

Professional Well-Being Of Public School Teachers Amidst Pandemic: Basis For Psycho-Social Support Program

John Florentino E. Echon EdD

Master Teacher I, Lipay National High School
DepEd Zambales, Philippines
johnflorentino.echon@deped.gov.ph

Abstract: *The study aimed to determine professional wellbeing of public-school teachers in Zambales. The study used descriptive quantitative research approach and utilized simple random sampling technique. Four hundred forty-seven (n=447) public secondary school teachers of the Schools Division Zambales were selected as respondents for this study. Results indicate that majority of the respondents are female, in their early adulthood stage, with MA units, Teacher I and with adequate years in service. In terms of the professional wellbeing of teachers, the teacher-respondents perceived their professional well-being as “Strongly Agree” that indicates high level of teachers’ professional well-being. In terms of the significant difference of professional wellbeing of teachers when the respondents are grouped according to profile variables, the study revealed that there was a significant difference on the professional well-being of teachers as to Professional Development when respondents are grouped according to age and educational attainment; significant as to Positive Relation with Colleagues when grouped according to educational attainment; and significant as to Autonomy in Professional Activities when grouped according to sex. The proposed psycho-social wellness program has been developed to address the findings of the study as to teachers’ professional development, professional self-esteem, positive relation with colleagues, and autonomy in professional activities of teachers. Based on the summary of findings and the conclusions arrived at, the researcher offered the following recommendations such as greater involvement of teachers in their professional development goal setting and making decisions must be harness by the school head through integration of various leadership styles and strategies. School principals are also encouraged to consistently demonstrate respect, acceptance, and care toward all teachers, especially novice teachers, regardless of their backgrounds and past or present behavior. Embedding self-care activities to improve the mental health and professional well-being activities for teachers must also be conducted such as but not limited to physical activity, catching up with co-teachers, and setting boundaries around work. Team-building activities geared towards building positive colleagues’ relationship may be conducted quarterly. Short-term courses, workshops and other training opportunities be developed and implemented, as part of the continuous professional development of principals, to empower principals with the knowledge and skills regarding interpersonal relationship and the influence it has on teachers’ professional well-being. Future researchers should conduct a follow-up study with in-depth and wider in scope to validate the findings obtained in the study.*

Keywords: professional well-being of teachers, pandemic, professional development, psycho-social program

1. INTRODUCTION

The abrupt changes in educational landscape brought about by pandemic forced the education sector to shift into remote and distance learning. However, with the recent development in decreasing COVID cases, the education sector is now gradually transitioning into limited face-to-face classes. Many teachers felt burnout and fatigue along with this transition because the global pandemic left everyone, including teachers, nothing but to embrace the new normal. It is undeniable that the pandemic has not only affected the mental state of students (Cachón-Zagalaz et al., 2020) since teachers have also accumulated a high level of stress since the beginning of the crisis. Recent studies have pointed out that during lockdown, teachers have suffered stress from having to adapt (in record time) to provide online classes and other forms of learning modalities (Besser et al., 2020). This situation gives rise to the

importance of assessing the well-being of teachers. Well-being can be defined as physically and psychologically being healthy (Yildirim, 2014). It is a personal state which is affected by every interaction and experience encountered by individual (Rath & Harter, 2010). Existing literature cited the importance of teachers’ well-being as evident in several research (Reckmeyer, 2012; Yildirim, 2014; Liebowitz, & Porter, 2019). The pandemic had also highlighted the importance of teacher’s wellbeing in the delivery of quality education and even gave emphasis the importance of psycho-social support program in maintaining the well-being of teachers. According to Lyubomirsky, King, & Diener (2005), the teacher’s well-being, in turn, may directly affect outcomes such as school performance and success.

Hence, there is really a need to highlight the importance of well-being towards attaining efficiency at work. At present, there are relatively few studies that focused on determining the teachers' well-being in public schools. There is a knowledge gap about the prevailing teacher's wellbeing in times of global health crisis. Hence, this research study will provide new insights, perspectives and views about this matter which will be added to the body of knowledge. This study will provide further understanding on how school leaders in Zambales can help in maintaining and improving the professional well-being of teachers. The findings of this study will also create opportunities for school principals to refine their managerial and leadership practices to be most effective when interacting with teachers especially now that we are dealing with a global health crisis. Furthermore, findings of this study will give inputs for psychosocial support program among teachers in the Division of Zambales.

2. LITERATURE REVIEW

2.1 Professional Well Being of teachers

A teacher, like any person or profession, has their well-being affected by many aspects of daily life. Some examples of teacher well-being being affected within the school can be found in studies with independent variables of the 'school administrator' and 'stress' (Cenkseven-Onder & Sari, 2009), principals setting achievement-oriented goals for teachers and classroom acoustics and self-reported noise exposure (Kristianse, Persson, Lund, Shibuya, & Nielsen, 2013).

Professional wellbeing refers to an individual's perception of his or her qualities needed for professional tasks. It refers to positive emotions, such as self-efficacy and job satisfaction (Aelterman et al., 2007). Butt and Retallick (2002) defines professional wellbeing as the feeling which provides individuals with the confidence, they need to assume new roles, to adapt to their career changes and to accept challenges they might face as part their professional development (Yildirim, 2014). Professional wellbeing can also be defined as the "positive evaluation of various aspects of one's job, including affective, motivational, behavioural, cognitive and psychosomatic dimensions" (Van Horn et al., 2004).

According to Aelterman, Engels, Petegem and Verhaeghe (2007), teacher professional well-being expresses a positive emotional state which is the result of harmony between the sum of specific environmental factors on the one hand and the personal needs and expectations of teachers on the other. Professional wellbeing is regarded as a key factor contributing to how teachers perceive their workplace and determines work satisfaction (Fouché, Rothmann & Van der Vyver, 2017).

This is particularly relevant in the Philippine educational context with the dynamic nature of the education system where change occurs frequently and teachers have to cope with and adapt to these renewed demands. It is not surprising

then, that teaching is ranked as one of the most stressful professions worldwide (Aamir, Ullah, Habib, & Shah, 2010). Consequently, the professional wellbeing of teachers is conceptualized as the affective wellbeing of teachers at work, ranging from negative affective states to positive affective states. Vazi, Ruiter, Van den Borne and Reddy (2013) emphasise that teaching is a challenging profession with high levels of stress and mental disorders occur frequently (Jackson & Rothmann, 2005). According to Acton and Glasgow (2015), there is increasing awareness that the professional wellbeing of teachers is a significant consideration in any organisation, especially in the teaching profession. The latter is supported by reports which found that approximately 40% of teachers leave the profession within the first five years of employment (Kilgallan, Maloney, & Lock, 2008). This research regards the poor retention rate of teachers, as mentioned above, linked to the leadership style of the principal and a contributing factor to the professional wellbeing of teachers.

Teachers' professional well-being is determined both by the measures of state policy in the field of education and social sphere, which are external to a person, and the subjective assessment of teachers themselves, a professional teaching community of different levels of satisfaction with their professional, social, economic and cultural needs. While situations in their personal life may include experiences with others, financial news, or community involvement (Rath & Harter, 2010), to name a few. When reviewing teacher well-being, the understanding of the importance and impact is explained through connections to outcomes relative to teachers (Rath & Harter, 2010), the organization (Saaranen, Tossavaine, & Verito, 2006), and the students they teach (Ylitapio-Mantyla, Uusiautti, & Maatta, 2012). Because well-being is directly transferable to those around an individual and through interactions with a person (Rath & Harter, 2010), the ripple effect of teacher well-being could theoretically be seen as having an impact on other teachers, school staff, administration, students, and thereby, students' academic achievement.

These examples show the wide-ranging influence different areas of a teacher's daily experiences may affect their well-being, and the notion of principal interactions is not specifically reflected, and therefore, a focus of this study.

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2.2 Criterion of Professional Teachers Well Being

Dimensions of professional wellbeing of teachers will be discuss in this section namely, professional growth; professional self-acceptance; positive relation with colleagues; and autonomy in professional activities. Professional well-being is described in the research according to a criterion of professional well-being as cited by Fedorov in 2001.

The first criterion of professional well being of teacher is the criterion "Professional growth". Zuljan (2001) defined the

professional development of teachers as the process of meaningful and life-long learning, in which teachers develop their conceptions and change their teaching practice; it is a process that involves the teacher's personal, professional and social dimension and represents the teacher's progress towards critical independent, responsible decisionmaking and behavior. Within the framework of professional development, teachers change, improve in the professional field, as well as change, improve, and complement their pedagogical competences and behavior, and change as a person. In this context, it simply pertains to the level of development of a sense of continuous growth and professional potential realization. High scores by this criterion indicate a desire to gain new experience, a focus on improvement and knowledge of oneself as a professional, on increasing personal efficiency in work. A teacher sees that he/she can evaluate his/her professional growth and professional improvement. Low scores by the criterion mean that a teacher does not feel his/her professional development in time, is in the stagnation state, is bored and disinterested in work; the ability and desire for professional growth, the acquisition of new knowledge, skills and abilities are at the low level (Fedorov, 2001).

Another criterion is the professional self-acceptance. This criterion characterizes self-acceptance of oneself as a professional, a teacher's attitude toward the level of his/her professionalism, towards personal characteristics manifested during professional activities. A teacher with high rates of this criterion treats his/her professional and educational path in the present and past positively, realizes and accepts his/her professional achievements. In contrast, low rates indicate dissatisfaction with oneself as a professional, the presence of intrapersonal conflicts caused by anxiety due to lack of significant professional achievements, and disappointment with the past experiences (Fedorov, 2001).

Positive relationship with colleagues as a criterion characterizes the quality of relations between colleagues in the teaching staff. Teachers with a high score by this scale indicates a warm, trusting and constructive relationship between colleagues, bringing satisfaction. However, a teacher with low rates of this criterion lacks relationships with others, it is difficult for him/her to build trust. There is isolation in interpersonal relations and seems to have problem in relating with other people (Fedorov, 2001).

Moreover, the criterion "Autonomy in professional activities" simply means a teacher's independence and self-sufficiency in professional activities, independence in professional actions, ability to resist social pressure and act according to personal attitudes, standards, regardless of colleagues and surrounding people's opinions. A teacher, who has high performance, evaluates himself/herself and his/her behavior on the basis of personal professional beliefs. Low indicators testify to the presence of conformism and exposure to social pressure during the work performance, colleagues' expectations and assessments, leadership with decision-making based on the

other people's judgments (Fedorov, 2001). They rely on other people's opinion before they come up with a decision. Together with the principal-teacher interaction, these abovementioned criteria of professional well-being were the main focus of the study.

2.3 Current trends in the Wellbeing of Teachers

More than a third of teachers experience the teaching profession as highly stressful (Jackson & Rothmann, 2005). Prolonged functioning in a highly stressful working environment can result in burnout amongst teachers (Oberle & Schonert-Reichl, 2016). As a result of burnout, both the teacher and the school suffer negative consequences. For the teacher, these negative consequences include depression, loss of motivation and a sense of failure. For the school, absenteeism, poor turnover rates and lower productivity are frequently reported (Jackson & Rothmann, 2005). As clearly stated by Fouché (2015), lower levels of wellbeing experienced by teachers will directly influence the functioning and performance of schools and indirectly influence learner performance.

Although general wellbeing includes both physical and psychological health, which necessitates interdisciplinary research approaches, teacher professional wellbeing focuses more on aspects within the scope of this study. Unsatisfied teachers are more likely to leave their profession.

However, if teachers receive support from principals, are involved in the process of making decisions and work in a school climate and culture that they regard as positive, they are more likely to remain in the profession (Ismail, 2013). It is the responsibility of the principal to bring the leadership style to the table and to aid in providing teachers with job satisfaction and motivation (McCarthy, 2012). The role of principals as leaders of schools is to create an environment that promotes the professional wellbeing of teachers (Fouché, 2015).

Gathering knowledge about the factors that support and enhance teachers' professional wellbeing is essential in facilitating increased sustainability of professional wellbeing in the teaching profession (Acton & Glasgow, 2015). Kern, Waters, Adler and White (2014) highlights that positive functioning entails more than merely surviving stress, but more specifically, thriving professionally, socially, mentally and physically. Therefore, it is necessary to develop a better understanding of the complex and dynamic interplay between relational, individual, and external factors, such as leadership style, specifically their interaction with teachers, that influence, mediate and limit the professional wellbeing of teachers (Acton & Glasgow, 2015).

This proposed research study is anchored on the Self-determination theory (SDT). It was founded on the principle of human development that individuals are innately driven to grow psychologically while also integrating experiences and personality to form a sense of self (Schunk & Zimmerman, 2006). Given the interpersonal nexus of the teaching

profession, SDT aligns accordingly as it recognizes our innate desire to meet basic psychological needs through a social medium. Individuals' drive, or intrinsic motivation, produces internal satisfaction because their needs are fulfilled. These basic psychological needs include feelings of autonomy, competence, and relatedness. In the SDT perspective, autonomy refers to the need for choice and control, competence is the feeling of impacting one's environment and achieving valued outcomes, and relatedness is the sense of belongingness and feeling valued by others (Niemiec & Ryan, 2009). Further, one's social experiences greatly affect intrinsic motivation through external structures that either support or stymie one's sense of competence, which is mediated by autonomous choices (Ryan & Deci, 2000). Therefore, an individual who experiences choice and the opportunity for self-direction and gains competence through his or her participation will also maintain or increase intrinsic satisfaction. For example, Collie et al. (2013) found that this motivational theory was a relevant framework for investigating teachers' motivation and well-being.

3. RESEARCH QUESTIONS

This study generally aimed to determine professional wellbeing of public school teachers in Zambales, specifically it answered the following questions:

1. How can the profile of the respondents be described in terms of:
 - 1.1. age;
 - 1.2. sex;
 - 1.3. educational attainment;
 - 1.4. position and;
 - 1.5. years in service?
2. How may the teacher-respondents describe their professional well-being in terms of:
 - 3.1 professional growth;
 - 3.2 professional self-acceptance;
 - 3.3. positive relation with colleagues; and
 - 3.4 autonomy in professional activities?
3. Is there a significant difference in the professional well-being of teachers when grouped according to profile?

4. SIGNIFICANCE OF THE STUDY

The purpose of this study was to use the findings to maintain and improve the professional wellbeing of public-school teachers.

Hence, this study envisioned to benefit the following:

Department of Education. DepEd may use the findings of this study in order to formulate resources that would help improve the professional wellbeing of teachers.

DepEd Officials. The findings would aid instructional managers and supervisors who are concerned in implementing the psychosocial support program.

School. The findings would serve as an opportunity for schools to come up with teachers' professional development plan.

Teachers. The findings of the study could be used as reference for teachers in improving their well-being, which was deemed very vital in ensuring the delivery of quality of education.

Future Researchers. Educational researchers could draw from this study the information which may be relevant to their own areas or field of study.

5. SCOPE AND LIMITATION

The scope of the study focused on determining the professional wellbeing of public secondary school teachers. The study was conducted in the first quarter of SY 2022-2023.

6. RESEARCH METHODOLOGY

This research was conducted using a descriptive quantitative research approach. Quantitative research designs aim at answering research questions and testing hypotheses about specific variables through a logical set of procedures used to report numerical data (Leedy & Ormrod, 2013). It is deemed appropriate since the main objective of this proposed was to determine the professional wellbeing of teachers.

6.1 RESPONDENTS

The respondents of the study were the 447 public secondary school teachers of the Schools Division Zambales.

6.2 SAMPLING METHOD

The study utilized simple random sampling technique. Simple random sampling is type of probability sampling in which the researcher randomly selects a subset of participants from a population. Each member of the population has an equal chance of being selected. Data is then collected from as large percentage as possible of this random subset.

6.3 SOURCES OF DATA

All data incorporated on this study were from the structured survey questionnaire which served as the primary source of data to be treated statistically. Other sources were published references books in research and education, foreign research and studies downloaded from the internet.

6.4 INSTRUMENT

A structured survey research questionnaire was the main tool of this study. Part I of the questionnaire include the profile of the respondents such as age, sex, educational Status, teaching position and tenure of service. Part II covered the professional well-being of teachers in terms of professional growth, professional self-acceptance, positive relation with colleagues, and autonomy in professional activities. A Likert-type response format questionnaire ranging from 1 to 4 (1

=strongly disagree, 2 = disagree, 3 =agree, 4 = strongly agree) was to measure the responses of the respondents. Questionnaire was subjected to expert validation, pilot and reliability testing to ensure the validity of the questionnaire.

6.5 DATA COLLECTION PROCEDURE

The draft of the action research was subjected to editing in both technical and content aspects, with the school head, and two (2) other colleagues who were knowledgeable in research, they checked and gave suggestions to improve the study. The research prior to the conduct of distribution of survey questionnaire to the teacher-respondents, the researcher secured a written permit and/or endorsement from the Schools Division Superintendent of DepEd Division of Zambales. The researcher sought permission and assistance from the School Principals/Heads of the Public Schools and Research Managers in the Division of Zambales in the administration of the survey questionnaire to teacher-respondents under their supervision. The administration of the instrument was conducted on the first quarter of the school year 2022-2023.

6.6 ETHICAL CONSIDERATIONS

The principle of privacy, anonymity, and confidentiality were undertaken by the researcher to ensure the non-disclosure of the identity and the data that gathered of and to those participating in the study. Research protocol was also followed as the researcher asked the permission of the Schools Division Superintendent.

6.7 DATA ANALYSIS

The responses from the questionnaires were tabulated by the researcher with numerical data to conduct the statistical analysis. Descriptive statistics was used to summarize, organize and condense the large numbers of observations (McMillan & Schumacher, 2014). Creswell (2014) indicates that inferential statistics aim to relate variables or to compare groups in terms of variables in order to draw inferences or make predictions from the sample to the population. Using statistical techniques, greater objectivity is ensured compared to qualitative approaches (Baumard & Ibert, 2007). Because the research design was standardized, it is possible to replicate and duplicate quantitative research studies (De Vos, Strydom, Fouché, & Delport, 2011). The variables were explained and described concerning the relationship between the variables to make significant inferences.

7. RESULTS AND DISCUSSION

The succeeding section presents the teacher-respondents' profile variables, professional well-being of teachers, the significant difference in their professional wellbeing of teachers when they are grouped according to profile variables as well the formulated psycho-social program based on the findings of the study

7.1 TEACHER-RESPONDENTS' PROFILE VARIABLES

Table 1 shows the frequency, percentage and mean distribution on the teacher-respondents' profile variables of sex, age, educational attainment, teaching position, and years in service.

Table 1 Frequency and Percentage Distribution on the Teacher-respondents' Profile Variables

Profile Variables		Frequency (f)	Percentage (%)
Sex	Male	112	25.06
	Female	335	74.94
	Total	447	100.00
Age (Years)	61 and above	5	1.12
	56-60	14	3.13
	51-55	28	6.26
	46-50	40	8.95
	41-45	57	12.75
	36-40	59	13.2
	31-35	115	25.73
	26-30	106	23.71
	21-25	23	5.15
	Total	447	100.00
Educational Attainment	Doctorate Degree	7	1.57
	with Doctorate Units	7	1.57
	Masters Degree	54	12.08
	with MA units	246	55.03
	Bachelor's Degree	133	29.75
	Total	447	100.00
Profile Variables		Frequency (f)	Percentage (%)
Teaching Position	Master Teacher II	12	2.68
	Master Teacher I	19	4.25
	Teacher III	83	18.57
	Teacher II	86	19.24
	Teacher I	247	55.26
	Total	447	100.00
Years in Service	36 and above	7	1.57
	31-35	13	2.91
	26-30	22	4.92
	21-25	32	7.16
	16-20	32	7.16
	11-15	54	12.08
	6-10	153	34.23
	1-5	134	29.97

In terms of sex, majority of the teacher-respondents with are female with 335 or 74.94% while 112 or 25.96% are male. The result indicates that the composition of respondents has more female teachers than male which is similarly observed in most of the division in the Department of Education in the Philippines where female teachers outnumber the male teachers. Moreover, census findings show that more women are enrolled in education courses and there are more female teachers. Data also revealed that in school year 2008-2009, 89.58% of the public elementary school teachers are female; only 10.42% of the population, however, are male teachers. Likewise, in public secondary schools, 77.06% are females while only 22.94% are male teachers (Webmaster, 2014). It can be noted in the study of Beriales, Permocillo Bartizo, and Porras (2017) that most teachers in DepEd Division are females who are much equipped and suited for teaching jobs as the study claims that females tend to show support and care to children than males. The predominance of their number

engaging in the teaching profession is accounted on the mindset of the female sector to engage them in childcare and preference to work in the education sector. In terms of age, most of the teacher-respondents are from age group 31-35 years old with 115 or 25.73%; 106 or 23.71% are from age group 26-30 years old; 59 or 13.2% are from age group 36-40 years old; 57 or 12.75% are from age group 41-45 years old; 40 or 8.75% are from age group 46-50 years old; 28 or 6.26 % are from age group 51-55 years old; 23 or 5.15% are from age group 21-25 years old; 14 or 3.13% are from age group 56-60 years old; and 5 or 1.12 % are 61 years old and above. The result signifies that the teacher-respondents are in their early adulthood stage. This trend is similarly observed by Umali, Dagdagan, De Torres, Felipe, Maranan, & Maranan (2013) that secondary school teachers are at their early adulthood stage characterized by their willingness to work hard and exert extra efforts for the teaching profession that will help to sustain their daily family needs or even their graduate studies as one requirement for their career progression in the department. In terms of educational attainment, majority of the teacher-respondents are with MA units with 246 or 55.03%; 133 or 29.75% are Bachelor's degree holders; 54 or 12.08% are Master's degree holders; 7 or 1.57% are Doctorate degree holders; and 7 or 1.57 % are with Doctorate units. The results indicates that most of the teacher-respondents are enrolled in masteral classes. This was supported by the study conducted by Abarro (2018) that there are more BSE/BEEd with MAEd/MAT teaching in the different schools in the Division. This further signifies that most of teachers are inclined in pursuing their professional advancement. Numerous studies reveal that teachers' academic preparation, certification type, and years of teaching experience, among others, are often taken as indicators of teacher quality (Goldhaber & Anthony, 2013). Those teachers with sufficient academic preparation are seen to be competent in subject matter content and pedagogical skills enabling them to be effective in classrooms and produce larger student achievement gains (Darling-Hammond, 2010). In terms of teaching position, most of the teacher-respondents are Teacher I with 247 or 55.26 % are Teacher I; 86 or 19.24 % are Teacher II; 83 or 18.57% are Teacher III; 19 or 4.25 % are Master Teacher I; and 12 or 2.68 % are Master Teacher II. This finding is related to the mass hiring of teachers conducted in 2014 during the onset of the implementation of Enhanced Basic Education Act of 2013. Teachers in the DepEd are ranked after they applied when there is an open ranking. They are ranked based on criteria as to performance rating, experience, outstanding accomplishments, education, training, potential, and psychosocial as per Department Order 66, series of 2007. This further indicates that most of the respondents can be classified under proficient teachers. In terms of the years in service, majority of the respondents are categorized under 6-10 years in service with 154 or 34.23%; 134 or 29.97.30% with 1-5 years in service; 54 or 12.08% with 11-15 years in service; 32 or 7.16% with 16-20 years in service; 32 or 7.16% with 21-25 years in service; 22 or 4.92 % with 26-30 years in service; 13 or 2.92 % with 31-35 years

in service; and 7 or 1.57% with 36 and above years in service. This further indicates that majority of the respondents exhibits determination and commitment of the respondents in the teaching profession. Committed teachers are someone in love with a field of knowledge, deeply stirred by issues and ideas that change our world, drawn to the dilemmas and potentials of the young people who come into class every day (Maiyani, 2017).

7.2 PROFESSIONAL WELL-BEING OF TEACHERS

The perceived professional well-being of teachers based on the data gathered are presented in Table 2, Table 3, Table 4, and Table 5. There are four descriptions of professional well-being of teachers as to Professional Development, Professional Self-esteem, Positive Relation with Colleagues, and Autonomy in Professional Activities.

Table 2 Perceived Professional Well-being of Teachers as to Professional Development

	Professional Development	Weighted Mean	Descriptive Equivalent	Rank
1	I think it is important to have new experiences that challenge how I think about myself and my teaching profession.	3.77	SA	2.5
2	When I think about it, I have really improved much as a professional teacher over the years.	3.65	SA	6
3	I am interested in activities that will expand my horizons as a professional teacher.	3.75	SA	4
4	I have the sense that I have developed a lot as a professional teacher over time.	3.62	SA	8
5	I enjoy being in new situations that require me to change my old familiar ways of doing things.	3.64	SA	7
6	For me, life has been a continuous process of learning, changing, and development.	3.79	SA	1
7	I am open to new opportunities that will come to me as a professional teacher.	3.77	SA	2.5
8	I am strongly motivated to attend seminars for my professional development.	3.71	SA	5
Overall Weighted Mean		3.71	Strongly Agree	

Table 2 shows the perceived professional well-being of teachers as to Professional Development.

The teacher-respondents "Strongly Agree" in "6. Life has been a continuous process of learning, changing, and development with a rating of 3.79 (rank 1) while "4. They have the sense to develop a lot as a professional teacher over time" had the lowest mean of 3.62 interpreted as "Strongly Agree" (rank 8). As shown in the Overall Weighted Mean, the teacher-respondents "Strongly Agree" on their professional well-being as to Professional Development with a mean rating of 3.71.

The above findings implies that teacher-respondent in the Schools Division of Zambales show a desire to gain new experience, a focus on improvement and knowledge of oneself as a professional, on increasing personal efficiency in work. Teachers with high professional development is a teacher that sees that he/she can evaluate his/her professional development and professional improvement Fedorov (2001). The perceived professional well-being of teachers as to Professional Self-esteem is presented in Table 3.

Table 3 Perceived Professional Well-being of Teachers as to Professional Self-esteem

	Professional Self-esteem	Weighted Mean	Descriptive Equivalent	RANK
1	When I look at the story of my life, I am pleased with how I have turned out as a teacher.	3.63	SA	2
2	In general, I feel confident and positive about myself.	3.62	SA	3
3	I feel like I am in the peak of my career as a professional teacher.	3.43	SA	8
4	I like most aspects of my personality as a teacher.	3.56	SA	4.5
5	In many ways, I feel satisfied about my achievements in my teaching career.	3.53	SA	6
6	My attitude about myself is probably not as negative as some teachers feel about themselves.	3.56	SA	4.5
7	When I compare myself to friends and acquaintances, it makes me feel good about who I am.	3.45	SA	7
8	I see teaching as a noble profession.	3.77	SA	1
Overall Weighted Mean		3.57	SA	

The teacher-respondents “Strongly Agree” that “8. They see teaching as a noble profession” with a rating of 3.77 (rank 1) while “3. They feel like they are in the peak of their career as a professional teacher” had the lowest mean of 3.43 interpreted as “Strongly Agree” (rank 8). As shown in the Overall Weighted Mean, the teacher-respondents “Strongly Agree” on their professional well-being as to Professional self-esteem with a mean rating of 3.57.

The findings of this study manifest a high regard to teaching profession. Teacher-respondents in the schools Division in Zambales treat professional and educational path in the present and past positively, realizes and accepts his/her professional achievements. The findings are further supported by the study of UNESCO (2015) on right to education and the teaching profession, an overview of the measures supporting the rights, status and working conditions of the teaching profession found that, many countries have developed the efforts to improve the teaching professional status. The report shows that, many countries throughout the world initiated the mechanisms for strengthening the teaching profession status

through improving the teachers’ salaries, incentives, and career development assistance.

Table 4 presents the perceived professional well-being of teachers as to Positive Relation with Colleagues.

Table 4 Perceived Professional Well-being of Teachers as to Positive Relation with Colleagues

	Positive Relation with Colleagues	Weighted Mean	Descriptive Equivalent	Rank
1	Most of my colleagues see me as loving and affectionate.	3.45	SA	8
2	Maintaining close relationships has been an easy thing for me.	3.53	SA	7
3	I often feel happy because I have a lot of friends with whom I can share my concerns.	3.63	SA	3
4	I enjoy personal and professional conversations with my colleagues.	3.68	SA	2
5	My colleagues would describe me as a giving person, willing to share my time with others.	3.62	SA	4
6	I have experienced many warm and trusting relationships with my colleagues.	3.61	SA	5.5
7	I know that I can trust my colleagues, and they know they can trust me.	3.61	SA	5.5
8	I am open to extend my help to my colleagues whenever need arises.	3.70	SA	1
Overall Weighted Mean		3.61	SA	

The teacher-respondents “Strongly Agree” that “8. They are open to extend their help to their colleagues whenever need arises” with a rating of 3.70 (rank 1) while “1. Most of their colleagues see them as loving and affectionate” had the lowest mean of 3.445 interpreted as “Strongly Agree” (rank 8). As shown in the Overall Weighted Mean, the teacher-respondents “Strongly Agree” on their professional well-being as to Positive relation with Colleagues with a mean rating of 3.61.

This further signifies that the teachers in the division indicates a warm, trusting and constructive relationship between colleagues, bringing satisfaction. Toropova, Myrberg & Johansson, (2021). There is empirical evidence that co-worker relations are an antecedent of job satisfaction. A number of authors maintain that having friendly and supportive colleagues contributes to increased job satisfaction and commitment and therefore contributed to high level of professional well-being (Kreitner & Kinicki, 2001, Morris, 2004; Fedorov, 2001; Toropova, Myrberg & Johansson, 2021).

The perceived professional well-being of teachers as to Autonomy in Professional Activities is shown in Table 5.

Table 5 Perceived Professional Well-being of Teachers as to Autonomy in Professional Activities

Autonomy in Professional Activities	Weighted Mean	Descriptive Equivalent	Rank
1 I am not afraid to voice my opinions, even when they are in opposition to the opinions of my colleagues.	3.44	SA	7
2 My decisions are not usually influenced by what everyone else is doing.	3.49	SA	2
3 I do not worry much about what other teachers think of me.	3.45	SA	5.5
4 I am not easily influenced by people with strong opinions.	3.47	SA	4
5 I have confidence in my opinions, even if they are contrary to the consensus of the faculty.	3.45	SA	5.5
6 It is easy for me to voice my own opinions on controversial matters in the school.	3.31	SA	8
7 I judge myself by what I think is important, not by the values of what my colleagues think is important.	3.48	SA	3
8 In general, I feel that I oversee my own professional activities.	3.64	SA	1
Overall Weighted Mean	3.47	SA	

The teacher-respondents “Strongly Agree” that “8. In general, they feel that they oversee their own professional activities” with a rating of 3.64 (rank 1) while “6. It is easy for them to voice their own opinions on controversial matters in the school” had the lowest mean of 3.31 interpreted as “Strongly Agree” (rank 8). As shown in the Overall Weighted Mean, the teacher-respondents “Strongly Agree” on their professional well-being as to Autonomy in Professional Activities with a mean rating of 3.47.

The findings clearly suggest that teacher-respondents in the Schools Division of Zambales have exemplified high performance, evaluate themselves and their behavior because of personal professional beliefs. Autonomy-supportive work environments empower employees to make choices and exercise freedom in carrying out work tasks (Klassen et al., 2012). Roth et al. (2007) suggest teachers who express high levels of autonomy may be more resilient to external pressures (e.g., external achievement measures) and more likely to provide opportunities for students to develop autonomous behaviors and engage in deep learning routine. The findings are a good indication of high professional autonomy among teacher-respondents. Successful teachers have always been autonomous in the sense of having a strong sense of personal responsibility for their teaching (Mohammed, 2018).

Table 6 shows the analysis of variance to test difference on the professional well-being of teachers as to Professional Development when grouped according to profile variables.

Table 6 Analysis of Variance to test difference on the Professional Well-being of Teachers as to Professional Development when Grouped According to Profile Variables

Sources of Variations	SS	df	MS	F	Sig.	Interpretation
Sex	Between Groups	0.168	1	0.168	1.337	0.248
	Within Groups	55.900	445	0.126		ns
	Total	56.068	446			
Age	Between Groups	2.105	8	0.263	2.136	0.031
	Within Groups	53.963	438	0.123		*
	Total	58.068	446			
Educational Attainment	Between Groups	1.476	4	0.369	2.988	0.019
	Within Groups	54.591	442	0.124		*
	Total	56.068	446			
Teaching Position	Between Groups	0.721	5	0.144	1.149	0.334
	Within Groups	55.347	441	0.126		ns
	Total	56.068	446			
Years in the Service	Between Groups	0.714	7	0.102	0.809	0.580
	Within Groups	55.354	439	0.126		Do not reject Ho
	Total	56.068	446			Not Significant

Legend: ns $p > 0.05$ (not significant) * $p \leq 0.05$ (significant at 0.05) ** $p \leq 0.01$ (significant at 0.01)

There was a significant difference on the professional well-being of teachers as to Professional Development when respondents are grouped according to age (Sig. = 0.031) and educational attainment (Sig. = 0.019). The computed significance values (Sig.) were less than ($<$) 0.05 alpha level of significance, therefore null hypothesis is rejected.

This finding further supports the report of Organization for Economic Co-operation and Development in (2009) on which on average, the amount of professional development that teachers received decreased with the age of the teacher. Averaged across all countries, teachers under 30 years of age received around 21 days of professional development; the number declined steadily to an average of around 14 days for teachers aged 50 years or more; these differences between age groups are all statistically significant.

This indicates that on average less experienced teachers receive more days of professional development than more experienced teachers.

Meanwhile, the computed significance value (Sig.) for sex (Sig. = 0.248), teaching position (Sig. = 0.248), and years in the service (Sig. = 0.580) were all greater than ($>$) 0.05 alpha level of significance. The results indicate that there was no significant difference on the professional well-being of teachers as to Professional Development when respondents are grouped according to sex, teaching position, and years in the service. Therefore, the null hypothesis is accepted.

The analysis of variance to test difference on the professional well-being of teachers as to Professional Self-esteem when grouped according to profile variables is presented in Table 7.

Table 7 Analysis of Variance to test difference on the Professional Well-being of Teachers as to Professional Self-esteem when Grouped According to Profile Variables

Sources of Variations	SS	Df	MS	F	Sig.	Interpretation
Sex	Between Groups	0.039	1	0.39	0.202	0.653
	Within Groups	84.889	445	0.191		
	Total	84.928	446			ns
Age	Between Groups	0.894	8	0.112	0.582	0.793
	Within Groups	84.034	438	0.192		
	Total	84.928	446			ns
Educational Attainment	Between Groups	0.664	4	0.161	0.845	0.497
	Within Groups	82.284	442	0.191		
	Total	84.928	446			ns
Teaching Position	Between Groups	0.954	5	0.191	1.002	0.416
	Within Groups	83.974	441	0.190		
	Total	84.928	446			ns
Years in the Service	Between Groups	1.132	7	0.162	0.847	0.548
	Within Groups	83.796	439	0.191		
	Total	84.928	446			ns

Legend: ns $p > 0.05$ (not significant) * $p \leq 0.05$ (significant at 0.05) ** $p \leq 0.01$ (significant at 0.01)

The computed significance value (Sig.) for sex (Sig. = 0.653), age (Sig. = 0.793), educational attainment (Sig. = 0.497), teaching position (Sig. = 0.416), and years in the service (Sig. = 0.548) were all greater than ($>$) 0.05 alpha level of significance.

The results indicate that there was no significant difference on the professional well-being of teachers as to Professional self-esteem when respondents are grouped according to sex, age, educational attainment, teaching position, and years in the service. Therefore, the null hypothesis is accepted.

The analysis of variance to test difference on the professional well-being of teachers as to Positive Relation with Colleagues when grouped according to profile variables is shown in Table 8.

Table 8 Analysis of Variance to test difference on the Professional Well-being of Teachers as to Positive Relation with Colleagues when Grouped according to Profile Variables

Sources of Variations	SS	Df	MS	F	Sig.	Interpretation
Sex	Between Groups	0.000	1	0.000	0.984	
	Within Groups	81.559	445	0.183		ns
	Total	81.559	446			
Age	Between Groups	0.698	8	0.087	0.473	0.875
	Within Groups	80.861	438	0.185		
	Total	81.559	446			ns
Educational Attainment	Between Groups	3.536	4	0.884	5.007	0.001
	Within Groups	78.023	442	0.177		
	Total	81.559	446			**
Teaching Position	Between Groups	1.098	5	0.220	1.203	0.307
	Within Groups	80.461	441	0.182		
	Total	81.559	446			ns
Years in the Service	Between Groups	0.634	7	0.091	0.491	0.841
	Within Groups	80.925	439	0.184		
	Total	81.559	446			ns

Legend: ns $p > 0.05$ (not significant) * $p \leq 0.05$ (significant at 0.05) ** $p \leq 0.01$ (significant at 0.01)

There was a significant difference on the professional well-being of teachers as to Positive Relation with Colleagues when respondents are grouped according to educational attainment (Sig. = 0.001). The computed significance value (Sig.) was less than ($<$) 0.05 alpha level of significance, therefore null hypothesis is rejected.

The findings can be attributed to fact that individuals in every type of organization have co-workers who are in same stratum in the organization and the same educational background (Wainaina, & Kipchumba, 2014). Furthermore, Smith (2015) emphasized the importance of collegial relationships between teachers within the school environment. They are essential to ensuring the school operates smoothly and within a positive atmosphere. Positive relationships between teachers benefit both students and teachers within the school.

Moreover, the computed significance value (Sig.) for sex (Sig. = 0.948), age (Sig. = 0.875), teaching position (Sig. = 0.307), and years in the service (Sig. = 0.841) were all greater than ($>$) 0.05 alpha level of significance. The results indicate that there was no significant difference on the professional well-being of teachers as to Positive Relation with Colleagues when respondents are grouped according to sex, age, teaching position, and years in the service. Therefore, the null hypothesis is accepted.

Table 9 presents the analysis of variance to test difference on the professional well-being of teachers as to Autonomy in Professional Activities when grouped according to profile variables.

Table 9 Analysis of Variance to test difference on the Professional Well-being of Teachers as to Autonomy in Professional Activities when Grouped According to Profile Variables

Sources of Variations	SS	Df	MS	F	Sig.	Interpretation
Sex	Between Groups	1.937	1	1.937	8.193	0.004
	Within Groups	105.197	445	0.236		**
	Total	107.134	446			
Age	Between Groups	1.3	8	0.163	0.673	0.716
	Within Groups	105.834	438	0.242		ns
	Total	107.134	446			
Educational Attainment	Between Groups	1.980	4	0.495	2.081	0.082
	Within Groups	105.154	442	0.238		ns
	Total	197.134	446			
Teaching Position	Between Groups	0.829	5	0.166	0.688	0.633
	Within Groups	106.305	441	0.241		ns
	Total	107.134	446			
Years in the Service	Between Groups	1.335	7	0.191	0.791	0.595
	Within Groups	105.799	439	0.241		ns
	Total	107.134	446			

Legend: ns $p > 0.05$ (not significant) * $p \leq 0.05$ (significant at 0.05) ** $p \leq 0.01$ (significant at 0.01)

There was a significant difference on the professional well-being of teachers as to Autonomy in Professional Activities when respondents are grouped according to sex (Sig. = 0.004). The computed significance value (Sig.) was less than ($<$) 0.05 alpha level of significance, therefore null hypothesis is rejected.

The findings can be attributed to the differences of characteristics of male and female. Male gender qualities characterized as; aggressive, independent, objective, logical, rational, analytical, decisive, confident, assertive, ambitious, opportunistic, and impersonal are distinguished from female gender qualities described as; emotional, sensitive, expressive, cooperative, intuitive, warm, tactful, receptive to ideas, talkative, gentle, empathetic, and submissive (Shanmugam, Amaratunga & Haigh, 2017).

Furthermore, the computed significance value (Sig.) for age (Sig. = 0.716), educational attainment (Sig. = 0.082), teaching position (Sig. = 0.633), and years in the service (Sig. = 0.595) were all greater than ($>$) 0.05 alpha level of significance. The results indicate that there was no significant difference on the professional well-being of teachers as to Autonomy in Professional Activities when respondents are grouped according to age, educational attainment, teaching position, and years in the service. Therefore, the null hypothesis is accepted.

8. CONCLUSION

Based on the summary of the findings, the researcher concluded that:

1. In terms of the profile variables, majority of the teacher-respondents are female, in their early adulthood stage, with MA units, Teacher I and with adequate years in service.
2. In terms of the professional wellbeing of teachers, the teacher-respondents perceived their professional well-being as "Strongly Agree" that indicates high level of teachers' professional well-being.

3. In terms of the significant difference of professional wellbeing of teachers when the respondents are grouped according to profile variables, the study revealed that there was a significant difference on the professional well-being of teachers as to Professional Development when respondents are grouped according to age and educational attainment; significant as to Positive Relation with Colleagues when grouped according to educational attainment; and significant as to Autonomy in Professional Activities when grouped according to sex.

4. The proposed psycho-social wellness program has been developed in order to address the findings of the study as to teachers' professional development, professional self-esteem, positive relation with colleagues, and autonomy in professional activities of teachers.

9. RECOMMENDATIONS

Based on the summary of findings and the conclusions arrived at, the researcher offered the following recommendations:

1. Greater involvement of teachers in their professional development goal setting and making decisions must be harness by the school head through integration of various leadership styles and strategies.
2. School principals are encouraged to consistently demonstrate respect, acceptance, and care toward all teachers, especially novice teachers, regardless of their backgrounds and past or present behavior.
3. Embedding self-care activities to improve the mental health and professional well-being activities for teachers must be conducted such as but not limited to physical activity, catching up with co-teachers, and setting boundaries around work.
4. Team-building activities geared towards building positive colleagues' relationship may be conducted quarterly.
5. Short-term courses, workshops and other training opportunities be developed and implemented, as part of the continuous professional development of principals, to empower principals with the knowledge and skills regarding interpersonal relationship and the influence it has on teachers' professional well-being.
6. Future researchers should conduct a follow-up study with in-depth and wider in scope to validate the findings obtained in the study.

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