

The Interplay Between Health and Welfare and the Professional Effectiveness and Quality of Life of Elementary School Teachers in Muntinlupa City

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ABSTRACT

This study examined the interplay between health and welfare and the professional effectiveness and quality of life of public elementary school teachers in Muntinlupa City. It specifically measured teachers' physical health, mental health, emotional well-being, working conditions, financial and benefits support, social support, job performance, and quality of life. A descriptive-correlational research design was used with 146 public elementary school teachers from selected schools in Districts I and II of Muntinlupa City, selected through stratified random sampling. Data were collected through structured questionnaires consisting of self-made, adapted, and adopted instruments; job performance indicators were adapted from the Individual Performance Commitment and Review Form (IPCRF), while quality of life was measured using the WHOQOL framework.

Frequency, percentage, weighted mean, and Pearson Product-Moment correlation coefficient were used for data analysis. Findings showed generally satisfactory levels of physical health (WM = 3.00), mental health (WM = 3.01), emotional well-being (WM = 2.99), working conditions (WM = 2.99), financial and benefits support (WM = 2.99), social support (WM = 3.03), job performance (WM = 3.01), and quality of life (WM = 2.98), all interpreted as Agree. Pearson correlation results showed no significant relationships between teachers' health variables, working conditions, financial and benefits support, and job performance or quality of life ($p > .05$). However, social support was significantly related to quality of life ($r = -0.179$, $p = .030$), emphasizing the importance of collegial and administrative support in teacher well-being. Based on the findings, a Teacher Support Enhancement Program (TSEP) was proposed to strengthen teacher support systems, improve quality of life, and sustain professional effectiveness.

Keywords: *educational management, elementary school teachers, health, job performance, quality of life, teacher welfare*

INTRODUCTION

Teacher health and welfare are essential conditions for sustaining professional effectiveness and well-being in public elementary schools. Teachers' physical health, mental health, and emotional well-being influence their energy, coping capacity, classroom engagement, and ability to perform instructional and professional responsibilities. Welfare conditions, including work environment, financial and benefits support, and social support, also shape how teachers respond to workload, administrative tasks, and the demands of daily teaching. In public schools, teachers often face shortages in equipment and resources, extended working hours, administrative duties, and emotional strain, which may affect their work performance and quality of life.

The teaching profession in the Philippine basic education context requires teachers to balance instruction, classroom management, documentation, professional development, and community engagement. In this setting, teacher well-being becomes both an individual and institutional concern. Prior studies have linked work overload, stress, burnout, and weak institutional support to lower job satisfaction, reduced engagement, and decreased quality of life among teachers (Abocejo & Padua, 2020; Madigan & Kim, 2021; Panuelos & Pili, 2024). Conversely, supportive school environments, wellness programs, manageable workload, and positive social relationships have been associated with teacher morale, resilience, and professional commitment (Collie, 2022; Kurtuluş et al., 2023; Maarefvand & Shafiabady, 2024).

Despite growing attention to teacher well-being, limited local evidence simultaneously examines teachers' health and welfare in relation to both job performance and quality of life among public elementary school teachers in Muntinlupa City. Previous studies have often focused on separate dimensions such as stress, burnout, workload, job satisfaction, or wellness programs. This study addressed that gap by examining teachers' physical, mental, and emotional health; working conditions; financial and benefits support; and social support as these relate to job performance and quality of life.

The study was anchored on the Job Demands-Resources (JD-R) Theory, which explains how job demands and job resources influence employee well-being and performance (Bakker & Demerouti, 2007). In the present study, teachers' health and welfare were treated as job resources that may help teachers cope with professional demands and sustain effective performance. The study therefore aimed to determine whether significant relationships exist between teachers' health and welfare and their job performance and quality of life among public elementary school teachers in Muntinlupa City.

Literature Review

Teachers' health and professional well-being

Teachers' health includes physical, mental, and emotional conditions that influence their ability to perform classroom and professional duties. Physical strain, fatigue, and workload-related pressures have been reported to affect classroom effectiveness and productivity (Manuel & Ong, 2019). Garcia and Weiss (2019) emphasized that supportive school environments and manageable workloads contribute to teacher well-being and engagement, while OECD (2019) reported that positive school climates influence satisfaction, retention, and professional well-being.

Mental and emotional well-being are equally important in sustaining teacher effectiveness. Work overload has been linked to the quality of life of Filipino public school teachers (Abocejo & Padua, 2020), while work-life balance has been associated with teachers' health and well-being (Mensah & Adjei, 2020). Madigan and Kim (2021) noted that teacher burnout can negatively influence engagement, motivation, and job satisfaction. Emotional intelligence, resilience, and social support can help teachers maintain positive psychological functioning and cope with stress (Kamboj & Garg, 2021; Kurtuluş et al., 2023).

Recent literature continues to emphasize the need for wellness programs and institutional support. The Department of Education (2023), through the MATATAG Agenda, highlighted the importance of strengthening teacher support systems and reducing work-related stress. Studies by Panuelos and Pili (2024), Ogakwu et al. (2024), and Maarefvand and Shafiabady (2024) indicate that stress management interventions and wellness programs may improve teachers' emotional well-being, occupational wellness, and professional involvement.

Teachers' welfare, workload, and institutional support

Teacher welfare concerns the working conditions, financial and benefits support, and social support that enable teachers to manage professional demands. Supportive work settings and manageable workloads have been linked to higher teacher productivity, morale, and satisfaction (Garcia & Weiss, 2019; OECD, 2019). In the Philippine context, DepEd (2020) recognized the need to balance teachers' instructional and administrative tasks, particularly as teachers face expanding responsibilities in school operations.

Financial and benefits support also form part of teacher welfare. Domingo and Salazar (2020) indicated that financial difficulties can influence teachers' motivation and professional effectiveness, while Salvador and De Castro (2023) linked financial support and institutional assistance with morale and life satisfaction. Although salary and benefits alone may not fully determine teacher effectiveness, they remain important in understanding teachers' security, motivation, and overall welfare.

Social support has emerged as a major resource in teacher well-being. Labrague and Ballad (2021) emphasized that social support improves psychological well-being and occupational resilience, while Kurtuluş et al. (2023) described its positive influence on work-life balance and psychological functioning. Supportive leadership and positive school climates likewise contribute to teacher morale, commitment, and retention (Navarro & Santos, 2021; Valdez & Castillo, 2023).

Job performance and quality of life

Job performance among teachers involves instructional delivery, classroom management, completion of assigned responsibilities, and adherence to professional standards. In the Philippine public school system, the Individual Performance Commitment and Review Form (IPCRF), under the Results-Based Performance Management System (RPMS), is commonly used to evaluate teaching responsibilities and professional competence. This study adapted job performance indicators from the IPCRF to measure teachers' perceived professional effectiveness.

Quality of life refers to teachers' overall perception of well-being, satisfaction, work-life balance, and ability to maintain personal and professional functioning. The World Health Organization Quality of Life (WHOQOL) framework provides a basis for assessing well-being and life satisfaction across physical, psychological, social, and environmental dimensions (World Health Organization, 1996). In teaching, quality of life may be affected by workload, rest and relaxation, emotional demands, social support, and job satisfaction.

The reviewed literature suggests that teacher health, welfare, job performance, and quality of life are related but not always directly associated. The JD-R Theory helps explain this possibility by showing that job resources may buffer job demands rather than produce direct effects in all outcomes. Thus, health and welfare may support coping, stability, and well-being even when statistical relationships with job performance are weak or non-significant.

Conceptual Framework

The conceptual framework identifies teachers' profile, health, and welfare as the independent variables and job performance and quality of life as the dependent variables. Teachers' health includes physical health, mental health, and emotional well-being, while teacher welfare includes working conditions, financial and benefits support, and social support. The framework assumes that variations in teachers' health and welfare may be associated with variations in job performance and quality of life, while the findings serve as the basis for the proposed Teacher Support Enhancement Program.

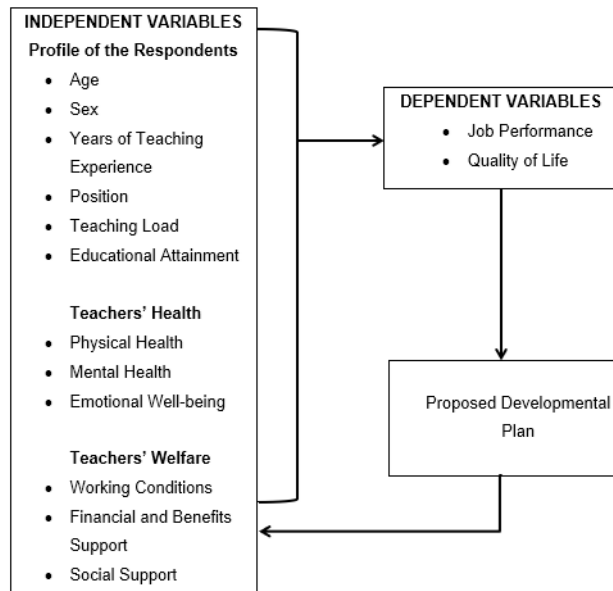


Figure 1. Conceptual Framework of the Study
Showing the Relationship Between Teachers' Health and Welfare and Their Job Performance and Quality of Life

METHODS

Research Design

The study used a descriptive-correlational research design. The descriptive component determined the levels of teachers' health, welfare, job performance, and quality of life, while the correlational component examined whether significant relationships existed between teachers' health and welfare and their job performance and quality of life. The variables were not manipulated, and relationships were tested at the 0.05 level of significance.

Research Locale

The study was conducted in selected public elementary schools in Muntinlupa City, National Capital Region, Philippines. The schools were located across Districts I and II and represented different school sizes, resources, facilities, and teaching staff profiles, making the locale appropriate for assessing teacher health, welfare, professional effectiveness, and quality of life.

Participants and Sampling Technique

The respondents were 146 public elementary school teachers selected from a population of 164 teachers in 14 selected public elementary schools in Districts I and II of Muntinlupa City. Stratified random sampling was used to ensure proportional representation by district, followed by simple random sampling within each stratum. Teachers who were actively teaching during the data collection period were included, while those on leave or assigned only to administrative duties were excluded.

Table 1. *Distribution of teacher-respondents by district.*

District	Number of Schools	Total Number of Teachers	Teacher-Respondents
District I - Elementary	7	94	86
District II - Elementary	7	70	60
Total	14	164	146

Research Instrument

A structured survey questionnaire was used as the main data-gathering instrument. It contained six parts: demographic profile, health, welfare, job performance, quality of life, and open-ended questions. Health and welfare sections were self-made and literature-guided, job performance indicators were adapted from the IPCRF/RPMS, and quality of life items were adopted and modified from the WHOQOL-BREF. A four-point Likert scale was used for health, welfare, job performance, and quality-of-life items, with responses ranging from Strongly Agree to Strongly Disagree.

The instrument was content-validated by experts in educational research and related fields. Revisions were made based on validators' comments. Pilot testing was conducted among public elementary school teachers who were not part of the main respondents. Cronbach's alpha was computed to determine reliability, and the instrument obtained a reliability coefficient of 0.867 across 48 items, indicating good internal consistency.

Data Gathering Procedure

Data gathering began after ethical clearance was secured from the World Citi Colleges Research Ethics Committee and permission was obtained from the Schools Division Office of Muntinlupa City and the concerned school principals. The survey was administered through Google Forms. Respondents were informed of the purpose of the study, procedures, voluntary participation, and right to withdraw. Completed responses were retrieved, checked for completeness, coded, and prepared for statistical analysis.

Data Analysis

Frequency and percentage were used to describe the demographic profile of the respondents. Weighted mean and standard deviation were used to determine the levels of teachers' health, welfare, job performance, and quality of life. Pearson Product-Moment correlation coefficient was used to test the relationships between teachers' health and job performance, teachers' health and quality of life, teachers' welfare and job performance, and teachers' welfare and quality of life. The level of significance was set at 0.05.

Ethical Consideration

The study complied with ethical standards for research involving human participants. Ethical clearance was granted under Protocol Code 0124202603-VingnoS01. Informed consent was obtained from the respondents before participation. No identifying information was reported, and all responses were used solely for research purposes. Data were kept confidential and securely stored in accordance with the Data Privacy Act of 2012 (Republic Act No. 10173).

RESULTS AND DISCUSSION

Demographic Profile of the Respondents

The respondents were predominantly female teachers, with 93 females (63.7%) and 53 males (36.3%). District I accounted for 86 respondents (58.9%), while District II accounted for 60 respondents (41.1%). The largest age group was 43-47 years old with 28 respondents (19.2%), followed by 53-57 years old with 27 respondents (18.5%). In terms of teaching experience, the largest group had 4-6 years of experience (22.6%), while 16 years and above represented 21.2%. Most respondents were Teacher II (34.2%), followed by Teacher I (27.4%) and Master Teacher I-IV (24.7%). More than half of the teachers reported six teaching loads (52.7%). Educational attainment showed that most respondents had master's units (34.9%), followed by bachelor's degree holders (33.6%) and master's degree holders (31.5%).

Table 2. *Summary of the demographic profile of respondents.*

Profile Variable	Highest/Key Category	f	%
Sex	Female	93	63.7
District	District I	86	58.9
Age	43-47 years old	28	19.2
Years of Experience	4-6 years	33	22.6
Teaching Position	Teacher II	50	34.2
Teaching Load	6 teaching loads	77	52.7
Educational Attainment	With masteral units	51	34.9

Levels of Teachers' Health and Welfare

The results show that teachers generally reported satisfactory levels of health and welfare. Physical health obtained an overall weighted mean of 3.00, mental health 3.01, and emotional well-being 2.99, all interpreted as Agree. These results indicate that respondents perceived themselves as generally able to cope with daily teaching responsibilities, although some experiences of stress, fatigue, and feeling overwhelmed were present.

For teacher welfare, working conditions and financial and benefits support both obtained an overall weighted mean of 2.99, while social support obtained the highest welfare mean of 3.03. These results suggest that teachers generally perceived their work environment, financial and benefits support, and social relationships as satisfactory. However, the relatively lower scores on workload manageability, financial security, and sense of belonging indicate areas requiring stronger institutional attention.

Table 3. *Summary of teachers' health and welfare levels.*

Variable	Dimension	Weighted Mean	SD	Interpretation
Health	Physical Health	3.00	.72	Agree
Health	Mental Health	3.01	.74	Agree
Health	Emotional Well-being	2.99	.70	Agree
Welfare	Working Conditions	2.99	.70	Agree
Welfare	Financial and Benefits Support	2.99	.70	Agree
Welfare	Social Support	3.03	.72	Agree

Levels of Job Performance and Quality of Life

The respondents perceived job performance obtained an overall weighted mean of 3.01, interpreted as Agree. The highest item was classroom management ($M = 3.10$), while active participation in school activities obtained the lowest mean ($M = 2.90$). This indicates that teachers generally perceived themselves as able to perform instructional and professional responsibilities satisfactorily, although participation in additional school activities may be affected by workload and other professional demands.

Quality of life obtained an overall weighted mean of 2.98, interpreted as Agree. The highest item was satisfaction with work-life balance ($M = 3.03$), while the lowest item was having enough time for rest and relaxation ($M = 2.91$). This suggests that teachers generally perceived their quality of life as satisfactory, but rest and recovery remain important concerns that may influence long-term well-being.

Table 4. *Summary of job performance and quality-of-life results.*

Outcome Variable	Highest Item	Mean	Lowest Item	Mean	Overall, WM	Interpretation
Job Performance	I manage my classroom efficiently.	3.10	I actively participate in school activities.	2.90	3.01	Agree
Quality of Life	I am satisfied with my work-life balance.	3.03	I have enough time for rest and relaxation.	2.91	2.98	Agree

Relationships between Health, Welfare, Job Performance, and Quality of Life

Pearson correlation results showed no significant relationship between teachers' health variables and job performance or quality of life. Physical health, mental health, and emotional well-being all had p-values greater than 0.05 in relation to job performance and quality of life. These findings indicate that, in this sample, teachers' health indicators were not statistically associated with perceived job performance or quality of life.

For teacher welfare, working conditions and financial and benefits support were not significantly related to either job performance or quality of life. Social support was not significantly related to job performance ($r = .143, p = .086$), but it was significantly related to quality of life ($r = -.179, p = .030$). Although the reported coefficient is weak and negative, the statistically significant result identifies social support as the only welfare dimension associated with quality of life. This finding supports the importance of collegial relationships, administrator support, and workplace belongingness in teacher well-being.

Table 5. Correlation results between teachers' health and welfare and the outcome variables. Note. $*p < .05$.

Predictor	Job Performance r	p-value	Quality of Life r	p-value	Decision
Physical Health	-.034	.684	-.074	.377	Not significant
Mental Health	-.038	.652	.038	.651	Not significant
Emotional Well-being	-.071	.391	-.087	.299	Not significant
Working Conditions	-.011	.894	.055	.510	Not significant
Financial and Benefits Support	-.038	.645	-.114	.171	Not significant
Social Support	.143	.086	-.179*	.030	Significant for quality of life only

Qualitative Themes from Open-Ended Responses

The open-ended responses enriched the quantitative results by showing the specific teacher experiences behind the numerical findings. Teachers described heavy workload and paperwork, physical and mental fatigue, work-life balance challenges, the importance of social support, and the need for wellness and administrative support. These themes confirm that even when teachers report generally satisfactory health, welfare, job performance, and quality of life, underlying concerns related to workload, fatigue, and limited rest remain present.

Table 6. Summary of qualitative themes from open-ended responses.

Theme	Teacher Responses	Interpretation
Heavy workload and paperwork	Teachers reported excessive paperwork, multiple teaching responsibilities, and extended working hours.	Workload-related stress and fatigue affected well-being and work-life balance.
Physical and mental fatigue	Respondents shared physical exhaustion, stress, and emotional strain caused by teaching demands.	Teachers experienced physical and mental challenges linked to professional responsibilities.
Work-life balance challenges	Teachers expressed difficulty balancing work and personal life because of demands beyond school hours.	Work demands reduced opportunities for rest, recovery, and personal activities.
Importance of social support	Teachers emphasized support from colleagues, administrators, and family members.	Social support contributed to motivation, coping, and quality of life.
Need for wellness and administrative support	Teachers recommended wellness programs, manageable workload, and supportive leadership.	Stronger support systems may improve welfare and professional effectiveness.

Proposed Teacher Support Enhancement Program

Based on the findings, the Teacher Support Enhancement Program (TSEP) was proposed to strengthen social support, wellness, collaboration, and workplace support systems. The program responds to the significant relationship between social support and quality of life and to qualitative concerns about fatigue, workload, and the need for stronger administrative support. The proposed program is aligned with the JD-R Theory because it treats social and organizational support as key job resources that may help teachers manage work demands.

Table 7. *Proposed Teacher Support Enhancement Program (TSEP) action matrix.*

Program Component	Key Activities	Responsible Persons	Expected Output
Workload and paperwork support	Review non-instructional tasks, streamline documentation, and schedule workload-management meetings.	School heads, master teachers, teachers	More manageable workload and reduced paperwork-related stress
Social support strengthening	Conduct peer mentoring, teacher support circles, and collegial sharing sessions.	School heads, guidance/designated wellness focal persons	Improved collegial support and sense of belonging
Wellness and stress management	Organize wellness breaks, stress-management sessions, and referral pathways for counseling support.	SDO, school heads, health/wellness coordinators	Improved coping, emotional well-being, and rest practices
Professional collaboration	Use LAC sessions for sharing teaching strategies, classroom management practices, and peer problem-solving.	School heads, LAC coordinators, teachers	Improved professional support and teaching confidence
Monitoring and evaluation	Use participation records, feedback surveys, and periodic well-being check-ins.	School heads, SDO personnel, program coordinators	Evidence for improving program implementation and sustainability

CONCLUSION

The study concludes that public elementary school teachers in Muntinlupa City generally reported satisfactory levels of health, welfare, job performance, and quality of life. Their physical health, mental health, emotional well-being, working conditions, financial and benefits support, and social support were all interpreted as Agree, suggesting that teachers perceived themselves as capable of managing their professional responsibilities while maintaining acceptable well-being.

The findings further indicate that teachers' job performance and quality of life were generally satisfactory. However, areas such as workload manageability, financial security, workplace belongingness, and time for rest and relaxation require attention. These areas show that teacher effectiveness is not only a matter of instructional competence but also of support systems that sustain well-being.

Correlation results showed that health variables, working conditions, and financial and benefits support were not significantly related to job performance or quality of life. Social support was the only welfare dimension significantly related to quality of life. This result highlights the importance of collegial relationships, administrative support, and positive school climate in sustaining teacher well-being. The proposed Teacher Support Enhancement Program provides a practical response to strengthen support systems and improve teachers' quality of life.

Recommendation

The Department of Education and the Schools Division Office may strengthen teacher wellness initiatives that address physical, mental, and emotional well-being, stress management, and work-life balance. Programs should be continuous, accessible, and responsive to teacher workload conditions.

School administrators may review workload distribution, paperwork requirements, and additional responsibilities to reduce stress and fatigue. Since workload manageability received one of the lower mean scores, school-level mechanisms for streamlining tasks and protecting teachers' rest time should be considered.

School leaders may intensify efforts to strengthen social support and positive school climate. Peer mentoring, support groups, teacher circles, and collegial collaboration may help increase belongingness and motivation, particularly because social support was significantly related to quality of life.

Local government units and education stakeholders may explore additional financial, health, and wellness support programs for teachers. Such support may help address concerns related to financial security and overall quality of life.

The proposed Teacher Support Enhancement Program may be implemented and monitored through teacher feedback, participation records, and periodic well-being assessments. Future researchers may include additional variables such as burnout, coping mechanisms, organizational commitment, family-related factors, and institutional policies. They may also use larger samples, include private and secondary schools, and apply mixed-methods designs to further validate and expand the findings.

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