ASSESSMENT OF THE MENTAL WELL-BEING OF TEACHERS IN SELECTED PUBLIC ELEMENTARY SCHOOLS IN THE SCHOOLS DIVISION OF QUEZON CITY

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ABSTRACT

This study assessed the mental well-being of teachers in selected public elementary schools in the Schools Division of Quezon City during School Year 2025–2026. It specifically examined well-being along psychological capital and positive affect, determined relationships between selected teacher profile variables and well-being, identified factors affecting well-being, and used the findings as the basis for a proposed mental health program. The study employed a quantitative-descriptive-correlational approach with a developmental component. Data were obtained from 296 teachers selected from a population of 1,132 teachers in five public elementary schools through random sampling. A four-part survey-questionnaire covered teacher profile, psychological capital, positive affect, and factors affecting well-being. Frequency count, percentage, weighted mean, and chi-square test of independence were used in the analysis.

The findings showed that 58% of the teachers had no postgraduate degree, 55% had more than 10 years of teaching experience, and 72% had attended not more than three well-being-related trainings during the preceding five years. Psychological capital had an overall weighted mean of 3.02, interpreted as moderate, while positive effect had an overall weighted mean of 3.00, also interpreted as moderate. Significant relationships were reported between the profile variables and both dimensions of well-being. The study also identified 11 factors affecting teachers' well-being, with anxiety for being criticized obtaining the highest weighted mean among the identified factors. Based on these findings, a division-based mental health program was proposed.

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INTRODUCTION

Background and Rationale

Teachers are central to the delivery of quality education and to the development of learners. The thesis emphasizes that effective teaching and positive learning outcomes depend on educators who are competent, motivated, and adequately supported. Teachers perform instructional, assessment, classroom-management, relationship-building, and professional-development responsibilities, making their own well-being an important consideration in sustaining quality educational service.

The original thesis discusses the increasing vulnerability of teachers to occupational stress and burnout. It describes burnout as associated with prolonged and unmanaged workplace stress and notes that excessive demands may affect teachers' physical, mental, and emotional health. The literature reviewed in the thesis connects teacher stress and emotional exhaustion with instructional behavior, teacher–student relationships, and student outcomes. These concerns establish the need to examine not only negative experiences but also the positive psychological resources that may support teachers.

The study therefore focused on two dimensions of well-being: psychological capital and positive affect. Psychological capital was treated as a positive personal resource involving optimism, self-efficacy, resilience, hope, extroversion, and confidence. Positive affect was considered in terms of pleasant and positively engaged emotional states, including interest, alertness, enthusiasm, inspiration, pride, determination, strength, and activity.

Theoretical and Conceptual Basis

The study was anchored on Maslow's Hierarchy of Needs Theory. The thesis presents human needs as organized from physiological and safety needs through social and esteem needs to self-actualization. Applied to teachers, the framework suggests that supportive working conditions, security, relationships, recognition, and opportunities for growth are relevant to effective functioning and well-being.

The conceptual discussion also draws on positive psychology. The thesis presents positive psychology as an approach that emphasizes strengths, flourishing, positive experiences, and optimal functioning rather than focusing only on deficits or illness. Psychological capital is presented as a personal resource that can support performance and positive functioning, while positive affect represents pleasant emotional states and positive engagement.

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Research Problem and Objectives

The study sought to determine what mental health program may be proposed for teachers of selected public elementary schools in the Schools Division of Quezon City to improve their mental well-being. Specifically, it examined: (1) teacher profile in terms of highest educational attainment, length of teaching experience, and relevant seminars/trainings attended; (2) the status of well-being along psychological capital and positive affect; (3) relationships between profile variables and well-being; (4) factors affecting well-being; and (5) the mental health program that could be proposed based on the findings.

The null hypothesis stated that there was no significant relationship between the profile variables of the teachers and their status of mental well-being.

Scope

The investigation covered five selected public elementary schools in the Schools Division of Quezon City during School Year 2025–2026. The participating schools were Commonwealth Elementary School, Bagong Silangan Elementary School, Pres. Corazon C. Aquino Elementary School, San Diego Elementary School, and Holy Spirit Elementary School. The study focused on 296 teacher respondents and the specified dimensions and profile variables in the research instrument.

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METHODS

Research Design

The study used a quantitative-descriptive-correlational research design with a developmental component. The descriptive component characterized the teachers' profiles, levels of well-being, and factors affecting well-being. The correlational component examined whether teacher profile variables were significantly related to psychological capital and positive affect. The developmental component supported the preparation of a proposed mental health program based on the empirical findings.

Participants and Sampling

The study population consisted of 1,132 teachers from five selected public elementary schools. Using Slovin's formula with a 0.05 margin of error, the researcher obtained a sample of 296 teachers. The sample was distributed proportionately across the five schools and the teachers within each school were randomly selected.

Selected school	Total teachers	Sample
Commonwealth Elementary School	210	55
Bagong Silangan Elementary School	247	65
Pres. Corazon C. Aquino Elementary School	250	65
San Diego Elementary School	213	56
Holy Spirit Elementary School	212	55
Total	1,132	296

Research Instrument

A four-part survey-questionnaire was used. Part I obtained profile information concerning educational attainment, teaching experience, and relevant well-being seminars/trainings. Part II assessed psychological capital. Part III assessed positive affect. Part IV assessed factors that may affect teachers' well-being. The psychological-capital and positive-affect items were based on the instrument cited in the thesis from Ramos (2024), while the factor items were based on Kulekci Akyavuz (2021), with the thesis reporting that the items were validated as appropriate for use.

Data Collection and Ethics

The researcher personally administered the questionnaires and gave the teachers two weeks to complete them. Permission was secured from the Schools Division Superintendent before data collection, and informed consent was obtained from participating teachers. The thesis states that

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gathered information was treated confidentially and used only for the purposes of the study, consistent with the Philippine Data Privacy Act. Scholarly sources used in the thesis were cited and acknowledged.

Statistical Treatment

Frequency count and percentage were used to describe profile variables. Weighted mean was used to determine the level of psychological capital, positive affect, and the extent of factors affecting well-being. The interpretation ranges were 1.00–1.49 very low, 1.50–2.49 low, 2.50–3.49 moderate, 3.50–4.49 high, and 4.50–5.00 very high, with response labels adjusted to the specific scale used for each section. The chi-square test of independence was used to examine relationships between profile variables and the two well-being dimensions.

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RESULTS

Profile of the Teachers

The respondents' profile showed substantial professional experience but relatively limited postgraduate attainment and well-being-related training. Of the 296 respondents, 94 (32%) held bachelor's degrees, 77 (26%) had completed academic requirements for a master's degree, 72 (24%) held master's degrees, 29 (10%) had completed academic requirements for a doctoral degree, and 24 (8%) held doctoral degrees.

Highest educational attainment	**f**	**%**
Bachelor's degree holder	94	32
Finished academic requirements for master's degree	77	26
Master's degree holder	72	24
Finished academic requirements for doctoral degree	29	10
Doctoral degree holder	24	8
Total	296	100

Regarding teaching experience, 57 teachers (19%) had 1–5 years of experience, 78 (26%) had 6–10 years, 78 (26%) had 11–15 years, 58 (20%) had 16–20 years, and 25 (9%) had more than 20 years. Thus, the study reported that a majority had been teaching for more than 10 years.

Teaching experience	**f**	**%**
1–5 years	57	19
6–10 years	78	26
11–15 years	78	26
16–20 years	58	20
More than 20 years	25	9
Total	296	100

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For well-being-related training during the previous five years, none of the respondents reported no training; 214 (72%) had attended not more than three trainings, while 82 (28%) had attended more than three.

Relevant trainings in past five years	**f**	**%**
None	0	0
Not more than three	214	72
More than three	82	28
Total	296	100

Psychological Capital

The teachers reported a moderate level of well-being along psychological capital, with an overall weighted mean of 3.02. Across the psychological-capital items, the individual weighted means were consistently within the moderate range. For example, confidence in analyzing long-term problems, representing the work area in meetings, contributing to school-strategy discussions, setting work goals, contacting people outside the school, and presenting information to colleagues all received moderate interpretations.

The findings also indicate moderate responses for goal pursuit, finding ways around problems, perceived success at work, recovery from setbacks, managing difficulties, coping with stressful situations, and optimism about work. The pattern suggests that respondents generally perceived positive psychological resources as present but not at a high level.

Positive Affect

Positive affect also received an overall weighted mean of 3.00, interpreted as moderate. The assessment covered interest, alertness, attentiveness, excitement, enthusiasm, inspiration, pride, determination, strength, and activity. The thesis reports that the individual items remained within the moderate range, indicating that teachers experienced positive emotional engagement to a moderate extent.

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RESULTS (continued)

Relationship Between Profile Variables and Well-Being

The chi-square test of independence was used to test the null hypothesis at the .05 level of significance. The thesis reported significant relationships for all examined profile variables with both psychological capital and positive affect because each computed chi-square value exceeded the reported critical value of 3.84.

Profile variable	Psychological capital χ^2	Positive affect χ^2	Reported interpretation
Highest educational attainment	8.58	6.91	Significant
Length of teaching experience	7.24	7.82	Significant
Relevant trainings attended	6.81	5.44	Significant

For educational attainment, the reported chi-square values of 8.58 for psychological capital and 6.91 for positive affect were both greater than 3.84. For teaching experience, the values of 7.24 and 7.82 likewise exceeded the critical value. For relevant training, the displayed Table 7 reports 6.81 for psychological capital and 5.44 for positive affect. The study therefore rejected the null hypothesis for each tested relationship.

Factors Affecting Well-Being

The study identified 11 factors that met the thesis' criterion for being considered factors affecting well-being. The criterion was based on weighted means falling within the moderate extent or higher categories. The factors with the highest reported weighted means were personal-related concerns.

Factor	Category	Weighted mean	Extent
Anxiety for being criticized	Personal-related	2.93	Moderate
Anxiety for being complained about	Personal-related	2.92	Moderate
Anxiety for being misunderstood	Personal-related	2.91	Moderate

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Fear of making mistakes	Personal-related	2.90	Moderate
Fear of failure	Personal-related	2.89	Moderate
Fear of reaction	Personal-related	2.87	Moderate
Not being able to get the return of efforts	Student-related	2.86	Moderate
Low academic level	Student-related	2.85	Moderate
Competition	Colleague-related	2.56	Moderate
Colleague attitude	Colleague-related	2.54	Moderate
Groupings	Colleague-related	2.52	Moderate

Administrator-related factors listed in the original results generally received limited-extent ratings and therefore were not counted among the 11 factors. The identified factors indicate that personal concerns related to criticism, complaints, misunderstanding, mistakes, failure, and reactions were especially salient in the respondents' ratings.

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DISCUSSION

Interpretation of the Profile Findings

The profile results show a teacher group with considerable professional experience. More than half of the respondents had been teaching for over 10 years, while the largest single educational-attainment category was the bachelor's degree. The training profile similarly shows that well-being-related professional development was not extensive for most respondents, with 72% reporting not more than three relevant trainings in five years.

Taken together, the profile describes teachers who have accumulated substantial teaching experience but who may have fewer opportunities for formal well-being-related training. Because the study found significant relationships between the profile variables and both well-being dimensions, these characteristics were treated as relevant in the development of the proposed program.

Psychological Capital and Positive Affect

Both psychological capital and positive affect were assessed at a moderate level. The result is consistent with the conceptual orientation of the thesis, which treats well-being as more than the absence of distress. Psychological resources such as confidence, resilience, hope, optimism, and goal-directed behavior represent strengths that can be cultivated in organizational settings. Likewise, positive affect reflects teachers' capacity to experience interest, enthusiasm, inspiration, determination, and related positive states.

The moderate results suggest that the respondents possess these resources to a meaningful extent, while also leaving room for strengthening. Importantly, the study did not classify teachers as having a clinical mental-health condition. Its measures were perceptions of well-being and positive psychological functioning, not clinical diagnostic assessments.

Profile Variables and Well-Being

The significant chi-square findings indicate statistical associations between educational attainment, teaching experience, training participation, and the two measured well-being dimensions within the study sample. The results do not by themselves establish causation. Rather, they show that the distribution of well-being levels differed significantly across the categories of the examined profile variables.

The relationship with relevant training is particularly aligned with the developmental purpose of the study. The proposed mental health program includes activities intended to strengthen coping, resilience, mindfulness, relaxation, time management, and other positive psychological resources. The

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findings provide an empirical basis for emphasizing continuing well-being-related professional development.

Factors Affecting Well-Being

The 11 identified factors were concentrated in personal-, student-, and colleague-related areas. The highest-rated factor was anxiety for being criticized, followed by anxiety about being complained about and anxiety about being misunderstood. Other identified concerns included fear of making mistakes and fear of failure. These results suggest that interpersonal evaluation and perceived consequences of errors are relevant aspects of the respondents' well-being experiences.

Student-related concerns were also represented by difficulty obtaining returns from efforts and low academic level, while colleague-related factors included competition, colleague attitude, and groupings. These findings support a program that combines individual coping and resilience activities with collaborative and supportive school-based practices.

Implications for the Proposed Program

The proposed mental health program in the thesis is a division-based program intended for teachers in the selected public elementary schools. It is designed for year-long implementation, with interactive and collaborative delivery modes such as mentoring, coaching, professional learning sessions, peer discussions, and workshops. The program is intended to improve teachers' level of well-being and support sound mental health.

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PROPOSED MENTAL HEALTH PROGRAM

Program Title: A Mental Health Program for the Teachers of Selected Public Elementary Schools in the Schools Division of Quezon City

Program element	Description
Prerequisite	None
Duration	Entire year
Management level	Division-based
Delivery mode	Interactive-collaborative activities, mentoring, coaching, professional learning sessions, peer discussion, workshops
Target personnel	Teachers of selected public elementary schools in the Schools Division of Quezon City
Budget requirement	Local fund
Overall objective	Improve teachers' level of well-being and support sound mental health
Expected outcome	Improved level of well-being and sound mind among participating teachers

Program Components

Activity	Purpose	Duration/Cost stated in thesis
Orientation on the Mental Health Program	Provide teachers with a general understanding of the program	2 hours; no stated cost
Seminar-Workshop on Stress Management and Resilience Building	Improve coping skills and emotional resilience	1 day; Php 2,000.00
Seminar-Workshop on Mindfulness, Relaxation and Time Management	Strengthen coping, relaxation, and management skills	See approved program matrix

The approved thesis further explains that the program is grounded in the significance of mental health and the Philippine National Mental Health Act. It identifies schools as settings where teachers face multiple responsibilities, including instruction, classroom management, assessment, documentation, and related tasks. The program therefore seeks to provide structured opportunities for strengthening well-being.

Implementation should follow the approved thesis program matrix and the policies and resources of the Schools Division of Quezon City. Evaluation of the program is also recommended in the original thesis so that implementation can be assessed against its intended outcomes.

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CONCLUSION

Based on the findings reported in the approved thesis, the selected public elementary school teachers were generally characterized by limited postgraduate attainment relative to the full sample, substantial teaching experience, and participation in no more than three well-being-related trainings for most respondents. Their psychological capital and positive affect were both assessed at moderate levels.

The study found significant relationships between educational attainment, teaching experience, and relevant training participation and the two dimensions of well-being examined. Eleven factors were identified as affecting well-being, with anxiety for being criticized obtaining the highest weighted mean among those factors. These results were used to support a proposed mental health program for the participating teachers.

The findings should be interpreted within the study's scope. The design establishes statistical relationships within the sampled teachers but does not establish causal effects. In addition, the study measured perceived well-being through a survey rather than conducting clinical mental-health assessments.

RECOMMENDATIONS

The original thesis recommends that the proposed mental health program be approved for implementation in the selected public elementary schools in the Schools Division of Quezon City. It further recommends that implementation be evaluated and that similar studies be conducted by other researchers to validate the findings.

For future research, the same variables may be examined in other school divisions or larger samples, and subsequent studies may use longitudinal designs or additional measures to examine changes in well-being over time. These suggestions extend the research direction already identified in the approved thesis without altering its findings.

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