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Mental Well-Being and Work Performance of Teachers in Selected Private Schools in the National Capital Region

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Abstract

Aim: This study aimed to determine the relationship between mental well-being and work performance of teachers in selected private schools in the National Capital Region.

Methodology: A descriptive correlational research method was utilized for this study to mark out the essential attributes of the population about the subject being studied without changing or controlling its environment (Hale, 2018). This method was deemed appropriate to obtain the mental well-being status of the respondents in terms of positive emotions, engagement, relationships, meaning, accomplishment, physical health, mindset, environment, and economic security. Lastly, it consisted of the aspects of teachers' work performance in terms of planning and preparation for instruction, classroom management and facilitating students' learning, and professionalism. This study included three hundred twenty-nine private school teachers from the National Capital Region as respondents. Cochran's Formula was used to determine the total number of respondents needed for this study.

Results: Overall, the top three mental well-being indicators were seeing their work as meaningful with a composite mean score of 4.37 and a verbal interpretation of very high functioning, positive emotions with a composite mean score of 4.20 and a verbal interpretation of high functioning, and feeling accomplished about their job with a composite mean score of 4.28 and a verbal interpretation of high functioning. The three lowest mental health indicators were their working environment with a composite mean of 3.90 and a high functioning verbal interpretation, being healthy physically with a composite mean of 3.71 and a high functioning verbal interpretation, and having economic security with a composite mean of 2.68 and a normal functioning verbal interpretation. In terms of teachers' work performance, based on the results, professionalism got the highest composite mean of 4.44 and a verbal interpretation of outstanding. It was followed by classroom management and facilitating students' learning with a composite mean score of 4.32 and a verbal interpretation of outstanding. Lastly, planning and preparation for instruction received a 4.17 composite mean score and a verbal interpretation of very satisfactory. All mental well-being indicators have direct correlation and significant relationships with the teachers' work performance indicators.

Conclusion: The respondents have high-functioning mental well-being for the majority of the mental well-being indicators. Furthermore, teachers demonstrate an outstanding performance in most of the indicators for teachers' work performance. Moreover, there is a significant relationship between teachers' well-being status and teachers' work performance.

Keywords: Mental Well-being, Work Performance, Positive Emotions, Engagement, Relationship, Meaning, Accomplishment, Physical Health, Mindset, Environment, Economic Security, PERMA, PERMA+4, Doctor in Education Management, Polytechnic University of the Philippines

INTRODUCTION

The World Health Organization (2019) stated that approximately one in four individuals will experience mental health and well-being conditions at some point in their lives. This means that approximately 25% of the global population will suffer from this condition. Mental health and well-being struggles may have a significant effect



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on someone's life, influencing his/her ability to work, learn, and build relationships, as mentioned in the same study. Well-being and health and fitness are pre-requisite to a productive life ahead (Sanchez, et al., 2024a).

Additionally, a study by the American Psychological Association found that 70% of teachers reported feeling burned out at some point in their careers. Another study found that 40% of teachers reported symptoms of depression and 30% reported symptoms of anxiety. Furthermore, a study conducted in China by Cui and Ma (2022) stated that 40% of teachers are often anxious, while some teachers feel tired and agitated, and have symptoms of insomnia, allergy, paranoia, depression, and listlessness. In fact, according to the RAND survey in June 2021, symptoms of depression were more prevalent among teachers than other adults.

Based on a study conducted by DataligenceAI (2022) on the factors influencing productivity in contemporary workplaces, health and wellbeing are crucial for productivity. Employees with mental health and well-being issues are more likely to miss work, take longer leaves of absence, and be less productive at work, according to a study by the American Psychological Association. Additionally, the study found that employees with mental well-being issues are more likely to be terminated from their jobs.

As regards teachers, in the Teachers Wellbeing Index of 2022, 59% of staff in the UK have thought of leaving their jobs in the past school year because of pressures about their mental health and wellbeing while 78% of employees have experienced mental health symptoms due to their employment.

The World Health Organization (2019) mentioned that depression and anxiety annually cost the world's economy an estimated \$1 trillion in lost efficiency. There are several reasons why mental well-being issues can hinder occupational performance. People with mental well-being issues may struggle with concentration, decision-making, and social interaction. In addition, they may be more likely to experience physical symptoms, such as fatigue, headaches, and stomachaches that make it difficult for them to work.

Teachers' mental well-being is a crucial aspect of student learning and education quality because it is correlated with students' mental health and well-being (Harding, 2019; Amihan, Sanchez & Carvajal, 2023; Carvajal & Sanchez, 2024; Sanchez, et al., 2024b). Therefore, it is essential to maintain teachers' mental health and well-being, particularly during depressive episodes when a variety of factors influence their ability to deal with life's challenges and stresses. The Department of Health of the Philippines reported, based on the WHO Special Initiative for Mental Health done in early 2020 that 3.6 million Filipinos have experienced at least one kind of mental well-being and anxiety disorder. This represented 9.1% of the Philippines' total population at the time.

In light of the global pandemic and its aftermath, various work landscapes have been redefined, including the educational landscape and its methods (Carvajal, et al., 2024; Carvajal, Sanchez & Amihan, 2023; Muñoz & Sanchez, 2023; Sanchez, 2020; Sanchez & Sarmiento, 2020). Though Filipino teachers exhibited a positive outlook on life amid the pandemic and the new normal, psychological stress or anxiety is evident in their lives because their way of life had changed, and they feared for the safety of their families (Talidong & Toquero, 2020). Teachers have to deal with a significant amount of paperwork and a heavy workload. According to Leonor Briones, former Secretary of the Department of Education, teachers are not only burdened by numerous workloads; according to Briones, everyone who works for the government is overworked and under an enormous amount of pressure (Terrazola, 2018). This provides additional evidence that, on top of their standard teaching load of six hours per day, teachers are overloaded with work-related duties such as the preparation of reports, learning materials, administrative tasks, and other chores associated with their profession. Because of the nature of the work environment, the performance of the teachers is falling short of the target, which is above the Proficiency Level. Due to the volume of work that teachers are expected to complete, actual teaching duties are increasingly being pushed to the background in favor of their myriad other responsibilities and roles (David et al., 2019).

In a 2021 study by the Department of Education (DepEd), it was found that 4 out of 10 Filipino teachers experience moderate to severe stress. This high prevalence highlights the overall mental well-being challenges faced by educators across the country. Additionally, in a 2023 report by the Philippine Institute for Development Studies (PIDS), it was identified that workload, lack of support, and financial concerns as factors contributing to teacher stress and anxiety. Generally, mental health and well-being crisis is considered to be a rising epidemic according to experts. According to Dr. Cornelio Banaag Jr., Philippine Mental Health Association president, they have noticed an increase in mental health and wellbeing concerns during and after the pandemic. He also added that individuals of various age groups and socioeconomic statuses in the Philippines are impacted by mental well-being-related concerns. This is a pervasive and unspoken crisis that requires us to directly address it.

Teachers' mental wellbeing issues must be addressed to prevent negative mental outcomes and future issues, (Kidger et al., 2016). According to Henbery (2020), teachers' mental health and well-being have received little



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attention despite the findings of numerous studies. These obstacles may result in depression, distress, and burnout, which may have an impact on the teachers' personal and professional lives.

Therefore, this study intended to discern the relationship between mental well-being on work performance of teachers in selected Private Catholic Schools in the National Capital Region and to identify the mental well-being status of the respondents in terms of positive emotions, engagement, relationships, meaning, accomplishment, physical health, mindset, environment, and economic security. At the same time, evaluate the performance of teachers in terms of the aspects of work performance such as preparation and planning for instruction, classroom management and facilitating students' learning, and professionalism. The respondents were chosen using a simple random sampling technique. The Private Catholic Schools that were considered in this study are member schools of the Catholic Educational Association of the Philippines in the National Capital Region.

Objectives

The main objective of this study is to investigate the relationship between mental well-being and work performance among teachers in selected private schools in the National Capital Region.

Specifically, it sought to answer the following sub-problems:

1. What is the mental wellbeing status of the respondents in terms of the following indicators:
 - 1.1 positive emotions;
 - 1.2 engagements;
 - 1.3 relationships;
 - 1.4 meaning;
 - 1.5 accomplishment;
 - 1.6 physical health;
 - 1.7 mindset;
 - 1.8. environment; and
 - 1.9 economic security?
2. What is the respondents' assessment of their work performance in terms of the following indicators:
 - 2.1 planning and preparation for instruction;
 - 2.2 classroom management and facilitating students' learning; and
 - 2.3 professionalism?
3. Is there any significant relationship between teachers' well-being status and teachers' work performance?

Hypothesis

The hypothesis was formulated for the acceptance or rejection of the study:

1. Teachers' well-being status has no significant relationship with teachers' work performance.

Theoretical Framework

This study was anchored on the theory of well-being of Martin Seligman (2008), also known as the PERMA model. According to the model, five essential components contribute to an individual's level of mental health: positive emotions, engagement, relationships, meaning, and accomplishment.

Dr. Seligman urged the scientific community to look for additional building blocks that could improve or bolster the PERMA framework. Donaldson et al. (2020) conducted an extensive systematic literature review to extend this framework in work-related contexts. This was done with the knowledge that the connection between each of the components of PERMA and other aspects of well-being is supported by empirical research that spans over two decades and was conducted over that period. They discovered that to explain additional variance in work-related well-being, four additional building blocks were necessary. These were the individual's physical health, mindset, work environment, and economic security.

An additional theory that became the foundation of this research was Abraham Maslow's (1943) theory on the hierarchy of needs. According to Maslow's theory, as human beings, even as we work to fulfill our most fundamental requirements, we are also interested in achieving a higher level of gratification for other sets of requirements so that we can reach our full potential. Therefore, for a human being to perform at his or her highest level, that person needs to have good mental well-being. It offered a structure that supported and enabled the members of the team to experience feelings of well-being, happiness, and fulfillment.



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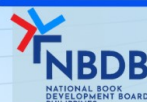
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Lastly, this study was grounded on the theory of David Hume (1748), the regularity theory of causation. David Hume, a prominent empiricist philosopher who lived in the 18th century, was a major force in the development of ideas concerning the relationship between causes and effects. His regularity theory of causation established the groundwork for subsequent research on this subject and continues to have an impact even today. Hume illustrates his point with the well-known depiction of observing one billiard ball moving toward another stationary billiard ball. After that, we see that the billiard ball that was moving collides with the billiard ball that was standing still. At long last, the moment after the striking has taken place, the previously motionless billiard ball suddenly begins to move. In this illustration, we say that the movement of one billiard ball caused the movement of another ball.

METHODS

Research Design

A descriptive correlational research method was utilized for this study to mark out the essential attributes of the population about the subject being studied without changing or controlling its environment (Hale, 2018; Amihan & Sanchez, 2023; Carvajal & Sanchez, 2023). This method was deemed appropriate to obtain the mental well-being status of the respondents in terms of positive emotions, engagement, relationships, meaning, accomplishment, physical health, mindset, environment, and economic security. Lastly, it consisted of the aspects of teachers' work performance in terms of planning and preparation for instruction, classroom management and facilitating students' learning, and professionalism.

Population and Sampling

The total population of the schools that became part of this study was two thousand two hundred eighty-five (2,285) teachers from selected Private Catholic Schools in the National Capital Region and are member schools of the Catholic Education Association of the Philippines. Cochran's Formula was used to determine the total number of respondents needed for this study. The researcher used stratified proportionate sampling in identifying the number of schools to be included in this study. The number of schools that became part of this study was twenty-one (21) from sixteen (16) clusters. The approach used was mechanical random sampling or lottery.

Instrument

The researcher made use of an adopted questionnaire that has culture-fit questions for the target respondents of this study. The first part of the questionnaire was adopted from the PERMA+4 Framework of Donaldson et al. (2020) which comprised nine categories. The first category was composed of three (3) questions covering the mental well-being of teachers in terms of positive emotions. The second category was composed of three (3) questions on the mental well-being of teachers in terms of engagement. The third category was composed of four (4) questions on the mental well-being of teachers in terms of relationships. The fourth category was composed of three (3) questions on the mental well-being of teachers in terms of meaning. The fifth category was composed of three (3) questions on the mental well-being of teachers in terms of accomplishment. The sixth category was composed of four (4) questions on the mental well-being of teachers in terms of physical health. The seventh category was composed of three (3) questions on the mental well-being of teachers in terms of mindset. The eighth category was composed of three (3) questions on the mental well-being of teachers in terms of the environment. The last category was composed of three (3) questions on the mental well-being of teachers in terms of economic security. The respondents were asked to respond to the level of their agreement or disagreement with the statements in the past six months.

Data Collection

This study started with an electronic letter of request given to the different Private Catholic Schools in the National Capital Region. The letter already included the link to the Google Form should they opt to use it rather than a physical survey form. Then, certain documents were sent to the schools like the informed consent form and the ethics certification. Next, follow-ups were made to secure the timely gathering of necessary data. The researcher assured the confidentiality of the respondents' survey sheets since their identities are not important. The researcher also understood that people's consciousness may also affect their honesty and effectiveness in answering the survey, so, the researcher gave the respondents an option to be anonymous. The participants were given enough time to respond to the survey form.



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Treatment of Data

A software called STATA was used to process the gathered data for this study. The following are the specific statistical treatments that were used. The researcher utilized the mean in analyzing the level of agreement of the respondents in terms of the different mental well-being indicators and assessment of the work performance of the respondents. The mean was taken due to the evenly distributed responses around the central point. Also, the agreement scale was an interval or ratio scale of 1-5 strongly disagree to strongly agree. The mean is less likely to be skewed by individual responses and offers a more stable representation of the overall agreement due to the large sample size. For the Mental Health and Teacher Performance significant relationships, the researcher used the Spearman Rho Correlation Technique.

Ethical Considerations

The researcher ensured that all research protocols involving ethics in research were complied with for the protection of all people and institutions involved in the conduct of the study. The paper was scrutinized by the Ethics Committee of the Polytechnic University of the Philippines as was given a certification of approval.

RESULTS and DISCUSSION

The highest number of respondents predominantly belongs to 31-35 years old bracket, which means that the Overall, the top three mental well-being indicators were seeing their work as meaningful with a composite mean score of 4.37 and a verbal interpretation of very high functioning, positive emotions with a composite mean score of 4.20 and a verbal interpretation of high functioning, and feeling accomplished about their job with a composite mean score of 4.28 and a verbal interpretation of high functioning.

The three lowest mental health indicators were their working environment with a composite mean of 3.90 and a high functioning verbal interpretation, being healthy physically with a composite mean of 3.71 and a high functioning verbal interpretation, and having economic security with a composite mean of 2.68 and a normal functioning verbal interpretation.

Table 1
Teachers' Mental Wellbeing Status Summary

Mental Wellbeing Indicators	Composite Mean	Verbal Interpretation
Positive Emotions	4.20	High Functioning
Engagement	3.92	High Functioning
Relationships	4.12	High Functioning
Meaning	4.29	Very High Functioning
Accomplishment	4.16	High Functioning
Physical Health	3.71	High Functioning
Mindset	4.14	High Functioning
Environment	3.90	High Functioning
Economic Security	2.81	Normal Functioning

Legend: Languishing (1.00 – 1.80), Sub-Optimal Functioning (1.81 – 2.60), Normal Functioning (2.61 – 3.40), High Functioning (3.41 – 4.20), Very High Functioning (4.21 – 5.00)

Table 2 shows the summary of the assessment of teachers' work performance. Based on the results, professionalism got the highest composite mean of 4.44 and a verbal interpretation of outstanding. It was followed by classroom management and facilitating students' learning with a composite mean score of 4.32 and a verbal interpretation of outstanding. Lastly, planning and preparation for instruction received a 4.17 composite mean score and a verbal interpretation of very satisfactory.


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Table 2

Assessment of the Teachers' Work Performance Summary

Work Performance Indicators	Composite Mean	Verbal Interpretation
Planning and Preparation for Instruction	4.17	Very Satisfactory
Classroom Management and Facilitating Student Learning	4.32	Outstanding
Professionalism	4.44	Outstanding

Legend: Fair (1.00 – 1.80), Poor (1.81 – 2.60), Satisfactory (2.61 – 3.40), Very Satisfactory (3.41 – 4.20), Outstanding (4.21 – 5.00)

Table 3 presents the correlation between the positive emotions experienced by teachers and their work performance. The data depicted in the table underscores a noteworthy association between teachers' mental well-being status, as evaluated through their positive emotional experiences, and their work performance in key areas including instructional planning and preparation, classroom management, facilitation of student learning, and professionalism. This correlation is deemed significant due to the robust evidence supporting the rejection of the null hypothesis. The decision to reject the null hypothesis is based on the observation that the calculated p-values for all indicators fall below the predetermined significance level of 0.05. Moreover, the correlation coefficients for each indicator indicate a moderate and direct correlation. This suggests that as teachers increasingly report experiencing positive emotions, their work performance is likely to exhibit greater excellence.

This study aligns with the research conducted by Frenzel (2014), Taxer and Frenzel (2015), Lavy and Esthet (2018), and Chen (2019), which has demonstrated that teachers' emotions have a significant impact on various aspects of their professional lives, including performance, self-efficacy, job satisfaction, burnout, and instructional effectiveness. Based on the broaden-and-build theory, the occurrence of good emotions stimulates individuals to become more actively involved in various activities, hence enhancing their psychological well-being. The happy-productive-worker idea posits that pleasant emotions are precursors to work engagement and satisfaction, as discussed by García-Buades et al. (2019). Furthermore, scholarly research in the field of organizational studies has demonstrated a favorable correlation between positive emotions and many psychological constructs such as self-efficacy, hope, optimism, job satisfaction, and mechanisms at work (Siu et al., 2015; Zito et al., 2019; Dizon & Sanchez, 2020; Salendab & Sanchez, 2023; Sanchez, 2022; Sanchez, 2023a).

Furthermore, scholarly investigations about educators have provided evidence in favor of the advantageous impacts of pleasant emotions on various aspects of their professional lives, including work performance, teaching self-efficacy, mental well-being, and job satisfaction (Taxer & Frenzel, 2015; Lavy & Eshet, 2018). In a study conducted by Buriae and Macuka (2018), it was discovered that there exists a positive correlation between teachers' emotions of joy, love, and pride and their subsequent levels of work engagement over 6 months. Conversely, negative emotions such as anger, exhaustion, and hopelessness were found to be inversely associated with teachers' involvement in their work. On the other hand, a separate investigation conducted by Han et al. (2019) demonstrated a negative association between emotional weariness and both work engagement and job satisfaction among teachers.

Table 3

Relationship Between Teachers' Positive Emotions and Teachers' Work Performance

Work Performance Indicators	Teachers' Positive Emotions				
	Correlation Coefficient	Description	P - value	Decision	Remarks
Planning and Preparation for Instruction	0.388	Moderate and Direct Correlation	< 0.001	Reject Ho	Significant



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Classroom Management and Facilitating Student Learning	0.357	Moderate and Direct Correlation	< 0.001	Reject Ho	Significant
Professionalism	0.319	Moderate and Direct Correlation	< 0.001	Reject Ho	Significant

Table 4 presents the correlation analysis between the level of teacher involvement and their work performance. The table illustrates a correlation between the mental well-being state of teachers, as assessed by their level of engagement, and their performance in important domains such as instructional planning and preparation, classroom management, facilitation of student learning, and professionalism. The significance of this association is attributed to the robust evidence that supports the rejection of the null hypothesis. The determination to reject the null hypothesis is made by considering the observation that the estimated p-values for all indicators are lower than the preset significance level of 0.05. Following this, the correlation coefficients for each indicator demonstrate a weak and positive link. This implies that when teachers get fully engaged in an activity or task, resulting in a loss of temporal awareness, their work performance is likely to exhibit positive growth. However, it is crucial to acknowledge the presence of other significant factors that influence work performance (Salendab, Ocariza-Salendab & Sanchez, 2023; Sanchez, 2023b; Sanchez, et al., 2024c).

This finding aligns with the research that posited that individuals who are engaged in their jobs exhibit elevated levels of energy, optimism, and enthusiasm. Furthermore, these individuals demonstrate a profound sense of involvement in their tasks, often losing track of time as they immerse themselves in their work. The findings of recent research indicate that work engagement has been positively associated with job performance. The role of job resources is regarded as a mediator of work engagement, particularly in situations where job demands are high. According to Bakker (2009), engaged employees possess a high level of wisdom and actively cultivate strong relationships with their work activities. They perceive themselves as competent in meeting the demands of their job. Furthermore, a study conducted by Sittar (2020) among university educators revealed that there exists a positive correlation between work engagement and the job performance of teachers.

Table 4
Relationship Between Teachers' Engagement and Teachers' Work Performance

Work Performance Indicators	Teachers' Engagement				
	Correlation Coefficient	Description	P - value	Decision	Remarks
Planning and Preparation for Instruction	0.219	Weak and Direct Correlation	< 0.001	Reject Ho	Significant
Classroom Management And Facilitating Student Learning	0.212	Weak and Direct Correlation	< 0.001	Reject Ho	Significant
Professionalism	0.197	Weak and Direct Correlation	< 0.001	Reject Ho	Significant

The association between the teachers' relationships and their work performance is presented in Table 5. The data presented in the table highlights a significant correlation between the mental well-being status of teachers, as assessed through their interpersonal relationships, and their performance in crucial domains such as instructional planning and preparation, classroom management, facilitation of student learning, and professionalism. The significance of this link is attributed to the substantial body of evidence that supports the rejection of the null hypothesis. The decision to reject the null hypothesis is made by considering the observation that the estimated p-



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values for all indicators are lower than the preset significance level of 0.05. Furthermore, the correlation coefficients about each indicator demonstrate a moderate and positive correlation. This implies that when instructors perceive themselves as being liked, supported, and valued by others, there is a higher likelihood of their work performance demonstrating increased levels of excellence (Sanchez, et al., 2024d).

The findings of this study are consistent with the research which demonstrated that a supportive environment fosters healthy interpersonal relationships, leading to improved job performance among teachers. According to Okekeocha and Ezinine (2021), their study revealed a robust and statistically significant correlation between interpersonal ties among teachers and their work performance. This implies that an increase in interpersonal interactions among teachers will result in a statistically significant enhancement of their work performance within educational institutions. This suggests that the enhancement of teachers' work performance within educational institutions is attributed to the amelioration of interpersonal interactions among teachers. The study's findings are consistent with those of Juneja (2015) and Kapur (2018). According to Juneja (2015), interpersonal relationships can be defined as robust connections that exist between individuals who collaborate inside the confines of a shared organizational setting. To achieve optimal performance, colleagues must cultivate a unique and profound connection. Individuals must cultivate harmonious relationships with their colleagues to foster a favorable work environment and promote healthy interpersonal dynamics.

Table 5
Relationship Between Teachers' Relationships and Teachers' Work Performance

Work Performance Indicators	Teachers' Relationships				
	Correlation Coefficient	Description	P - value	Decision	Remarks
Planning and Preparation for Instruction	0.269	Moderate and Direct Correlation	< 0.001	Reject Ho	Significant
Classroom Management And Facilitating Student Learning	0.279	Moderate and Direct Correlation	< 0.001	Reject Ho	Significant
Professionalism	0.276	Moderate and Direct Correlation	< 0.001	Reject Ho	Significant

The association between instructors' meaning and their work performance is presented in Table 6. The data presented in the table highlights a significant correlation between the mental well-being status of teachers, as assessed by their sense of purpose, and their performance in crucial aspects of their work, such as planning and preparing for instruction, managing the classroom, facilitating student learning, and demonstrating professionalism. The significance of this association is established based on the substantial evidence that supports the rejection of the null hypothesis. The determination to reject the null hypothesis is made by considering the observation that the estimated p- p-values for all indicators are lower than the preset significance level of 0.05. Furthermore, the correlation coefficients for each indicator demonstrate a moderate and positive correlation. This implies that as educators progressively express a heightened sense of purpose in their lives, it is probable that their professional performance will demonstrate increased levels of excellence.

This finding is consistent with other research that has suggested that an individual's capacity to derive significance from their work yields significant advantages for both the individual and the employing business. Several studies have indicated that persons who derive a sense of purpose from their work have higher levels of workplace motivation and well-being (Damasio, de Melo, & da Silva, 2013; Steger, Dik, & Duffy, 2012). Additionally, these individuals tend to exhibit better involvement in their work (Fourie & Deacon, 2015). Individuals who exhibit higher levels of professional commitment also tend to demonstrate superior work performance and increased job satisfaction.


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Furthermore, a study conducted by Turner and Thielking (2019) revealed that instructors gained significance in their professional endeavors from many sources. Frequently, these sources would amalgamate to augment teachers' sense of significance. In an alternative approach, teachers would redirect their attention to an alternative source of meaning in instances where one source of meaning was temporarily unavailable. The concept of perceiving meaning in one's job is a well-recognized aspect of an individual's subjective health (Allan, Duffy, & Collisson, 2018; Peterson, Park, & Seligman, 2021; Seligman, 2012; Steger). Therefore, the studies conducted by Duffy, Allan, Austin, and Douglass (2014), and Steger et al. (2012) collectively demonstrate that facilitating individuals in the process of identifying meaning and shaping their work enables them to harness their agentic capacities, resulting in enhanced levels of job satisfaction, productivity, and overall wellbeing.

Table 6
 Relationship Between Teachers' Meaning and Teachers' Work Performance

Work Performance Indicators	Teachers' Meaning				
	Correlation Coefficient	Description	P - value	Decision	Remarks
Planning and Preparation for Instruction	0.410	Moderate and Direct Correlation	< 0.001	Reject Ho	Significant
Classroom Management And Facilitating Student Learning	0.456	Moderate and Direct Correlation	< 0.001	Reject Ho	Significant
Professionalism	0.381	Moderate and Direct Correlation	< 0.001	Reject Ho	Significant

The association between teachers' accomplishments and their work performance is presented in Table 7. The data presented in the table highlights a significant correlation between the mental well-being status of teachers, as assessed by their achievements, and their performance in crucial domains such as instructional planning and preparation, classroom management, facilitation of student learning, and professionalism. The significance of this link is attributed to the substantial body of evidence that supports the rejection of the null hypothesis. The determination to reject the null hypothesis is grounded in the observation that the estimated p-values for all indicators are lower than the preset significance level of 0.05. Furthermore, the correlation coefficients for each indicator demonstrate a moderate and positive correlation. This implies that as educators progressively disclose winning accolades and distinctions, there is a higher probability that their professional performance will demonstrate enhanced quality (Sanchez, Sanchez & Sanchez, 2023; Sanchez, et al., 2022).

This finding is consistent with the research conducted by Shen, Leslie, Spybrook, and Ma (2012), which suggests a favorable correlation between teachers' sense of accomplishment, job satisfaction, and work performance. Educators who possess a heightened feeling of achievement have effective communication skills within their professional environment, hence resulting in enhanced job performance. The aforementioned assertions were corroborated by the findings of a study conducted by Turkoglu, Cansoy, and Parlar (2017), which revealed a favorable correlation between instructors' sense of success and their work performance. This implies that there is a positive correlation between teachers' assessment of their achievement and their work performance.


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Table 7

Relationship Between Teachers' Accomplishment and Teachers' Work Performance

Work Performance Indicators	Teachers' Accomplishment				
	Correlation Coefficient	Description	P - value	Decision	Remarks
Planning and Preparation for Instruction	0.417	Moderate and Direct Correlation	< 0.001	Reject Ho	Significant
Classroom Management And Facilitating Student Learning	0.435	Moderate and Direct Correlation	< 0.001	Reject Ho	Significant
Professionalism	0.437	Moderate and Direct Correlation	< 0.001	Reject Ho	Significant

The association between teachers' physical health and their work performance is presented in Table 8. The data presented in the table highlights a significant correlation between the mental well-being status of teachers, as assessed by their physical well-being, and their performance in crucial domains such as instructional planning and preparation, classroom management, facilitation of student learning, and professionalism. The significance of this link is attributed to the substantial body of evidence that supports the rejection of the null hypothesis. The determination to reject the null hypothesis is made by considering the observation that the estimated p-values for all indicators are lower than the preset significance level of 0.05. Furthermore, the correlation coefficients about each indicator demonstrate a moderate and positive correlation. This implies that when educators progressively indicate higher levels of biological, physical, functional, and psychological resources, it is probable that their job performance will demonstrate increased degrees of excellence.

The findings of this study align with the research conducted by Fiorilli, et al. (2019), which posited that instructors who experience elevated levels of burnout and physical weariness demonstrate diminished performance in their professional settings. The study conducted by Ballantyne J. et al. (2020) produced the same outcomes. The authors emphasized that the duration of one's tenure in the teaching profession has a direct impact on the extent of physical difficulties encountered by instructors, therefore influencing their effectiveness in performing their duties. Furthermore, the study conducted by Benevene et al. (2019) emphasized the impact of additional characteristics, such as positive attachment and dispositional traits, on the physical well-being of teachers. When educators experience feelings of happiness, it has been observed that their overall health conditions tend to improve, thus leading to enhanced performance in their professional duties.

According to Greenberg, Brown, and Abenavoli (2016), it has been observed that teachers experience a decline in work-related performance when they are affected by physical illness and burnout. To fulfill the requirements of their job, educators must maintain high levels of motivation and physical well-being in their professional endeavors. Nevertheless, it is worth noting that a significant number of educators encounter elevated levels of work-related stress, insufficient opportunities for recuperation, and feelings of fatigue (Sandmeier et al., 2017). The health of teachers who are impaired can have significant ramifications, including a decline in the quality of their teaching, a decrease in job satisfaction (Skaalvik and Skaalvik, 2017), an increased likelihood of intending to leave the profession (Skaalvik and Skaalvik, 2017), and a reduction in students' academic performance (Klusmann et al., 2016). Therefore, the well-being of teachers is a crucial prerequisite for fulfilling the educational mission. The promotion and preservation of teachers' well-being is a significant issue that educational institutions are currently grappling with.


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Table 8

Relationship Between Teachers' Physical Health and Teachers' Work Performance

Work Performance Indicators	Teachers' Physical Health				
	Correlation Coefficient	Description	P - value	Decision	Remarks
Planning and Preparation for Instruction	0.347	Moderate and Direct Correlation	< 0.001	Reject Ho	Significant
Classroom Management And Facilitating Student Learning	0.270	Moderate and Direct Correlation	< 0.001	Reject Ho	Significant
Professionalism	0.303	Moderate and Direct Correlation	< 0.001	Reject Ho	Significant

The association between teachers' mindset and their work performance is presented in Table 9. The data presented in the table highlights a significant correlation between the mental well-being status of teachers, as assessed by their mindset, and their performance in crucial domains such as instructional planning and preparation, classroom management, facilitation of student learning, and professionalism. The significance of this link is attributed to the substantial body of evidence that supports the rejection of the null hypothesis. The decision to reject the null hypothesis is made by considering the estimated p-values for all indicators, which are found to be lower than the preset significance level of 0.05. Furthermore, the correlation coefficients associated with each indication demonstrate a moderate and positive correlation. This implies that when educators increasingly express positive and forward-looking perspectives, it is probable that their professional performance will demonstrate higher levels of quality.

This finding is associated with the research conducted by Carol Dweck, a psychologist at Stanford University. The individual referred to the significance of mentality in discerning the origins of our skills and examining the facets that are amenable to enhancement. The role of mindset is crucial in facilitating the enhancement of an individual's job abilities and subsequent improvement in work performance. According to Morehead (2012), those with a fixed mindset tend to experience a sense of apprehension toward failure, perceiving it as a reflection of their worth. Conversely, individuals with a growth mindset view failure as a chance to enhance their skills and acquire knowledge.

According to Zeng et al. (2019), there is a predicted relationship between teachers' development mindset and their work performance. It is suggested that instructors who possess a growth mindset are more inclined to actively participate in their teaching activities on both emotional and cognitive levels, leading to enhanced overall well-being. Meanwhile, teacher grit, which can be understood as the tenacity and passion exhibited by teachers in carrying out their instructional activities despite facing various hurdles (Maiers and Sandvold, 2017), is expected to cultivate motivation among individuals, hence enhancing their accomplishments (Elahi Shirvan et al., 2021). Individuals who exhibit higher levels of grit, characterized by consistent interests and perseverant efforts, may have increased opportunities for success. Moreover, persons with a higher level of grit have a constructive growth mentality, which in turn facilitates the continued cultivation of pleasurable experiences (Hill et al., 2016). According to Suzuki et al. (2015), grit has been identified as a significant factor influencing both work engagement and performance. This finding aligns with the results obtained in the present study.


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Table 9

Relationship Between Teachers' Mindset and Teachers' Work Performance

Work Performance Indicators	Teachers' Mindset				
	Correlation Coefficient	Description	P - value	Decision	Remarks
Planning and Preparation for Instruction	0.301	Moderate and Direct Correlation	< 0.001	Reject Ho	Significant
Classroom Management And Facilitating Student Learning	0.343	Moderate and Direct Correlation	< 0.001	Reject Ho	Significant
Professionalism	0.359	Moderate and Direct Correlation	< 0.001	Reject Ho	Significant

The association between teachers' work environment and their work performance is presented in Table 10. The data presented in the table highlights a significant correlation between the mental well-being status of teachers, as assessed through their work environment, and their performance in crucial domains such as instructional planning and preparation, classroom management, facilitation of student learning, and professionalism. The significance of this link is attributed to the substantial body of evidence that supports the rejection of the null hypothesis. The determination to reject the null hypothesis is made by considering the observation that the estimated p-values for all indicators are lower than the preset significance level of 0.05. Furthermore, the correlation coefficients for the two indicators demonstrate a modest and positive association. This implies that when teachers perceive improved access to natural light, fresh air, physical safety, and a favorable work environment, it is probable that their job performance will demonstrate a higher level of quality. Regarding the planning and preparation for instruction, it is worth considering other significant factors that may influence the process.

The findings of Aladetan's (2023) study on teachers indicate a notable correlation between the geographical location of schools and the performance of instructors in their profession. There exist various aspects that have an impact on the performance of teachers, including reward systems, safety measures, interpersonal interactions, and working environment circumstances. According to Schultz, as cited in Kuncoro and Dardiri (2017), the issues about the working environment, encompassing workplace conditions, physical conditions, and psychological conditions, have consistently been identified as influential factors contributing to teachers' subpar instructional effectiveness. The working environment was identified as a contributing factor to the subpar performance of instructors in the teaching and learning process. An environment that is conducive to work can offer teachers a sense of comfort and security, thereby promoting productivity. Furthermore, teachers inside educational institutions have the potential to enhance their performance by cultivating a conducive working atmosphere.

Suboptimal physical conditions, such as increased noise levels, excessive chalk dust, inadequate ventilation, and aeration, and insufficient illumination in educational settings, negatively impact teachers' performance in fulfilling their professional responsibilities. According to the study conducted by Rahmawanti, Swasto, and Prasetya (2014), there is a substantial relationship between the physical working environment and teacher performance. The findings of concurrent tests indicate that both the physical and non-physical working environments exert a substantial impact on teacher performance. In contrast to the findings of the present study, Handayani (2017) reported a favorable and statistically significant relationship between education and training, motivation, and working environment with performance. However, it can be argued that the working environment had a limited impact on the performance of teachers in State Vocational High Schools in Banyuasin Regency. One theory posits that the performance of teachers might be influenced by their surroundings. Educators exhibit a high level of concern towards their professional surroundings, encompassing both individual comfort and the facilitation of optimal job performance. The


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performance of teachers is influenced by the working environment, encompassing both physical and non-physical aspects.

Table 10

Relationship Between Teachers' Environment and Teachers' Work Performance

Work Performance Indicators	Teachers' Environment				
	Correlation Coefficient	Description	P - value	Decision	Remarks
Planning and Preparation for Instruction	0.247	Weak and Direct Correlation	< 0.001	Reject Ho	Significant
Classroom Management And Facilitating Student Learning	0.287	Moderate and Direct Correlation	< 0.001	Reject Ho	Significant
Professionalism	0.335	Moderate and Direct Correlation	< 0.001	Reject Ho	Significant

The association between the level of economic security experienced by teachers and their work performance is presented in Table 11. The data presented in the table highlights a significant correlation between the mental well-being of teachers, as assessed by their financial stability, and their performance in crucial aspects of their work, such as planning and preparing for instruction, managing the classroom, promoting student learning, and demonstrating professionalism. The significance of this link is attributed to the substantial body of evidence that supports the rejection of the null hypothesis. The determination to reject the null hypothesis is grounded in the observation that the computed p-values for all indicators are lower than the pre-established significance level of 0.05. Furthermore, the correlation coefficients between the two indicators demonstrate a tenuous and positive correlation. This implies that when educators progressively indicate a heightened sense of financial security, it is probable that their professional performance will demonstrate a higher level of proficiency. However, it is crucial to acknowledge the potential influence of other significant factors. In terms of instructional planning and preparation, there exists a modest and positive association indicating that as teachers experience increased economic security, their work performance is more likely to demonstrate improvement.

This finding is consistent with the research conducted by Nadeem, Rana, Lone, Maqbool, Naz, and Ali (2012) which posited that the low socio-economic position of teachers has an impact on their performance. According to Rosmanida, Citra Yeni, Esi Delfa Kurinia, Reskina, Irmu Ningsih, and Safrudin (2022), the inadequate remuneration received by instructors sometimes leads them to seek additional employment opportunities instead of focusing on enhancing their teaching abilities. As a consequence, the performance of instructors in their country was of substandard quality. It has also been determined that compensation, particularly in the form of material remuneration such as income and salary, holds significant importance for teachers, as it serves as an indicator or gauge of the intrinsic worth of their professional contributions. In contrast, the limited level of remuneration may have an impact on the teacher's professional efficacy, drive, and overall job contentment. When instructors are appropriately and accurately remunerated, they are likely to experience job satisfaction and be incentivized to pursue organizational objectives. Nonetheless, if the remuneration offered is insufficient or unsuitable, the teacher's job performance, motivation, and job contentment will diminish. In the previous decade, significant reforms were implemented in Ecuador and Brazil about the remuneration of teachers. These reforms have been credited with contributing to substantial improvements in literacy rates, which can be linked to the enhanced performance of teachers in these countries.

This finding, however, contradicts the assertions made by David Evans (2019) in one of his scholarly works. The individual reported the findings of research conducted in Uruguay, in which the remuneration of educators was augmented by 25%. This had a minimal effect on the performance of teachers and the learning outcomes of


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students. Accordingly, Madarang (2013) reported in an article for PhilStar Global that despite receiving inadequate salaries, educators remained committed to delivering their utmost efforts. This is due to their perception of teaching as a vocation rather than a career.

Table 11

Relationship Between Teachers' Economic Security and Teachers' Work Performance

Work Performance Indicators	Teachers' Economic Security				
	Correlation Coefficient	Description	P - value	Decision	Remarks
Planning and Preparation for Instruction	0.336	Moderate and Direct Correlation	< 0.001	Reject Ho	Significant
Classroom Management And Facilitating Student Learning	0.234	Weak and Direct Correlation	< 0.001	Reject Ho	Significant
Professionalism	0.121	Weak and Direct Correlation	< 0.001	Reject Ho	Significant

Conclusions and Recommendations

The respondents have high-functioning mental well-being for the majority of the mental well-being indicators. Furthermore, teachers demonstrate an outstanding performance in most of the indicators for teachers' work performance. Moreover, there is a significant relationship between teachers' well-being status and teachers' work performance.

While teachers' mental well-being status, particularly their sense of purpose, received the highest rating among several indicators of mental health, it is imperative for schools to ensure and continue the provision of opportunities for teachers to derive meaning from their jobs. A thorough examination of the curriculum could be done regularly for the teachers to maintain engaging their students in personally significant activities. Moreover, continuously providing educators with avenues for professional development could potentially enhance their perception of job significance.

In terms of the economic security of teachers, which has been assigned the lowest rating, although still at the normal level, school administrators may reassess the remuneration provided to their staff members annually. Schools may implement better strategies to encourage exceptional achievements, remunerate educators based on their proficiency and educational accomplishments, enhance the competitiveness of benefits, and establish a loan program featuring negligible to zero interest rates.

Mentoring holds significant importance not just for novice educators but also for experienced practitioners. It is recommended that educational institutions may continue to provide a structured framework for implementing both horizontal and vertical mentoring systems among their faculty members. Subject Area Supervisors/Coordinators should carry on actively engaging the teachers in self-improvement endeavors aimed at enhancing their subject-specific expertise and proficiency in the instructional methods employed within their respective disciplines.

The promotion of early planning may continue to be a priority for school management to instill an understanding of its advantages among employees. This measure will serve to mitigate the occurrence of undue stress and last-minute cramming among educators. As a result, this may lead to an increased occurrence of pleasant feelings experienced by teachers daily, as they possess a sense of assurance in their readiness and preparedness for their tasks.

The school administration may continue to prioritize the implementation of an annual retreat, particularly at the commencement of the academic year, to reignite the teachers' sense of purpose in their vocation. Monthly spiritual activities might also be organized for employees to serve as a reminder of the profound reason behind their work.



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The issuance of a health card may remain permanent for it holds significant importance within the teaching profession. The school administration may provide teachers the opportunity to include their dependents for a nominal cost. In certain cases, educational institutions may opt to provide annual medical reimbursements to teachers, thereby alleviating the burden of additional expenses in the event of illness.

Creating opportunities for teachers to engage with nature in various locations within the National Capital Region is a significant challenge. Nevertheless, the provision of a suitable workstation that is adequately illuminated, aesthetically pleasing, and well-maintained would be sufficient to enable teachers to do their duties effectively and enhance their productivity. The administration may be able to maintain this physical work environment for their employees.

School administration may ensure that the remuneration provided to teachers is sufficiently competitive to meet their financial requirements within the urban context. Further examination should be conducted about the incentives and rewards that can act as supplementary sources of motivation for teachers to enhance their performance. To mitigate teacher turnover and attract high-quality educators, private schools must align their wage and benefit packages with those offered in the public sector.

Overall, the school administrators may be able to maintain the existing policies that they have that are seemingly working for their respective schools.

It is strongly recommended that a complementary study be undertaken in public schools and non-sectarian private schools to further investigate the subject matter at hand. Significant variations in work experience can lead to divergent outcomes. Additionally, it would be advantageous to comprehensively document the subjective experiences or the qualitative aspects and viewpoints of educators about their mental well-being and professional efficacy.

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