

WELL-BEING AND PERFORMANCE OF PUBLIC SCHOOL TEACHERS

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Abstract

This study examined the teaching competencies of public school teachers, operationalized through the PERMA model: Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment. Using a descriptive-comparative design, data were gathered from 80 teachers through a PERMA-based questionnaire and analyzed using Mann-Whitney U tests. Findings revealed that respondents were relatively balanced in terms of age, educational attainment, length of service, and family income. Teachers consistently demonstrated high levels of competence across all PERMA dimensions, underscoring resilience and adaptability in their professional roles. When grouped by demographic variables, significant differences emerged in selected areas: Positive Emotion varied by age and length of service, Engagement by educational attainment, and Relationships by family income, while Meaning and Accomplishment showed no significant differences. The study concludes that teacher competence, viewed through the PERMA framework, is multidimensional and influenced by both personal and contextual factors. Recommendations include targeted faculty development programs to sustain flourishing and instructional effectiveness across diverse teacher backgrounds.

Keywords: *Teaching competencies, PERMA, positive emotion, engagement, relationships, meaning, accomplishment, demographic variables*

Bio-Profile

Precy Diane A. Timtim completed her Master Degree in Education (Major in Administration and Supervision). She is currently employed as a secondary school teacher in the Schools Division of Negros Oriental. Despite being relatively new to teaching, she is massively active and working her way through to emphasize the importance of collaborative learning and it has been her advocacy to reach and involve parents in their children's education. As a young teacher, she is planning to pursue further post graduate studies to enhance her teaching skills and competence and ultimately, to be able to provide quality education to her students.

Dr. Luisito R. Divinagracia, is a seasoned education leader who rose from the ranks after years of being a Classroom teacher, Department Head to a school principal, and currently, as Officer-in-charge of the office of the Education Program Supervisor (EPS) for Quality Assurance. He has a double doctorate degree from formidable academic institutions in the country. As a tenured School Principal, he stands alongside stakeholders in ensuring that students are provided with optimal learning experiences through timely, relevant, and useful instructions.



Introduction

Rationale

Teaching is a profession marked by complex demands that often challenge educators' mental health and resilience. In 2020, the Department of Education (DepEd) emphasized the importance of teacher wellness through the implementation of Mental Health and Psychosocial Support Services (MHPSS), reminding educators that caring for themselves is essential to sustaining professional effectiveness. The pandemic further intensified stress, exhaustion, and burnout among teachers, negatively affecting instructional quality and student outcomes (Westphal et al., 2022; Pangilinan, 2024).

Research consistently shows that when educators experience high stress, job satisfaction decreases and burnout rises, while those who demonstrate strong competencies in terms of Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment (PERMA) sustain resilience and deliver consistent instruction (Viac & Fraser, 2020; Butler & Kern, 2016). International and local studies highlight that these dimensions of competence directly shape classroom climate, student engagement, and learning outcomes, underscoring the need to examine how they vary across demographic backgrounds.

Anchored on Seligman's Well-Being Theory (2011), this study explores the teaching competencies of public school teachers through the PERMA framework, recognizing that competence is influenced by both intrinsic factors such as self-efficacy and extrinsic supports like supervision and professional development. Understanding these dynamics provides a foundation for targeted faculty development programs that strengthen instructional capacity and promote sustainable teaching practices.

Literature Review

Teacher competence is increasingly recognized as a cornerstone of instructional quality and student success. International studies show that strong competencies in pedagogy, classroom management, communication, and technology integration directly shape classroom climate and student engagement, while deficits in these areas contribute to stress, burnout, and attrition (Bakker & Demerouti, 2017; Skaalvik & Skaalvik, 2018).

In the Philippine context, teachers face heavy workloads and policy changes that often strain their instructional capacity, underscoring the need for sustained competence development (Pangilinan, 2024; Sevilla et al., 2025). Research highlights that pedagogical competence enhances instructional clarity, classroom management fosters discipline and focus, communication skills strengthen teacher-student relationships, and technology integration supports innovative learning modalities (David & Calimag, 2021; Reyes, 2022; Dela Cruz, 2023).

Studies also emphasize that competence is not static but shaped by self-efficacy, collegial support, and institutional resources, aligning with Bandura's Social Cognitive Theory (1986). Recent initiatives in Filipino schools demonstrate that targeted professional development and wellness programs can reinforce competencies, enabling teachers to adapt to evolving demands while sustaining instructional effectiveness (Ortillo, 2021; Manayan, 2023).



Additional Philippine studies explain that teachers' psychosocial health problems often stem from workload demands, bureaucratic requirements, and ancillary tasks that reduce time for instructional preparation (Samosa, 2023). These pressures highlight the importance of strengthening classroom management and communication competencies to maintain instructional quality despite external stressors.

Research also shows that collegiality, mentoring, and community extension activities serve as relational resources that enhance teachers' communication and collaborative skills, contributing to stronger school culture and student engagement (Corpuz, 2021; Reyes, 2022). Such findings reinforce the idea that competence development must be supported by institutional structures that promote collaboration and recognition.

Finally, studies on Filipino school leaders' wellness programs reveal that effective initiatives often integrate competence-building strategies such as needs assessments, stakeholder consultations, and resource mobilization (Ortillo, 2021). These programs demonstrate that competence and well-being are interconnected, and that strengthening teachers' skills in pedagogy, classroom management, and technology integration can simultaneously reduce stress and improve instructional outcomes.

Synthesizing these findings, the literature establishes a clear research gap: while teacher well-being has been widely studied, fewer works have systematically examined how competencies vary across demographic backgrounds and how these differences inform professional development priorities..

Theoretical Underpinnings

This study is anchored on Seligman's Well-Being Theory (2011), which introduced the PERMA model as a multidimensional framework for human flourishing. PERMA emphasizes five pillars of well-being: Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment. Together, these dimensions provide a holistic view of how individuals sustain resilience, motivation, and effectiveness in their personal and professional lives.

In the teaching profession, wellness is not only a matter of personal satisfaction but also a determinant of instructional quality and classroom climate. Teachers who experience positive emotions are more likely to foster supportive learning environments; those who are deeply engaged sustain focus and creativity in lesson delivery; strong relationships with colleagues and students enhance collaboration and trust; a sense of meaning reinforces professional identity and commitment; and accomplishment strengthens confidence and motivation to pursue continuous improvement. By situating teacher wellness within the PERMA framework, this study recognizes that well-being directly influences performance outcomes. Teachers who flourish across these dimensions are better equipped to manage stress, maintain instructional consistency, and adapt to the evolving demands of education. Thus, PERMA provides a structured theoretical lens for examining how wellness interacts with demographic factors and how it relates to teachers' performance in public secondary schools.



Objectives

This study aimed to determine the level of teachers' wellness in relation to their performance in one of the districts of a large schools' division in Central Philippines for the School Year 2024–2025. Specifically, it sought explore the following: (1) Determine the level of teachers' wellness according to Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment; (2) determine if there is a significant difference in teachers' wellness when grouped and compared according to the aforementioned demographic variables; (3) determine the level of teachers' performance, and (4) determine if there a significant relationship between teachers' wellness and their performance.

Methodology

This section discusses the methods and procedures employed in gathering and analyzing the data in consonance with the specific objectives. This includes the research design, subject-respondents, research instruments, data collection procedures, ethical considerations, data analysis, and statistical methods.

Research Design

The study employed a descriptive-correlational and comparative research design to determine the level of teachers' wellness and performance in one district of a large division in Central Philippines for the School Year 2024–2025. A descriptive design is used to systematically portray characteristics of a population or phenomenon, answering questions about what, when, and how these characteristics occur (McCombes, 2019). In this study, it was applied to describe teachers' wellness in terms of Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment (PERMA), as well as their performance ratings. The comparative aspect of the design allowed the identification of significant differences in wellness and performance when teachers were grouped according to demographic variables such as age, educational attainment, length of service, and family income. The correlational aspect examined whether there was a significant relationship between teachers' wellness and their performance. This approach is appropriate because it provides an accurate depiction of the current condition of teachers while highlighting variations across subgroups and exploring how wellness interacts with performance outcomes, thereby offering insights into areas where support and professional development may be most needed.

Respondents

The respondents were 80 secondary school teachers distributed across 4 schools within the district. Since the number of respondents is manageable, the researcher employed total enumeration, a type of purposive sampling. Purposive sampling, also referred to as judgmental, selective, or subjective sampling, is a type of nonprobability sampling in which researchers select participants based on their own judgment (Palinkas, 2015).

Instrument

The researcher used a self-developed questionnaire to collect data for this study. The instrument was composed of two (2) parts. Part I gathered the demographic profile of the respondents,



including age, highest educational attainment, and average monthly family income. Part II of the questionnaire focused on teachers' competencies in the following areas: knowledge of curriculum and pedagogy, communication and questioning skills, classroom management, and assessment and feedback. Each area has ten (10) line-items, with a total of 40 items which the respondents would rate as 5 (Always), 4 (Often), 3 (Sometimes), 2 (Rarely), and 1 (Almost Never).

Procedure for Data Collection

A letter request was submitted to the Schools Division Superintendent seeking approval to conduct the study and the questionnaires were administered to the respondents after its approval. Printed hard copies were distributed to target respondents outside of school hours. After 3 days, the questionnaires were gathered, recorded, and analyzed. The data gathered from respondents' responses were tallied and tabulated using appropriate statistical tools.

Data Analysis and Statistical Treatment

In the analysis of the data, procedures were employed in accordance with the objectives of the study. Objective No. 1, a descriptive-analytical approach was used to determine the level of teachers' wellness across the five dimensions namely Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment. The statistical tool applied was the Mean, which provided a measure of the overall wellness level in each domain. For Objective No. 2, comparative analytical scheme was applied to determine whether significant differences existed in teachers' wellness when grouped according to demographic variables. The statistical tool used was the Mann-Whitney U Test, which is appropriate for comparing independent groups in non-parametric data. For Objective No. 3, a descriptive-analytical approach was employed to determine the level of teachers' performance. The statistical tool used was the Mean, which summarized performance ratings across respondents. For Objective No. 4, a correlational analysis was conducted to examine the relationship between teachers' wellness and their performance. The statistical tool used was Spearman's rho, which is suitable for determining associations between ordinal or non-parametric data.

Ethical Considerations

The research strictly followed ethical guidelines in educational research. For the sake of integrity and for the well-being of the participants, teachers, school heads, and personnel directly involved in the RPMS implementation have fully undergone the informed consent process, where they were given complete information regarding the purpose of the research, the voluntary participation, and the guarantee that they can refuse to participate and withdraw at any time with impunity. No inducement or reward and no form of coercion were employed. Confidentiality and anonymity of participants were achieved by anonymizing the data through the omission of names and personal information, and by assigning codes to participants to prevent tracing to the source. The collected data were carefully saved and used only for academic purposes. The results were released as aggregated data to protect the privacy of individual participants. Participants were assured that they would not experience any physical, psychological, or professional harm as a result of the investigation. The research also adhered to institutional, national, and ethical practices, including but not limited to ethical requirements prescribed by the Department of Education, as well as those of institutional ethics review boards and committees, and ethical clearance was obtained prior to data



collection. The researcher exercised neutrality and objectivity throughout data interpretation, presenting results honestly and transparently in alignment with responsible and respectful research practices.

Results and Discussions

This section presents the summary of findings from careful data gathering, in-depth analysis, and thoughtful interpretation.

Descriptive Analysis on the Level of Teachers' Teaching Competencies in terms of Positive Emotion, Engagement, Relationship, Meaning, and Accomplishment

Table 1
Level of Teachers' Well-Being in Positive Emotion

Positive Emotion			
	Items	Mean	Interpretation
1.	I feel joyful when I am teaching my students.	4.13	High Level
2.	I often reflect on the positive aspects of my work.	4.04	High Level
3.	I feel hopeful about the future of my teaching career.	4.13	High Level
4.	I experience satisfaction after a productive school day.	4.06	High Level
5.	I find moments of laughter and lightness in my classroom.	4.05	High Level
6.	I feel appreciated by my students.	3.45	Moderate Level
7.	I can stay positive even during challenging school days.	3.83	High Level
8.	I feel proud of my contributions to my school community.	3.94	High Level
9.	I regularly celebrate small wins in my teaching practice.	3.88	High Level
10.	I feel energized when I think about my role as a teacher.	3.80	High Level
	Overall Mean	3.93	High Level

Table 1 reveals that the overall mean score for teachers' well-being in positive emotion is 3.93, interpreted as a high level. Items 1 ("I feel joyful when I am teaching my students") and 3 ("I feel hopeful about the future of my teaching career") both had the highest mean score of 4.13, indicating a high level. On the other hand, item 6, "I feel appreciated by my students", had the lowest mean score of 3.45, indicating a moderate level. This implies that while teachers generally maintain positive emotions, some may feel less recognized by their students, which could affect their sense of validation and emotional well-being. Overall, the findings highlight that teachers sustain high levels of joy, hope, and satisfaction in their work, but there is room to strengthen aspects of appreciation and recognition. This aligns with studies such as Skaalvik & Skaalvik (2021), who noted that teacher well-being is strongly influenced by perceived support and recognition from students and the school community.



Table 2
Level of Teachers' Well-Being in Engagement

Engagement	Items	Mean	Interpretation
	1. I feel energized when I think about my role as a teacher.	4.15	High Level
	2. I feel fully engaged when planning lessons.	3.96	High Level
	3. I enjoy experimenting with new teaching strategies.	4.21	High Level
	4. I feel mentally stimulated by my work.	4.11	High Level
	5. I am deeply involved in classroom activities.	3.94	High Level
	6. I find teaching intellectually rewarding.	3.79	High Level
	7. I feel excited when introducing new topics to students.	3.75	High Level
	8. I actively seek ways to improve my teaching practice.	3.65	High Level
	9. I feel a strong sense of focus during instructional time.	4.18	High Level
	10. I am passionate about the subjects I teach.	3.94	High Level
	Overall Mean	3.97	High Level

Table 2 reveals that the overall mean score for teachers' well-being in engagement is 3.97, interpreted as a high level. Item 3, "I enjoy experimenting with new teaching strategies", obtained the highest mean score of 4.21, interpreted as high level, followed closely by Item 9, "I feel a strong sense of focus during instructional time", with a mean score of 4.18. On the other hand, item 8, "I actively seek ways to improve my teaching practice", received the lowest mean score of 3.65, which is interpreted as a high level. This implies that while teachers generally maintain strong engagement in their professional roles, their proactive pursuit of continuous improvement may be less emphasized than other aspects of engagement. This aligns with studies such as Bakker & Demerouti (2017), who emphasized that sustained engagement is fostered not only by passion and focus but also by continuous efforts to enhance teaching practices.

Table 3
Level of Teachers' Well-Being in Relationship

Relationship	Items	Mean	Interpretation
	1. I feel supported by my fellow teachers.	3.75	High Level
	2. I have meaningful relationships with my students.	4.10	High Level
	3. I collaborate effectively with my colleagues.	3.94	High Level
	4. I feel respected by the school leadership.	3.98	High Level
	5. I enjoy social interactions within the school environment.	3.98	High Level
	6. I feel a sense of belonging in my school.	3.94	High Level
	7. I can rely on others when I need help.	3.81	High Level
	8. I feel emotionally connected to my students.	4.01	High Level
	9. I actively contribute to a positive school culture.	3.89	High Level
	10. I feel valued by the school community.	4.05	High Level
	Overall Mean	3.94	High Level

Table 3 reveals that the overall mean score for teachers' well-being in the relationship is 3.94, interpreted as a high level. Item 2, "I have meaningful relationships with my students", obtained the



highest mean score of 4.10, interpreted as high level, followed closely by Item 10, "I feel valued by the school community", with a mean score of 4.05. On the other hand, item 1, "I feel supported by my fellow teachers", received the lowest mean score of 3.75, interpreted as high level. This implies that while teachers generally maintain strong relational well-being, collegial support may be perceived as less consistent than relationships with students and the broader school community. This aligns with studies such as those by Collie, Shapka, & Perry (2012), which emphasize that supportive professional relationships are critical for sustaining teacher well-being and fostering a favorable school climate.

Table 4*Level of Teachers' Well-Being in Meaning*

Meaning	Items	Mean	Interpretation
	1. I believe my work makes a meaningful impact on students' lives.	4.13	High Level
	2. I feel that teaching aligns with my personal values.	4.18	High Level
	3. I find purpose in helping students grow.	4.05	High Level
	4. I feel that my role contributes to society.	3.93	High Level
	5. I am proud to be part of the public education system.	4.04	High Level
	6. I view teaching as a calling rather than just a job.	3.90	High Level
	7. I feel that my work matters.	3.96	High Level
	8. I am motivated by the long-term goals of education.	3.91	High Level
	9. I find fulfillment in mentoring students.	3.56	High Level
	10. I feel that my teaching has a lasting influence.	3.59	High Level
	Overall Mean	3.92	High Level

Table 4 reveals that the overall mean score for teachers' well-being regarding meaning is 3.92, indicating a high level of well-being. Item 2, "I feel that teaching aligns with my personal values", obtained the highest mean score of 4.18, interpreted as high level, followed closely by Item 1, "I believe my work makes a meaningful impact on students' lives", with a mean score of 4.13. On the other hand, item 9, "I find fulfillment in mentoring students", received the lowest mean score of 3.56, interpreted as high level, together with Item 10, "I feel that my teaching has a lasting influence", which obtained a mean score of 3.59. This implies that while teachers generally sustain strong meaning in their professional roles, aspects related to mentoring and the perception of long-term influence may be less emphasized than alignment with values and immediate impact on students' lives. This aligns with studies such as Steger (2017), who emphasized that meaningful work is sustained when individuals not only perceive immediate impact but also recognize enduring contributions to others and society.

Table 5*Level of Teachers' Well-Being in Accomplishment*

Accomplishment	Items	Mean	Interpretation
	1. I feel a sense of achievement in my teaching career.	4.23	High Level
	2. I regularly meet my professional goals.	4.06	High Level
	3. I am confident in my teaching abilities.	3.81	High Level



4. I receive recognition for my accomplishments.	4.13	High Level
5. I feel that I am growing professionally.	4.09	High Level
6. I am satisfied with my career progress.	3.96	High Level
7. I successfully manage classroom challenges.	3.54	High Level
8. I feel competent in using technology for instruction.	3.55	High Level
9. I take pride in my students' academic progress.	3.59	High Level
10. I am proactive in pursuing professional development.	4.24	High Level
Overall Mean	3.92	High Level

Table 5 reveals that the overall mean score for teachers' well-being in accomplishment is 3.92, interpreted as a high level. Item 10, "I am proactive in pursuing professional development", obtained the highest mean score of 4.24, interpreted as high level, followed closely by Item 1, "I feel a sense of achievement in my teaching career", with a mean score of 4.23. On the other hand, item 7, "I successfully manage classroom challenges", received the lowest mean score of 3.54, interpreted as high level, together with Item 8, "I feel competent in using technology for instruction", which obtained a mean score of 3.55. This implies that while teachers generally maintain strong competence in their professional roles, aspects of classroom management and technology integration may be perceived as less developed than professional development and career achievement.

This aligns with studies such as Klassen & Chiu (2010), who emphasized that teachers' sense of accomplishment is closely tied to their ability to manage classroom demands and adapt to evolving instructional practices.

Comparative Analysis on the Level of Teachers' Well-Being in Positive Emotion when grouped according to the aforementioned Variables

Table 6

Significant Difference in the Level of Teachers' Well-being in Positive Emotion when grouped according to the aforementioned Variables

Variables	Categories	N	Mean Rank	Mann Whitney U-test	Sig. Level	p-value	Interpretation
Age	Younger	54	44.24	500.000		0.036	Significant
	Older	26	32.73				
Highest Educational Attainment	Low	55	42.97	551.500		0.153	Not Significant
	High	25	35.06				
Length of Service	Few	53	44.61	497.500	0.05	0.025	Significant
	Many	27	32.43				
Average Family Monthly Income	Low	49	43.08	633.000		0.206	Not Significant
	High	31	36.42				

Table 6 shows a significant difference in teachers' positive emotion levels across age, highest educational attainment, length of service, and average family monthly income.



In terms of age, younger teachers obtained a mean rank of 44.24, while older teachers had a mean rank of 32.73. The computed Mann-Whitney U-test value of 500.000 at a 0.05 significance level yielded a p-value of 0.036, which is less than 0.05. This indicates a significant difference in positive emotion between younger and older teachers, with younger teachers reporting higher levels. The hypothesis is rejected for this variable.

As for their educational attainment, teachers with lower attainment had a mean rank of 42.97, while those with higher attainment had a mean rank of 35.06. The computed Mann-Whitney U-test value of 551.500 yielded a p-value of 0.153, which is greater than 0.05. This indicates no significant difference in positive emotion across educational attainment groups. The hypothesis is accepted for this variable.

Based on their length of service, teachers with fewer years of service had a mean rank of 44.61, while those with longer service had a mean rank of 32.43. The computed Mann-Whitney U-test value of 497.500 at a 0.05 significance level yielded a p-value of 0.025, which is less than 0.05. This indicates a significant difference in positive emotion between teachers with fewer and many years of service, with those having fewer years reporting higher levels. The hypothesis is therefore accepted for this variable.

Finally, for the average family monthly income question, the mean rank for teachers with lower income than average was 43.08, while the mean rank for teachers with higher income than average was 36.42. The Mann-Whitney U test yielded a p-value of 0.206, which, as it exceeds 0.05, indicates no difference in positive emotion and supports the hypothesis.

The findings also imply that age and length of service play a significant role in fostering positive emotions among teachers, with younger, less experienced teachers reporting a greater inclination toward positivity. The implication here may be a reference to the new energy that youthful teachers bring to the profession.

Conversely, the absence of significant differences in educational attainment and family income suggests that positive emotions are not strongly influenced by academic qualifications or financial standing. This indicates that emotional well-being in teaching is more closely tied to experiential and situational factors rather than socio-economic or educational background. Strengthening support systems for older and longer-serving teachers may help sustain positive emotions across career stages, while maintaining equitable practices ensures that all teachers, regardless of background, can experience high levels of emotional well-being.

Table 7

Significant Difference in the Level of Teachers' Well-being in Engagement when grouped according to the aforementioned Variables

Variables	Categories	N	Mean Rank	Mann Whitney U-test	Sig. Level	p-value	Interpretation
Age	Younger	54	40.32	692.500	0.05	0.921	Not Significant
	Older	26	40.87				
Highest Educational Attainment	Low	55	39.81	649.500	0.05	0.690	Not Significant
	High	25	42.02				
Length of Service	Few	53	40.27	703.500	0.05	0.902	Not Significant
	Many	27	40.94				
	Low	49	40.18	744.000		0.877	Not Significant



Average Family Monthly Income	High	31	41.00
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For their age, younger teachers obtained a mean rank of 40.32, while older teachers had a mean rank of 40.87. The computed Mann-Whitney U-test value of 692.500 at a 0.05 significance level yielded a p-value of 0.921, which is greater than 0.05. This indicates that there is no significant difference in engagement between younger and older teachers. As for their highest educational attainment, teachers with lower attainment had a mean rank of 39.81, while those with higher attainment had a mean rank of 42.02. The computed Mann-Whitney U-test value of 649.500 yielded a p-value of 0.690, which is greater than 0.05. This indicates no significant difference in engagement across educational attainment groups. Regarding their length of service, teachers with fewer years of service had a mean rank of 40.27, while those with longer service had a mean rank of 40.94. The computed Mann-Whitney U-test value of 703.500 yielded a p-value of 0.902, which is greater than 0.05. This indicates no significant difference in engagement between teachers with fewer and many years of service. For the average family's monthly income, the teachers with lower income obtained a mean rank of 40.18, while those with higher income had a mean rank of 41.00. The computed Mann-Whitney U-test value of 744.000 yielded a p-value of 0.877, which is greater than 0.05. This indicates no significant difference in engagement across family income groups.

The findings imply that teachers' engagement remains consistently high across demographic categories, with no significant differences observed in age, educational attainment, length of service, or family income. This suggests that engagement is more strongly influenced by institutional factors, such as supportive leadership, collaborative culture, and professional development opportunities, rather than by personal background characteristics.

Table 8

Significant Difference in the Level of Teachers' Well-being in Relationship when grouped according to the aforementioned Variables

Variables	Categories	N	Mean Rank	Mann Whitney U-test	Sig. Level	p-value	Interpretation
Age	Younger	54	40.46	700.000	0.05	0.983	Not Significant
	Older	26	40.58				
Highest Educational Attainment	Low	55	44.19	484.500	0.05	0.032	Significant
	High	25	32.38				
Length of Service	Few	53	40.25	702.500	0.05	0.893	Not Significant
	Many	27	40.98				
Average Family Monthly Income	Low	49	40.42	755.500	0.05	0.968	Not Significant
	High	31	40.63				

When grouped by age, younger teachers had a mean rank of 40.46, while older teachers had a mean rank of 40.58. The computed Mann-Whitney U-test value of 700.000 at a 0.05 significance



level yielded a p-value of 0.983, which is greater than 0.05. This indicates no significant difference in relationship well-being between younger and older teachers. Highest educational attainment: teachers with lower educational attainment obtained a mean rank of 44.19, while those with higher attainment had a mean rank of 32.38. The computed Mann-Whitney U-test value of 484.500 at a 0.05 significance level yielded a p-value of 0.032, which is less than 0.05. This indicates a significant difference in relationship well-being across educational attainment levels, with teachers with lower educational attainment reporting stronger relational well-being. As for the teachers' length of service, those with fewer years of service had a mean rank of 40.25, while those with longer service had a mean rank of 40.98. The computed Mann-Whitney U-test value of 702.500 yielded a p-value of 0.893, which is greater than 0.05. This indicates no significant difference in relationship well-being between teachers with fewer and many years of service. As for their average monthly family income, teachers with lower income had a mean rank of 40.42, while those with higher income had a mean rank of 40.63. The computed Mann-Whitney U-test value of 755.500 yielded a p-value of 0.968, which is greater than 0.05. This indicates no significant difference in relationship well-being across family income groups.

The findings imply that educational attainment is the only demographic variable that significantly influences teachers' relational well-being. Teachers with lower educational attainment reported stronger relationships, reflecting their reliance on collegial support and student connections to sustain professional satisfaction. In contrast, the absence of significant differences in age, length of service, and family income suggests that relational well-being is broadly consistent across these categories.

Table 9

Significant Difference in the Level of Teachers' Well-being in Meaning when grouped according to the aforementioned Variables

Variables	Categories	N	Mean Rank	Mann Whitney U-test	Sig. Level	p-value	Interpretation
Age	Younger	54	43.20	556.000	0.131	0.131	Not Significant
	Older	26	34.88				
Highest Educational Attainment	Low	55	40.44	684.000	0.05	0.971	Not Significant
	High	25	40.64				
Length of Service	Few	53	41.57	659.000	0.563	0.563	Not Significant
	Many	27	38.41				
Average Family Monthly Income	Low	49	44.78	550.000	0.037	0.037	Significant
	High	31	33.74				

When grouped by age, younger teachers had a mean rank of 43.20, while older teachers had a mean rank of 34.88. The computed Mann-Whitney U-test value of 556.000 at a 0.05 significance level yielded a p-value of 0.131, which is greater than 0.05. This indicates no significant difference in meaning between younger and older teachers. Regarding their highest educational attainment, teachers with lower attainment had a mean rank of 40.44, while those with higher attainment had a mean rank of 40.64. The computed Mann-Whitney U-test value of 684.000 yielded a p-value of



0.971, which is greater than 0.05. Regarding their length of service, teachers with fewer years of service had a mean rank of 41.57, while those with longer service had a mean rank of 38.41. The computed Mann-Whitney U-test value of 659.000 yielded a p-value of 0.563, which is greater than 0.05. This indicates no significant difference in meaning between teachers with fewer and many years of service.

Finally, in terms of their average monthly family income, teachers with lower income had a mean rank of 44.78, while those with higher income had a mean rank of 33.74. The computed Mann-Whitney U-test value of 550.000 at a 0.05 significance level yielded a p-value of 0.037, which is less than 0.05. This indicates a significant difference in meaning when grouped according to family income, with teachers from lower-income households reporting stronger perceptions of meaning in their work.

The findings imply that average family monthly income is the only demographic variable that significantly influences teachers' sense of meaning. Teachers with lower incomes reported greater meaning, possibly reflecting their reliance on intrinsic values, purpose, and societal contribution as sources of fulfillment rather than on material rewards. In contrast, the absence of significant differences in age, educational attainment, and length of service suggests that meaning is broadly consistent across these categories.

Table 10

Significant Difference in the Level of Teachers' Well-being in Accomplishment when grouped according to the aforementioned Variables

Variables	Categories	N	Mean Rank	Mann Whitney U-test	Sig. Level	p-value	Interpretation
Age	Younger	54	39.48	647.000	0.05	0.570	Not Significant
	Older	26	42.62				
Highest Educational Attainment	Low	55	40.85	668.500	0.05	0.843	Not Significant
	High	25	39.74				
Length of Service	Few	53	39.36	655.000	0.05	0.536	Not Significant
	Many	27	42.74				
Average Family Monthly Income	Low	49	41.64	703.500	0.05	0.578	Not Significant
	High	31	38.69				

As to age, younger teachers obtained a mean rank of 39.48, while older teachers had a mean rank of 42.62. The computed Mann-Whitney U-test value of 647.000 at a 0.05 significance level yielded a p-value of 0.570, which is greater than 0.05. This indicates no significant difference in accomplishment between younger and older teachers. For their highest educational attainment, teachers with lower attainment had a mean rank of 40.85, while those with higher attainment had a mean rank of 39.74. The computed Mann-Whitney U-test value of 668.500 yielded a p-value of 0.843, which is greater than 0.05. This indicates no significant difference in accomplishment across educational attainment groups. As for their length of service, teachers with fewer years of service had a mean rank of 39.36, while those with longer service had a mean rank of 42.74. The computed Mann-Whitney U-test value of 655.000 yielded a p-value of 0.536, which is greater than 0.05. This



indicates no significant difference in accomplishment between teachers with fewer and many years of service. Among families, those with lower income had a mean rank of 41.64, while those with higher income had a mean rank of 38.69. The computed Mann-Whitney U-test value of 703.500 yielded a p-value of 0.578, which is greater than 0.05. This indicates no significant difference in achievement across family income groups.

The findings imply that none of the demographic variables—age, educational attainment, length of service, or family income significantly influence teachers' sense of accomplishment. This suggests that accomplishment is shaped more by professional development opportunities, recognition systems, and institutional support than by personal background characteristics. The consistency across categories highlights teachers' resilience in sustaining high levels of accomplishment despite demographic differences.

Descriptive Analysis on the Level of Teachers' Performance when grouped according to the aforementioned Variables

Table 11

Level of Teachers' Performance when grouped according to the aforementioned Variables

Variable	Category	N	Mean	Interpretation
Age	Younger	54	4.35	Very Satisfactory
	Older	26	4.38	Very Satisfactory
Highest Educational Attainment	Low	55	4.36	Very Satisfactory
	High	25	4.37	Very Satisfactory
Length of Service	Few	53	4.35	Very Satisfactory
	Many	27	4.39	Very Satisfactory
Average Family Monthly Income	Low	49	4.35	Very Satisfactory
	High	31	4.38	Very Satisfactory

Table 11 reveals that teachers' performance, when grouped by age, highest educational attainment, length of service, and average monthly family income, consistently falls within the "Very Satisfactory" level.

In terms of age, younger teachers obtained a mean score of 4.35, while older teachers scored slightly higher at 4.38, both of which were interpreted as very satisfactory. As to their highest educational attainment, teachers with lower educational attainment scored 4.36, while those with higher attainment scored 4.37, both very acceptable. In terms of their length of service, teachers with fewer years of service scored 4.35, while those with longer service scored 4.39, both of which are very satisfactory. And as to average family monthly income: teachers with lower income scored 4.35, while those with higher income scored 4.38, both very acceptable.

This means that, among demographic variables, teachers' performance is very stable, with difference only marginal. Age and service year showed slightly high scores in teachers' performance, suggesting a positive impact of experience on teachers' performance. However, minimal differences among groups suggest that high standards are maintained across all classes regardless of age, education, or income.

In conclusion, teachers' performance is satisfactory in all demographic groups, indicating that teachers possess stamina, flexibility, and professionalism as shown in Darling-Hammond (2000) that teachers' effectiveness is directly related to experience and continuous professional development, and



in Sevilla and Torres' local study (2021) showing that, regardless of demographic profile, performance is consistent among Filipino teachers.

Relational Analysis between Teachers' Well-being and Level of Teachers' Performance

Table 12

Significant Relationship Between Teachers' Well-being and Their Performance

Variables	N	rho	p-value	Sig. level	Interpretation
Teachers' Well-Being	80	-0.003	0.976	0.05	Not significant
Teachers' Performance	80				

Table 12 presents the relational analysis between teachers' well-being and their level of performance. The computed Spearman's rho correlation coefficient is -0.003, with a p-value of 0.976 at the 0.05 significance level. Since the p-value is greater than 0.05, the result is interpreted as not significant, leading to the acceptance of the null hypothesis. This indicates that there is no statistically significant relationship between teachers' well-being and their performance. In other words, variations in teachers' well-being do not directly correspond to changes in their performance outcomes. Teachers may continue to demonstrate very satisfactory performance regardless of their well-being levels. The findings imply that while teacher well-being is an essential dimension of professional life, it does not automatically translate into measurable differences in performance outcomes. This suggests that performance may be more strongly influenced by institutional factors, such as instructional supervision, professional development, and resource support, rather than by individual well-being alone. At the same time, the absence of a significant relationship underscores teachers' resilience in maintaining high performance despite varying levels of well-being. For school leaders and policymakers, this underscores the need to address well-being as a matter of teacher welfare and sustainability, while continuing to strengthen organizational systems that directly enhance performance.

Conclusions

The participants' profiles are diverse in age group, educational background, years of experience, and family income. So, various teachers participated in this study. The teachers are consistently high in the overall PERMA levels. The teachers maintained positive emotions, engagement, relationships, meaning, and a sense of accomplishment throughout their teaching. Well-being level remained high across all demographic factors, including age, education, length of service, and income level. Demographic factors do not have a significant impact on teachers' overall well-being. Teachers' performance is consistently very satisfactory across all demographic categories, indicating that they work and conduct themselves in accordance with the teaching standards regardless of background. Specific demographic factors influence dimensions of well-being: age and length of service influencing positive emotion; educational background influencing relationships; and family income influencing meaning. The accomplishment dimension remains constant among the demographic factors. There is no significant relationship between teachers' well-being and performance, suggesting that while well-being is essential for sustainability, performance outcomes are more strongly shaped by institutional support, supervision, and professional development systems.



Acknowledgment

The authors would like to express gratitude to the expert panel members who made sure that the manuscript is at par with required standards. Appreciation further goes to every family member who supported the authors in many ways.

Authorship Contribution Statement

Timtim: Concept and design, literature review, data collection, analysis, and interpretation.
Divinagracia: Initial draft, final editing and conceptual formulation, overall guidance and supervision, and proof-reading.

Conflict of Interest

The authors declare the absence of any conflict of interest that could have influenced the content or conclusions of this paper. They affirm that no financial, personal, or professional relationships with other individuals or organizations have compromised the objectivity, integrity, or impartiality of the research work. As a final point, no external parties influenced the study design, data collection, analysis, or interpretation.

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