

Teachers Mental Health Performance: Basis for Program Development

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Abstract- This study aimed to determine the level of teacher's mental health and performance. The study conducted at Boalan Elementary School, Division of Zamboanga City. The respondents of this study are the sixty teachers which includes the Master Teachers, Teacher I and Teacher 3. The study employed descriptive-correlational design. The findings revealed that the level of teacher's mental health in terms of Job satisfaction; Resilience and Work-life balance was agreed and teacher's performance was very satisfactory. Relationship between the teacher's extent of mental health and performance reflected in the Individual Performance Commitment Record Form (IPCRF) was significant. The study recommends school heads may provide emotional support to teachers by giving someone space to talk, and listening to how they are feeling.

Indexed Terms- Teacher's Mental Health; Performance; Emotional Support; Job Satisfaction; Resilience; Work-Life

I. INTRODUCTION

Teacher mental health is a pressing concern in elementary and secondary schools, yet support for teacher wellbeing remains underexplored, especially through a gender lens. Teachers endure significant job stress and burnout, ranking among the highest among professionals. The demanding nature of teaching, from classroom management to meeting education department deadlines, exacerbates this stress.

Mental health issues such as anxiety, depression, and stress manifest in various ways, impacting cognition, emotions, and behavior. Recognizing the complexity and uniqueness of each individual's experience is crucial. Mental health is not only integral to overall wellbeing but also essential for coping with life's challenges, fulfilling potential, and contributing to communities.

The COVID-19 pandemic has exacerbated teachers' stress and anxiety, jeopardizing their morale and potentially driving them to leave their jobs. Prior to the pandemic, the Department of Education (DepEd) had begun initiatives to support teachers' mental and emotional wellness through mindfulness, yoga, and healthy lifestyle sessions. However, the pandemic has intensified mental and emotional strains across all educator roles, necessitating enhanced support measures.

Hence, this study aims to investigate the correlation between teachers' mental health and their performance. By understanding how mental health influences teaching effectiveness, education stakeholders can develop targeted interventions to support teacher wellbeing and, by extension, enhance educational outcomes. Prioritizing teacher mental health is essential not only for individual teachers but also for the overall health of the education system and the communities it serves.

II. STATEMENT OF THE PROBLEM

The study aimed to determine the level of teachers Mental Health and Performance of Boalan Elementary School, School Year 2023-2024. Specifically, this study sought to answer the following questions.

1. What is the level of teacher's mental health in terms of:
 - 1.1 Job satisfaction
 - 1.2 Resilience
 - 1.3 Work-life balance
2. What is the teacher's performance?
3. Is there a significant relationship between the teacher's extent of mental health and performance?

4. Based on the findings, what program development can be made?

III. SCOPE AND LIMITATION

This study is limited to determining the level of teacher's mental health and its effect on their teaching performance. This was conducted in Boalan Elementary School which includes a total enumeration of the teacher's population (60 teachers). Additionally this study was conducted in the school year 2023-2024.

IV. METHODOLOGY

- Research Design

The study was utilized a descriptive-correlational research design, chosen for its suitability in examining the nuanced interplay between teachers' mental health and their performance. This method is particularly adept at providing a comprehensive snapshot of the extent to which mental well-being influences professional effectiveness in educators. Additionally, this design offers a robust framework for testing the null hypothesis, thereby ensuring a rigorous and systematic investigation into the relationship under scrutiny.

- Population and Sampling Procedure of the Study

This included 60 teachers from Boalan Elementary School were 6 out of 60 teachers are Master Teachers, 23 are Teacher III and 31 teachers are Teacher I.

It employed total enumeration sampling, also known as complete enumeration, to select respondents due to the relatively small population size of Boalan Elementary School from Kinder to Grade Six. Total enumeration sampling, a form of purposive sampling, involves assessing the entire population possessing specific attributes, traits, or experiences relevant to the study. This approach ensures a comprehensive examination of all individuals within the defined population, allowing for a thorough exploration of the research objectives within the unique context of Boalan Elementary School. (Barrientos-Tan, 2001)

- Research Instrument

The major instrument used in the study is a self-structured survey-questionnaire checklist which is designed to elicit information from the teachers on their level of mental health in terms of job satisfaction, resilience, and work-life balance and the relationship of mental health to their performance which will serve as a basis for assessment and program development. The instrument consists of three parts.

Part 1 contained items pertaining to the personal information of the respondents like educational attainment, length of service, area of specialization and trainings attended.

Part 2 is a self-constructed questionnaire where the mental health status of the teacher is assessed in terms of job satisfaction, resilience and work-life balance. Each statement has four options with their respective ratings namely; 4-Strongly Agree, 3- Agree, 2- Disagree, 1-Strongly Disagree.

Part 3 will tackle the teacher's performance level where the range and adjectival rating will be provided; 4.5000-5.000=Outstanding, 3.500-4.499=Very Satisfactory, 2.500-3.499=Satisfactory, 1.500-2.499=Unsatisfactory and below 1.499 is interpreted as Poor.

- Validity and Reliability of the Research Instrument

Validity is the degree by which the instrument measures what it intends to measure while reliability refers to the consistency and dependability of a research instrument to measure a variable (Barrientos-Tan, 2011).

The questionnaire was specifically designed to obtain answers that will assist the researcher in meeting the aims set for this research. It is important that the research methods will assess what the research aimed to study, otherwise it would not be valid. As for the questionnaire, the researcher constructed a questionnaire where the mental status of the teachers will be assessed in terms of job satisfaction, resilience, and work-life balance and the relationship of mental health to their performance.

The questionnaire-checklist underwent validation by a panel of experts who are faculty members from the graduate school. They specialize in education and

research. These experts will evaluate whether the instrument accurately captures the necessary data to address the research problem and assess the suitability and relevance of the statements in gathering the desired information for the study. Following validation, a pilot test will be conducted, and the results will be subjected to statistical analysis using Cronbach’s Alpha to assess the reliability and effectiveness of the research instrument.

After the validity and reliability tests were conducted, the research instrument was then used in the actual administration to gather the needed data and information.

• Data Gathering Procedure

Before conducting the research study, the researcher assisted by her adviser sought permission from the Dean of the Graduate School to conduct the study. After permission was granted, a letter was sent to the Schools Division Superintendent to allow the researcher administer the questionnaire-checklist to the target respondents.

Before administering the research instrument, the researcher met the target respondents to brief them on the purpose of the study and the significance of their involvement as part of the study. They were apprised of the confidentiality of their responses and the anonymity of their identity. For ethical and professional reasons, the researcher developed a specific Informed Consent for the participants. It clearly informed respondents of the purpose of the research. Respondents who agreed were asked to sign the agreement form.

The actual data gathering was facilitated by the researcher. Each respondent was furnished with a set of questionnaire-checklists to answer and accomplish.

After being accomplished, the research instrument was personally retrieved by the researcher for tabulation, analysis, and interpretation.

V. RESULTS AND DISCUSSION

Problem 1: What is the level of teacher’s mental health in terms of Job satisfaction, Resilience and Work-life balance?

Table 1.1: Level of teacher’s mental health in Job Satisfaction

Statements	Weighted Mean	Description
Job Satisfaction		
The teacher...		
1.uses knowledge, skills and attitude that he/she has learned in his/her line of work.	3.217	Strongly Agree
2.assigns tasks and responsibilities based on specialized area	2.791	Agree
3.receives recognition from superior.	2.517	Agree
4.receives supports from administrators.	3.279	Strongly Agree
5.enjoys serving learners.	2.851	Agree
6.enjoys equal opportunity of promotions, satisfied with chances of promotion.	2.314	Agree
7.recognized and perform well	2.415	Agree
8.employs fair performance evaluation system.	2.157	Agree
9.provides retirement package.	2.137	Agree
10.create positive working environment.	2.613	Agree
Average Group Mean	2.629	Agree

Legend: 0.1 – 1.0 Strongly Disagree 1.1 – 2.0 Disagree 2.1 – 3.0 Agree 3.1-4.0 Strongly Agree

Table 1.1 indicates varying levels of agreement among teachers regarding different aspects of their work environment and job satisfaction.

The highest mean aspect of teacher's mental health in job satisfaction, as indicated by the provided table, is related to "receiving support from administrators"

with a weighted mean of 3.279, indicating strong agreement among teachers in this aspect. The high level of agreement implies that teachers perceive strong support from administrators, which can have positive implications for their job satisfaction and overall well-being. Supportive administrators can create a conducive work environment, foster positive relationships, and provide resources and assistance that contribute to teacher satisfaction and effectiveness. Teachers who feel supported by their administrators are more likely to be motivated, engaged, and committed to their work. Research by Smith and Brown (2019) emphasizes the importance of administrative support in promoting teacher job satisfaction and well-being. Teachers who perceive strong support from their administrators report higher levels of job satisfaction and lower levels of stress and burnout. Similarly, studies by Johnson et al. (2018) highlight the positive impact of supportive leadership on teacher morale and performance. Administrators who provide support and recognition contribute to a positive organizational culture that enhances teacher satisfaction and retention.

Conversely, the lowest mean aspect of teacher's mental health in job satisfaction is related to "provides retirement package" with a weighted mean of 2.137, indicating agreement among teachers in this area but to a lesser extent. The lower level of agreement implies that while teachers acknowledge the provision of a retirement package, it may not be perceived as a significant factor influencing their job satisfaction. This could indicate that other aspects of job satisfaction, such as support from administrators and opportunities for promotion, may hold greater importance for teachers. However, it's essential for educational institutions to consider retirement benefits as part of overall teacher well-being and satisfaction, as these benefits contribute to long-term financial security and retirement planning. While there may be limited literature specifically addressing retirement packages and teacher job satisfaction, research by Zhang et al. (2016) highlights the importance of comprehensive benefits and compensation packages in attracting and retaining high-quality teachers. Retirement benefits are a crucial component of overall compensation and can influence teacher perceptions of job security and satisfaction. Additionally, studies by Clark and Oswald (2006) suggest that financial

security and retirement planning contribute to overall well-being and job satisfaction among workers in various professions. Therefore, ensuring competitive retirement packages can contribute to teacher satisfaction and retention within educational institutions.

Table 1.2: Level of Teacher’s Mental Health in Resilience

Statements	Weighted Mean	Description
Resilience		
The teacher...		
1.sets things right to work.	2.871	Agree
2.influences work with others	2.137	Agree
3.manages criticism personally at work and other work tasks.	2.000	Disagree
4.keeps things in perspective.	2.135	Agree
5.shows calmness in time of crisis.	2.153	Agree
6.finds solutions to problems.	2.541	Agree
7.discourages failure.	2.000	Disagree
8.control events rather than being reluctant.	2.171	Agree
9.manages stress level.	2.157	Agree
10.feels confident at work.	2.691	Agree
Average Group Mean	2.286	Agree

Table 1.2 presents the highest mean aspect of teacher resilience in the provided table is related to "setting things right at work" with a weighted mean of 2.871, indicating strong agreement among teachers in this aspect. The high level of agreement indicates that teachers possess effective problem-solving skills and are proactive in addressing challenges in their professional environments. This ability contributes to lower levels of stress, greater job satisfaction, and

increased resilience among teachers. Research by Martin and others (2019) emphasizes the importance of problem-solving skills in promoting teacher resilience and well-being. Teachers who effectively address challenges experience lower stress levels and greater job satisfaction. Similarly, studies by Johnson et al. (2018) highlight the positive impact of proactive problem-solving on teacher resilience and job performance.

Conversely, the lowest mean aspect of teacher resilience is related to "managing criticism personally at work and other work tasks" and "discouraging failure," each with a weighted mean of 2.000, indicating lower agreement among teachers in these areas. The lower levels of agreement suggest challenges in managing criticism and fostering a growth mindset among teachers. These challenges have significant implications for their professional well-being and effectiveness. Teachers who struggle in these areas may experience negative impacts on their self-esteem, motivation, and job satisfaction. Addressing these challenges is crucial for promoting teacher well-being, professional growth, and resilience within educational institutions. Research by Smith and Jones (2017) suggests that effective coping strategies, such as managing criticism and failure, are important factors in promoting teacher resilience. Similarly, studies by Brown et al. (2019) highlight the importance of fostering a growth mindset and resilience in promoting teacher well-being and student success.

3.satisfies with the contributions made to home and family.	2.153	Agree
4.values the opportunity to excel in both work and home responsibilities equally.	2.315	Agree
5.reaches personal goal satisfactorily.	2.173	Agree
6.reaches career goals satisfactorily.	2.197	Agree
7.manages time between work and personal life.	2.171	Agree
8.receives supports from family and personal commitments.	2.317	Agree
9.spends more time at work.	2.151	Agree
10.pre-occupied with office tasks.	2.315	Agree
Average Group Mean	2.261	Agree

Table 1.3 illustrates the highest mean aspect of teacher work-life balance, "meeting the needs of the job with personal life," demonstrates strong agreement among teachers, indicating effective balancing between work and personal life demands. This balance is crucial for overall well-being, job satisfaction, and productivity, contributing to reduced burnout and turnover rates among educators. Research by Maslach et al. (2001) underscores the importance of work-life balance in preventing burnout, while studies by Allen et al. (2017) highlight its positive impact on teacher retention and well-being.

The lowest mean aspect, "spending more time at work," reveals lower agreement among teachers, indicating potential challenges in maintaining a healthy work-life balance. Excessive work hours may lead to increased stress, fatigue, and burnout, negatively impacting job satisfaction and effectiveness in the classroom. Research by Klassen and Chiu (2011) supports the detrimental effects of long working hours on teacher well-being, emphasizing the importance of addressing these challenges to promote teacher retention and overall well-being within educational institutions. Additionally, studies by Greenhaus and Beutell (1985) suggest that an imbalance between work and personal life can lead to conflict and dissatisfaction in both domains, further

Table 1.3: Level of Teacher’s Mental Health in Work-Life Balance

Statements	Weighted Mean	Description
Work-Life Balance		
The teacher...		
1.meets the needs of job with personal life.	2.715	Agree
2.manages home and work demands.	2.100	Agree

highlighting the significance of addressing work-life balance issues.

Problem 2: What is the teacher's performance?

Table 2: Teacher’s Performance

Teacher’s Performance (IPCRF)	Standard Deviation	Mean	Description
2022-2023	0.40	4.47	Very Satisfactory

Legend: 1.500 – 2.499 = Unsatisfactory; 2.500 – 3.499 = Satisfactory; 3.500 – 4.499 = Very Satisfactory; 4.500 – 5.00 = Outstanding (Source: DepEd Order 2, series. 2015)

Table 2 presents the teacher’s performance, measured by the Individual Performance Commitment Record Form (IPCRF), for Boalan Elementary School, Division of Zamboanga City for the academic year 2022-2023. The mean score of 4.47, with a standard deviation of 0.40, indicates a very satisfactory level of performance. According to the legend provided, a score falling within the range of 3.500 to 4.499 is categorized as "Very Satisfactory." This implies that the teachers in Boalan Elementary School demonstrated very satisfactory performance during the specified academic year. Such as teachers’ job satisfaction, resilience, and work-life balance. It indicates that these teachers have excelled in meeting academic standards and fulfilling their mission of providing quality education to their students. This very satisfactory performance not only validates the efforts of the teachers, and but also signifies a strong commitment to excellence in education within the Division of Zamboanga City.

Achieving very satisfactory performance holds multifaceted implications for the teachers involved, extending beyond mere accolades to significant impacts on various stakeholders and educational dynamics. It brings about a heightened sense of recognition and prestige within the educational community, elevating the reputation of the schools both locally and potentially nationally. This recognition not only validates the commitment to excellence but also instills a sense of pride among

students, teachers, and administrators (Risteska, et al. 2010).

It also enhances teacher morale and job satisfaction, affirming the efficacy of their instructional efforts and fostering a culture of professional growth and development. This, in turn, contributes to staff retention and a cohesive school community. Moreover, it cultivates greater community engagement and support, as parents and local stakeholders recognize the value of education and its impact on societal well-being. This heightened involvement can lead to increased collaboration, resource mobilization, and a sense of collective ownership over the schools' success (Balarin, et al. 2008).

Problem 3: Is there a significant relationship between the teacher's extent of mental health and performance as reflected in the Individual Performance Commitment Record Form (IPCRF)?

Table 3. represents the Pearson Correlational test relationship between teacher’s mental health and Performance as reflected in the Individual Performance Commitment Record Form (IPCRF)

X	Y	r-value	Description	p-value	Decision
Teacher’s Mental Health	Performance	.365	Moderate	.000	Low Correlation

Legend: 0.01 – 0.19 = no or negligible; 0.20 – 0.29 = weak; 0.30 – 0.39 = Moderate; 0.40 – 0.69 = strong relationship; ≥ 0.70 = Very Strong relationship. Source: Dancey and Reidy (2004)

Table 3 reveals that the Pearson correlation test results indicate a moderate positive correlation ($r = 0.365$, $p < 0.001$) between teacher's mental health and performance as reflected in the Individual Performance Commitment Record Form (IPCRF). This significant and moderate positive correlation

implies that there is a relationship between teacher's mental health and their performance as evaluated through the IPCRF. Teachers with better mental health may tend to perform better in their roles, while those experiencing mental health challenges may struggle more in their professional responsibilities. However, it's important to note that correlation does not imply causation. Other factors beyond mental health may also influence teacher performance. Research by Jones et al. (2018) found similar results, suggesting a positive association between teacher well-being and job performance. Teachers with better mental health reported higher levels of job satisfaction, engagement, and effectiveness in the classroom. Similarly, a study by Smith and Brown (2019) highlighted the impact of teacher well-being on student outcomes, indicating that teachers with better mental health tend to foster better learning environments and academic achievement among students. Overall, while the correlation between teacher's mental health and performance is moderate, addressing mental health concerns among educators can potentially lead to improvements in job satisfaction, engagement, and ultimately, student outcomes.

VI. CONCLUSION AND RECOMMENDATIONS

The study concludes that capability of teachers to effectively manage their mental health within the workplace, emphasizing its pivotal role in fostering an environment where both educators and learners can flourish academically and personally. Demonstrating a commendable capacity to cope with workplace stressors, teachers exhibit resilience and adaptability, crucial qualities for maintaining positive mental well-being. Moreover, the study underscores the dynamic nature of mental well-being, recognizing its continuum influenced by a myriad of life stressors and individual factors. Importantly, it establishes a significant relationship between teachers' mental health and their performance in fulfilling their duties at school, emphasizing the direct impact of mental well-being on professional effectiveness. These conclusions highlight the imperative of prioritizing and supporting teachers' mental health to ensure the holistic well-being and success of educators and students alike within the educational setting.

Based on the conclusions drawn, this study offers recommendations for enhancing support systems within educational environments. School Heads are encouraged to facilitate emotional support for teachers by creating opportunities for open dialogue and active listening, recognizing the value of providing a safe space for expressing emotions. Teachers are advised to engage in ongoing education about mental health and to actively participate in local mental health awareness initiatives, fostering a culture of understanding and support. Furthermore, expressing genuine concern and reminding peers and loved ones about the availability of help and the efficacy of treatment for mental health issues can significantly contribute to destigmatization and support networks. Additionally, future researchers are encouraged to leverage the insights gained from this study as a foundation for conducting further research in similar domains, contributing to the advancement of knowledge in this vital field.

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