ideas in Proverbs, Psalm, and Matthew	
	However, I have an adopted son, and he's a blessing to me	
	I need to straight my path because I have a son and a work to be cared of, I'm a master teacher	
	Everything that I'm working is for my son, brothers and sisters	
	My first love came back and married me, and I believe in "forever"	

4.2.2 Seeking Support and Reinforcement

This theme refers to a support accessible to a person through family, friends, neighbors, co-workers, and the larger community members available in times of needs to give moral, physical, and financial help (Ozbay et al., 2007)[165] . My informants' experiences on support were sought advice from from professional psychologists, helped by family in form of moral and financial support, supported by administrator in times of delimma, and supported spiritually and morally by friends.

Based on the finding of Zhang and Zhu (2007)[236] , family and friend support is the most common source of social support , and most effective in mitigating depersonalization. Another study on 100 low income women in Mid-Western US, that social resources have direct and meditational effects on adult depression, and PTSD symptoms (Vranceanu, et al.,2007)[225] .

Moreover, according to Caplan's theory of support system, " they help the individual mobilize his psychological resources; share share him with extra supplies of money, materials, and cognitive guidance to improve his handling of his situation"(Brieger, 2006)[27] . This is true in the case of Changed Belinda, Inspired Dilla, Hopeful Ruthie, Loving Gemini, and Dreaming Sally, who were being helped by her fellow teachers and her family in terms of moral support and material and financial assistance.

Thus, support and reinforcement are really important in times of distress, and every school must have an organized and systematic faculty organization, teachers' cooperative, and other programs which somehow help all teachers lessen the burden for a healthy and productive worklife.

4.2.3 Making Realizations

This theme is anchored on the theory of meaning-focused coping (MFC) which aims to change the evaluation of a turmoil situation and to make belief, goals, and situation more consistent or be in harmony, so that individuals are more open to dealing with stressful situation (Pearlin, 2009[174] ; Guo, Gan & Tong, 2013)[86] . It does not attempt to change the problematic situation but to understand and give another meaning which has a positive connotation to ease the feeling of distress and more susceptible to acceptance.

This theory complements with the experiences of my informants in dealing with their stress and distress. For example, Inspired Dilla, who aspired to be promoted for master teacher, yet three times that she was promised but never promoted at all, despite of her best qualifications. After many years of holding the negative feelings, she finally came to realize, that maybe, it was not meant for her, and maybe others needed it more than she did.And with the case of Hopeful Ruthie, who was left by her husband for someone else. She went on leave for two months to re-assess herself, asking many question why and how it happened, and what she would do. Later on, she realized that it already happened and cannot do anymore about it. She has just accepted everything and decided to go on life as it was.

These results were supported by the few studies which confirm that meaning-focused coping and adaptation are related, especially in uncontrollable situations such as illness or loss of loved one is involved (Folkman & Moskowitz, 2007[75] ; Guo, Gan & Tong, 2011).

In the light of the discussion, it can be inferred that understanding the distressful situation, and giving a positive meaning that it happens for good, will aid to appease the boiling emotions and easier acceptance of the

problem, which consequently provides a healthy emotional state.

4.2.4 Problem-Solving

This major theme is in line with the theory of Lazarus branded as problem-focused coping, which refers to channeling efforts in handling distressful situations, like gathering information, decision-making, conflict resolution, resource acquisition in order to directly tackle the problem that caused stress. It is also described as instrumental, situation-specific and task-oriented action (Folkman & Moskowitz, 2007)[75] .

Above theory was proven by my participants as real in their lives. Dreaming Sally, for instance, had always mentioned many times that she has been doing acts like analyzing the causes of the behavioral problem situation of her students in order to understand them, and making solution to the problem. While Changed Bianca, thought of looking for sidelines to solve her problem on financial constraints because she was the only breadwinner of her children after she has been separated from her husband. Hopeful Ruthie, made a lot of teaching strategies to solve her problems on low academic achievement of her students. This finding is on the other hand, supported by the study of Pourmohamadreza et al. (2015)[183] , which confirmed there was a significant decrease in psychological symptoms such as phobia, depression, anxiety, etc. when the mothers of Down syndrome children in Iran used problem-focused coping. It explains further, that problem-focused coping strategy has a set of logical and rational thoughts and efforts on confronting and analyzing the problem. However, due to scarcity of researches to this kind of coping, it could not be established as functional to the group of teachers.

4.2.5 Controlling The Emotion

This theme is anchored on the theory of Lazarus called "emotion-focused coping", which came out from his Ways of Coping Inventory in 1999. This emotion-focused coping is aimed at regulating or reducing the negative emotions caused by a distressful situation through: behavioral strategies like seeking emotional support, using alcohol or drugs, releasing anger, exercising, and doing something else (diversion) ; and cognitive strategies like creating a positive emotion (reappraisal), avoiding thinking or forgetting about it, and emotional control (Folkman, 2008[74] ; Koole, 2009)[115] .

This theory complements with the ways my participants did in their situations. Changed Bianca, even after she was totally changed by God, experienced financial constraints which became the central issue for mockery. According to her, that she just ignored their mockery and controlled her emotions, so she will not go into fight. On the other hand, Hopeful Ruthie, after she had known the truth that her husband left her for somebody else's arms, tried to condition and compose herself not to react too much, especially that she was also suffering from high blood pressure. In addition, Dreaming Sally, during the time her students made severe misbehavior inside the class, she controlled herself not to be angry right away.

Above finding is supported by several psychological researches: Riolli & Savicki (2010)[187] , emotion-focused together with emotional support, positive reinterpretation, and humour have a very strong effectiveness in lowering the psychological distress symptoms, while venting emotion, denial, alcohol and drugs tend to make the symptom higher; while Fox and Stalworth (2010)[77] claimed that emotion-control has a moderating effect to the responses and likelihood of violence and bullying among the 779 teachers in the US.

Hence, controlling the emotion is really one coping approach which is very useful in a stressful situation where your world is about to blow out. One advantage after you have controlled your negative emotions, is that you are able to think clearly and understand the situation. This is best applicable for situation which is uncontrollable and heightened or emotionally charged.

On the other hand, teachers are not only advised to have this kind of coping into themselves , but also nurturing their emotional intelligence, locust of control and other related traits to be protected from distress. However, let us also be reminded to be selective in using this coping approach because there are specific strategies herein included which cannot help rather can make the problem worse like using drugs and drinking alcohol.

4.2.6 Utilizing Positive Coping Traits

This major theme on insight is anchored on Allport's trait theory, which states that an individual possesses traits called personal disposition either cardinal, central, or secondary traits which are stable over time, and differ across individuals and likely to influence behavior, such as optimism, resilience, hardiness, locust of control, emotional intelligence, self-efficacy and many others(Apruebo, 2009)[3] .Originally taken from the theory of personality as "characteristic patterns of behavior, thought, and emotion that determine a person's adjustment to environment" (Atkinson et al., 2009; Teh & Macapagal, 2007). Moreover, personality traits affect the degree to which we are exposed to stressors, how we interpret them, and how we deal with them (Halamandaris & Power, 1997; Teh & Macapagal, 2007).

This theory agrees to the coping experience of my informants. Changed Bianca, used optimism when she said that she is happier now despite the many trials. Hopeful Ruthie recovered from being extremely brokenhearted because of willpower and determination. Moreover, Loving Gemini, emphasized and utilized positive outlook and hardiness, despite the many criticisms and negative comments on her involvement in the love triangle issue. While Dreaming Sally, said she has perseverance to look for ways to resolve the problem of misbehavior and low academic achievement of her students.

Several studies revealed that hardiness, optimism, and self-confidence proved to be effective in mitigating stress among 158 university lecturers in Csech Republic (Paulik, 2001)[172] ; hope, optimism, self-efficacy and resilience contributed decrease in stress among employees (Avey et

al., 2009)[9] , and increased the work engagement (Avey, et al, 2008). Further, high levels of resilience have significantly lower level of psychological distress (Pidgeon, et al., 2014)[176]

All of these positive coping traits which can be termed as human internal resources greatly depend on individual's personality which is also dependent on one's heredity, experience, culture, and environment (Apruebo, 2009)[3] . However, some traits can be transferred and enhanced through social learning and insights. Hence, it is important that teachers should have this coping capital as a weapon against daily stress and distress in work, and a means in achieving personal goals in life.

Significantly, my participants talked about several characteristics, teachers need in dealing with life's problems. Changed Bianca advised that giving joy in one's heart is a technique in order not to be stressed. Similarly, Inspirede Dilla, said that teachers should have more happy moments in school to make problems easy to forget. In addition, Hopeful Ruthie, emphasized that strength of character and willpower can overcome things which seems to be unbearable and unconquerable. Lastly, Dreaming Sally, she used emotion control and projected optimism during the moments she was reprimanded in front of many people.

Similar qualitative study confirmed that resilience among three teachers found to be effective and ineffective in dealing with challenging situations in school, depending on the teacher's possessed level of resilience. It was more effective when coupled by other characteristics like self-efficacy (Gu & Day, 2007)[85] .Hence, there is a need to reflect the essence of this insight, and to have these traits learned or enhanced by all teachers. Positive dispositions help the teachers in dealing effectively daily stress and distress in school, and in the family. Moreover, it creates, a healthy personality for productive living.

4.2.7 Drawing Inspiration

This theme as a coping approach seems very functional and effective yet has never been given so much attention in scientific and educational research (Hart, 2000)[92] . Based on the different perspectives and theories of inspiration being fused using the process of analysis and logic, I have arrived one single wholistic theory of inspiration which states, "it is anything (construct, person, place, object, experience or divine being) that has influential power that stirs human positive emotions to function in making an action of faith, creativity, endurance in difficulty or distress, unique resolution and determination to change or achieve something" (Metcalfe, 1999[148] ; Thrash & Elliot, 2003[217] ; Fulmer, 2007[78] ; Craig, 1994; Thomas, 1994[213] ; Lockwood & Kunda, 1997; Averill, 2005; Frederickson & Branigan, 2005; Frijda, 2005; Fredrickson, 2013)[81] .

This theory has been proven by my informants. Changed Bianca said that her two children were the reason and inspiration why she continued working, despite the many trials in school. On the other way around, Inspired Dilla, being single, found her inspiration through believing in

God and reading inspiring wisdom from the books of Proverbs, Psalm, Matthew, and Luke, which made her withstand with frustration. While Hopeful Ruthie, worked and fixed her broken self because of her brothers, sisters, and especially her son being considered as a blessing. In contrast with Loving Gemini, she made her negative experience in school as inspiration to do better and prove to anyone that she was good and effective teacher worthy of respect and emulation. Different from Dreaming Sally, she considered her students as inspiration why she coped up with everyday's stress brought by misbehavior of students, and why she was still looking for means to solve the problem of low academic achievement. This finding is supported by a study conducted by Mills (2002), and concluded that inspiration instigates self-enhancement among dieters.

Drawing inspiration in times of trouble is a big matter for every teacher. It can help much endure and erase the pain that psychological distress brings. Moreover, it is best to include your students as inspiration in your work, so you can fulfill your mission to effect quality education which they can use for life.

4.3 Insights of Psychologically Distressed Public Secondary School Teachers

4.3.1 Teaching as Both Profession and Ministry

This theme is the strongest insight of this study, which is anchored on two occupational perspectives in teaching: profession and ministry. Profession theory states it is a calling, in which its members, profess to have acquired special knowledge by training or experience or both, so that they may guide or serve others in that field (Articulo & Florendo, 2003).

On the other side of the coin, teaching as a ministry is based on the Holy Bible, specifically from the account of Jesus Christ as a Great Teacher. According to Mark 6:34, " when Jesus went ashore, He saw a large crowd and He felt compassion for them because they were sheep without a shepherd, and He began to teach them many things". Jesus Christ as a Teacher posseses heavenly call, deep and unselfish love, best sacrifice, and genuine concern for His childen's sake and salvation through spreading the words of God and making awareness (McGrath, 2006).

Theories above have been proven by my participants' actual experiences. Changed Bianca claimed that she considered teaching as a ministry to share to her students the importance and happiness that God has given her. Moreover, Inspired Dilla, said that teaching is a very enjoyable job because she loves children and all the work in school. While Hopeful Ruthie emphasized that being a teacher, there is a need to strengthen the strategies that are in line with the students' interest. On the other hand, Loving Gemini, insisted that, being a professional, one should adjust to his environment where he is placed as a teacher. While Dreaming Sally, advised that if all teachers will just collaborate and try hard hard, things can be easily done and achieved. Jackson and Bruegmann (2009)[103] , revealed that students of a teacher have

higher academic achievement in Math and Reading, when she has more effective co-teachers collaborating with her. And teachers' presence has a strong direct effect on students' learning outcomes (LaPointe & Gunawardena, 2004)[121]   ; and teachers can enhance or decrease students' interaction (Kearsley, 2000)[108] .On the other hand, several essays mention that "teaching is more than a job, it's a mission to carry out" (Corpuz & Salandanan, 2007)[48] ; is not just another occupation, but a vocation (Hatcher, 2012); and best teachers who view teaching as a way of life, inspire and motivate their students(Hogan, 2003; Bernhardt, 2013).

As a conclusion, the two perspectives of teaching, as a profession and as a ministry, makes a perfect combination for effective teaching, students' total development, and work satisfaction of teachers. In adhering to the combined principle, a teacher will not only become a technically expert and professional of his craft, but also an unselfish provider of education, full of love, patience and understanding for his students.

Table 3
Themes and Core Ideas on Insights of Psychologically Distressed Public Secondary School Teachers

Major Themes	Core Ideas
Teaching as Both Professional Job and Ministry	Teaching is the easiest job for me because I was prepared for this; this is my destiny.
	In teaching, although we receive meager salary but it's constant and stable.
	If you feel more comfortable in your present job, you should remain; do not take another job which you are comfortable
	Teaching is a very enjoyable job because I love children and all the work in school, and I have the best preparation.
	As a teacher, we need to strengthen our strategies that are line with their interest.
	We teachers must select the activities that will suit to the needs of the class.
	We need to encourage our students to be interested to learn.
	You need to strengthen your working relationship with fellow teachers, and do not make minor loopholes to become big.
	I came into realization that I am a professional and I have to adjust to the environment where I was placed. Then all of the
	sudden, I was used to it.
	If you are a teacher you should love your profession, you should stand to be a teacher because you are not doing this for yourself but for the children.
	If ever you have a personal problem, do not let your job be affected. Go to your class, and teach the children of the things they need to know.
	As teachers, we should encourage and explain to them the purpose why there is a need to be in school, its value and where their future leads them to.
	If teachers will just collaborate and try hard maybe things can be done easily and achieve the goal.
	As a teacher, I am analyzing the cause of my students' behavioral problem by visiting them at home and conversing with their parents and finding out if they have some financial troubles which affect their studies.
	As a teacher, I exert more patience when it comes to my students because I know they have come from different family background and situation.
	We really need to love our students. We should prepare our lesson and we need to educate well not only for their academic status but for their future
	We should nurture them as a person in a way that they can really understand why they need to have education.
	I accepted the fact that teaching cannot make you rich yet it is a ministry.
	I truly realized my mission is bring out the totality of a person, so he can be a good person, not only on making him intelligent, or get a high score or get passed. I wanted them to be successful in the future.
	Love your work because this is our mission. We don't teach for academic purposes only but we are teaching to build a better person.
	These students are my ministry because I have lots of them sort

	like having family problems and having them as my ministry has a huge goodness
Spirituality and Values Relevance	Prayer is needed before I go to school
	You cannot survive by yourself alone, you need guidance from God, and your spiritual belief founded in a strong foundation no matter what
	What is important is your relationship with others and to God. At the moment when my relationship with God grew, my relationship with my students also grew.
	Love is my technique. I don't react that much and it was so easy and that is now the only thing that I can say.
Essence of Trials and Burdens in Life	The greatest thing that I've learned is the lesson brought by circumstances in my life. It's one of the reasons why I've changed
	I realized that these events or circumstances are normal in life, that we need to face them
	Problems are not enough to make you down.
	You will not be given trials that you can't surpass
	Do not bury yourself because of a hurtful situation. Think you are not the only one who experienced pain.
	The greatest lesson that I'd learned was that, trials and burdens are actually stumbling blocks in your way that you just need to overcome .
	But with those distressful experiences, I became strong and even positive thinker.
Personal Goal Achievement	It's necessary that you should focus to what you desire
	It's not good that you're too passive, and will not fight for your right to achieve your goal of promotion.
	I have a realization that there are people who do not like you to be placed in the position, even how much you tried your best; and if they like the person, even if his qualification is far from you, they will find a way to promote

	him.
	It's necessary that we should find the thing that is meant for us; and we need to find it.
	Let us remember, that promotion is not our only focus, there are still many other things in life.
	If you cannot achieve your goal, do not surrender. Just continue living and teaching .

4.3.2 Spirituality and Values Relevance

This theme has a similarity with teaching as a ministry, but spirituality is still a separate and unique need of a teacher. It is based on the theological theory of Christian Spirituality, which states " it is the process of spiritual formation, involving the fundamental tenets of the Christian truths, and the experience of living in God's presence, grace and love in our daily life" (Tang, 2006)[210] .

In connection, insights of the participants agree with the said theory. Changed Bianca, emphasized that teachers must have daily prayers before going to school to strengthen them because prayer is the best weapon against trials. While Inspired Dilla, encouraged that teachers should enhance their spirituality through reading the verses from the Bible especially Proverbs and Psalm, for inspiration. Besides, Hopeful Ruthie, stressed that spiritual belief should be founded in a strong foundation no matter what, and always ask God for guidance.

There are written testimonies the would support the insights shared by participants above. A lady from St. Paul, Minnesota, had a fibromyalgia, a condition that causes chronic long-tem pain, and was diagnosed also to have anxiety disorder and depression brought by her condition, where she rediscovered God and Jesus Christ, and was forgiven, saved, and totally healed (Malone, 1998). In addition, a man, named Peter, who was severely sick and very close to death due to HIV/AIDS disease. In the year 2012, he experience the healing power of God in his life, when he turned to Him, repented and received the divine healing (Musa, 2012)[158] .

Therefore, spirituality is a very important thing to be developed among teachers for many reasons. It strengthens our faith and character, gives tranquility and harmony in times of trouble, and provides love and patience in delivering our duties and responsibilities towards the students and the community.

4.3.3 Essence of Trials and Burdens

Lessons coming from our own experiences are the best teachers, and based on findings, this theme is considered the greatest lesson of the study. This particular theme is focused on two major theories: experiential learning, and Kolb's four-stage model of learning cycle. According to experiential learning theory by Beard (2010)[12] , it is the process of learning through experience (positive or negative), and any rich experiences bring about significant change and deep form of change called "transformation". Furthermore, Kolb's four-stage model

of learning cycle shows the following stages such as: concrete experiences, reflection, abstraction, and application (McLeod, 2010)[137] .These theories are also in line with what my informants shared. Changed Bianca, said that the greatest lesson learned were the circumstances which made her decide to change totally with the help of God. Moreover, Inspired Dilla, claimed that she realized that hurtful circumstances are normal in life, and we just need to face them. Besides, Hopeful Ruthie, shared not to bury oneself just because of a painful experience, and think you are not the only one who passes it. Further, Loving Gemini, said that with those distressful experiences, she became stronger and even a positive thinker. One strong real life story supports the insights of my participants. A 40-year old woman diagnosed with AIDS and suffered much depression and anxiety, that her life was about to end. But with the help of the doctors, family and friends, especially her minister and prayer group, a miracle of healing came to her. Then she began to learn to appreciate life, small and big things, and decided to change everything for good; enjoy the simple pleasures of life like going for walks; sharing memories and laughter with friends and family which she did not do before; and thanking her Creator her the glorious life (Hill, 2016).

Thus, trials and burdens in life, although negative in their literal form, but their impact can be positive and even greater, if teachers will make them as inspiration rather than downers, to change for the better and prove their worth as humans who have a strong character and determination to achieve higher or greater in life.

4.3.4 Personal Goal Achievement

This theme is primarily anchored on the popular theory of David McClelland, the three-needs theory, which states that there are three acquired needs that serve as major motives in work: need for achievement, need for affiliation, and need for power. Need for achievement is the drive to excel, to achieve based on some standard, and to succeed in life. While, Need for affiliation is the desire for friendly and harmonious relationship with members in the organization. And the need for power is making others to behave in a way that would not behaved (Robbins & Coulter, 2005).

This theory supports the insight of my informants in many ways. First, Inspired Dilla, said that it is necessary to find the thing that is meant for us, and to focus on achieving it. Second, Loving Gemini, reminded that, if one cannot achieve promotion for the moment, he should not surrender, instead, continue living and teaching. Lastly, Dreaming Sally, a teacher must wait for the right time for the dream to come true.

Findings above have a strong connection with the study of Thornton and Bricheno (2000) among the primary schools in England and Wales, where there was disparity in promotion in favor of the males teachers. According to their statistics, 48.1% composed of male teachers were obtained senior positions and higher salaries, compared to female teachers for about 16.1% only. The said situation raised an issue of protest among female teachers, they wanted to air out their feelings and views, that the disparity should be addressed publicly and politically.

Personal goal achievement is indeed an important motivation for every teacher because it stirs him up to do better if not best, with the expectation that his career and position be improved in the organization. However, there are concerns often encountered in many schools that should be addressed and corrected by the institution. But for the teachers to remember, just go on striving and making best efforts to achieve your goals in life.

Hence, all teachers have the right to be promoted because it is embodied in the law. Only that you need to be objective and to follow the criteria for career advancement as long as your performance will not decline couple with faith and optimism, you can achieve it. Additionally, the road to success is not that very easy, that it must need a lot of internal and external resources for individuals to bring along with their journey, so that they would be able to withstand the test of time, adjust whenever things come to worse, and continue searching what is meant for them.

5. IMPLICATION FOR PRACTICE

On the experiences of psychologically distressed public secondary teachers, there were six major themes generated: students' misbehavior, school conflict, instructional pressures, frustration with the system, personal problems, and negative effects of distress. Based on the findings of these experiences, it implies, that psychological distress among teachers-participants is not only caused by school related stressors but also personal or life's stressors.

Sources of teacher stress are varied (Dewe, 1986)[63] ; caused by high level stressors like unpleasant experiences, varied occupational stressors, high frustrations, unhappy marriage, death of loved ones, extreme melancholy, fatal diseases, career misfortunes, traumas, extreme poverty, (Zulueta & Distajo 2011)[239] . Moreover, work demands, complex society, and personal life's stress contributed to the increase of teacher crisis in public schools (Emener, 1988). In the study of Larchick and Chance (1997)[122] , among 4,435 teachers, he found out top three personal life's stressors that gave much distress were money management, health concerns, and caregiving, and had impacted their teaching performance severely.

Thus, there is a need for the Department of Education and school administration to alleviate the working conditions of teachers through salary compensation increase; provision of materials, equipment, and facilities for teaching and learning; reduction of irrelevant activities and paperwork; fair allocation of the number of loads; allocation of assignment by subject expertise; fair and transparent system of promotion; friendly school climate; and democratic leadership and good governance; and

activities or programs like team building, recollection, and others that lessen stress and distress.

Further, in managing one's personal problem, teachers should have improved and sufficient coping resources (internal and external) such as cognitive intelligence, emotional intelligence, optimism, resilience, hardiness, self-efficacy, locus of control, emotional control, and social network. In addition, the awareness of proper combination of congruent coping approaches to the nature of the problem experienced, and an inspiration in life as a precursor or motivator to act with determination (Wong et al., 2006)[232] .It implies further, that students' misbehavior is the most common cause of teachers' distress. Many researchers identified disruptive pupil behavior as the greatest stress for teachers, which may challenge their control and boundaries they had established (Boyle et al., 1995; Tolker & Feiter, 1986)[218]   ; which adversely affected teachers' emotional health, and classroom effectiveness (Yoon, 2002; Blasé, 1986); However, the saddest thing, students who practice disruptive behavior cause disciplinary problem in the classroom, and may lead to their low academic achievement (Salem al-amarat , 2011)[191] .

To address the problem of students' misbehavior, teachers should strengthen students proper and positive discipline implementation through a strong collaboration and deep concern of all stakeholders. Moreover, teachers should increase the use of productive and positive techniques such as open discussion, rewards for good behavior and involvement of students in decision-making (Larchick & Chance, 2001)[123] . They should lessen from reacting too much to students' misbehavior because this can just add them, more distress physically and psychologically, and inhibit the development of responsibility in students and distracts them from their schoolwork (Larchick & Chance, 2001). In addition, teachers should be fully trained in psychological method of behavior therapy or behavior modification techniques such as simple extinction, modeling, aversion and many others (Padolina & Sanchez, 1997)[166] .On how these teachers cope with their distressful experiences, there were seven generated major themes such as seeking God's help, seeking support and reinforcement, making realizations, problem-solving, controlling the emotion, utilizing positive coping traits, and drawing inspiration.

This implies, that teacher-participants are utilizing combined or paired coping approaches depending on the nature or kind of the problem. Austin et al.(2005), found exercise as effective way of coping by teachers; direct-action problem solving and avoidance (Sharplin et al.,2011)[198]   ; meditation and leisure-time physical activity decreased psychological distress in Hongkong (Carson et al., 2010); hardiness and resilience helped mitigate distress (Chan, 2006)[35] .

It is wisely recommended that teachers should have sufficient resources and congruent and combined coping strategies, with appropriate utilization of all these resources would lead to reduction of stress and distress

and enhancement of individual's well-being (Wong et al., 2006). Moreover, full awareness on the stress, distress, coping resources, and coping approaches is imperative through conducting seminar and psychological therapeutic activities among teachers.

Connectedly, the most common strategy employed teacher-participants is controlling the emotion. The capacity to control emotion is important in our daily living and adjustment (Ochsner & Gross, 2005)[162]   . Based on affect control theory that an event creating a positive impression generates pleasant emotions, which lies on an individual ability to make it and change the impressions of the individuals. Contrary to this, would create unpleasant emotions, and eventually may ruin the situation more (Heise, 2007).

It is recommended that teachers should use cognitive regulation to regulate emotion such as: reappraisal, which involves reinterpreting the meaning of a stimulus to change one's emotional response; and instrumental avoidance of aversive stimulus; and extinction of conditioned fear response (Ochsner & Gross, 2005). However, avoidance of negative coping mechanisms that will destroy the image and integrity of teachers like drinking alcohol, taking drugs, and using aggression is likewise advised.

On insights of these teachers that they can share to their peers and to the academe in general, generated six major themes, and these are teaching as both profession and ministry, spirituality and values relevance, essence of trials and burdens, positive dispositions towards life and problem, personal goal achievement, and system improvement. This implies that teacher-participants have very rich insights which they learned from their experiences in school and personal life. Individuals derive learning and meaning from direct their experiences through the transformation of experience via processes of experience, reflection, thought, and experimentation (Corbett, 2005)[46] . Furthermore, researchers claim that stories of teachers are central to the type of inquiry and reflection that lead to professional development and personal insight (Jalongo et al., 1995)[104] .It implies further that teaching as both profession and ministry is the strongest insight. Teaching as a profession, teachers profess to have acquired special knowledge by training or experience or both, so that they may guide or serve others in that field (Articulo & Florendo, 2003)[5]   . While, teaching as a ministry, it is considered as an inner call or gift that arises from one's own faith experience, a career that exists for a lifetime, and a service, which purpose individuals have to fulfill with dedication, devotion and commitment (Buijs, 2013)[30] .

It is highly recommended that teachers should always consider and live by the principle that teaching as both profession and ministry in their daily living and performance of duties. Moreover, all the insights that are offered must be applied into practice to become effective and dedicated teachers of the 21st century.

6. IMPLICATION FOR FURTHER RESEARCH

The study poses implication for further research. This shall be a springboard for further development by digging deeper into the plight of the psychologically distressed public school teachers.

Since the findings cannot be generalized, similar research may be conducted using another group of teacher-participants in order to determine the similarities and differences, which either strengthen the validity or come up with another point of view. Further, it is suggested to conduct said study using a quantitative approach to achieve its conclusiveness and generalizability.

It is imperative also to make a study on the different coping mechanisms suited and effective for Filipino teachers, as we have our own unique culture, values and context. Although there are already researches on this topic in many countries, but only very few that were done in our own land. Moreover, it is suggested to have an inquiry on emotional control of teachers because I found it a very important ability in dealing with pupils or students various misbehaviour, considering that teachers in the current generation should observe the child-friendly thrust of the Department of Education and other laws protecting children's rights. Moreover, this coping mechanism teaches individuals, especially the teachers to be peaceful with others, and live normal and happy lives. On the contrary, those without emotional control, often lead to self-destruction and even worse, destructive to others.

Finally, I would like to recommend that researchers shall conduct a study on inspiration-based coping because I observe that all my participants have individual inspirations who caused them to effectively and successfully cope their problems. Yet only few made an inquiry. I believe that inspiration is effective in achieving one's goal, it can also be effective, applicable and useful when used as a coping approach by teachers in their many stressors in life, as this emerged from my informants' revelations.

7. CONCLUDING REMARKS

It is very clear in this study, that teachers are confronted with different challenges in work and in personal life that affect their psychological and physical health, as well as their teaching career and performance. Relatively, they should do something to guard themselves from any intrusion of harm by having full awareness of the many findings and recommendations that this scholarly masterpiece offers.

Based on the findings of the study that psychological distress among teacher- participants is not only caused by school related stressors, but also personal stressors. Moreover, from among the school related factors, students' misbehaviour is the most common cause of their distress.

Furthermore, on coping approaches, the teacher-participants use combined or paired coping strategies depending on the nature of the problem. Significantly, controlling the emotion is the most utilized coping strategy.

In addition, on insights, teacher-participants have very rich insights which they learned from their distressful experiences in school and personal life. And among the lessons learned given by them, teaching as both profession and ministry is the strongest one.

On the other hand, as a researcher, I can say with all honesty and sincerity that these results are not conclusive, yet I am able to compare and validate the truth of the existing theories to the findings of my investigation. This is because I have exhausted all means and all best efforts just to come up with this realistic and informant-based findings processed through scientific procedures in qualitative research.

Despite the many obstacles along the way in achieving the purpose of this inquiry, I am very proud that I have learned so much from the very start up to the finishing line. It is not easy to make a book, but it is a worthwhile experience that I should cherish forever.

Hence, with the contention of this study, and the hard work that I have personally and unselfishly given, may this book provide a lesson to ponder and a chance to make further inquiry for the welfare of teachers and development of educational management. With my favourite and popular dictum given by Christopher Crawford, which states "Knowledge without application is like a book that is never read", I as a researcher, firmly wishes that the essence this dissertation entails shall be put into practice.

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