

**Psychological well-being of public school teachers:
Basis for a holistic development program**

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ABSTRACT

This study examined the psychological well-being of public secondary school teachers and assessed the factors that affect their emotional health and overall functioning. Specifically, it sought to determine the level of psychological well-being across six dimensions—autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance—and to identify significant differences when grouped according to profile variables. A mixed-method approach was employed, utilizing a standardized psychological well-being scale for quantitative analysis and open-ended interviews for qualitative insights. The respondents consisted of public school teachers from various grade levels within the division. Results revealed that teachers exhibited a moderate level of psychological well-being across all dimensions, suggesting that while they demonstrate resilience and adaptability, they remain vulnerable to occupational stress and emotional fatigue. No significant differences were found when respondents were grouped according to demographic characteristics, indicating that psychological challenges are commonly experienced across all teaching categories. The qualitative findings revealed recurring issues such as workload pressure, financial strain, family responsibilities, and limited institutional support. Despite these challenges, teachers employed coping mechanisms grounded in faith, optimism, and interpersonal support. Based on these findings, a holistic development program titled Project CARE (Cultivating Awareness, Resilience, and Empowerment) was proposed to enhance teachers' psychological health, promote resilience, and foster a supportive organizational environment. The study emphasizes that ensuring teacher well-being is fundamental to sustaining educational quality and professional fulfillment.

Keywords: Psychological well-being, teachers, mental health, resilience, stress, holistic development program, Project CARE

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INTRODUCTION

Teachers play a vital role in shaping society by imparting knowledge and nurturing students' holistic development. Despite this critical function, the psychological well-being of

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teachers often receives insufficient attention even though it greatly influences classroom performance, job satisfaction, and overall effectiveness. Psychological well-being encompasses several dimensions that collectively reflect an individual's ability to manage stress, maintain meaningful relationships, and sustain personal growth. Ryff (1989) conceptualized psychological well-being as consisting of autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance. These dimensions provide a comprehensive understanding of how individuals achieve psychological balance and fulfillment. For teachers, these elements are essential in fostering resilience, professional competence, and sustained engagement in the teaching profession.

Across the world, the demands placed upon teachers have increased significantly. Greater expectations for accountability, expanding administrative responsibilities, and heavier workloads have intensified the pressures experienced by educators in many countries (OECD, 2019; WHO, 2020). These circumstances place teachers at higher risk of experiencing occupational stress and burnout. Empirical evidence indicates that teachers who maintain higher levels of psychological well-being demonstrate stronger resilience, improved professional performance, and lower attrition rates (Taylor et al., 2023; Erfurt et al., 2023). Several education systems have recognized the importance of safeguarding teacher well-being. For instance, countries such as Finland and Canada have implemented institutional support structures that emphasize mental health, work life balance, and continuous professional development. These initiatives have contributed to improved teacher satisfaction and increased retention within the profession (Sahlberg, 2021).

Within the Philippine context, teaching remains a demanding profession characterized by multiple psychological stressors. Filipino educators frequently confront heavy workloads, financial constraints, and limited institutional support systems that may adversely affect their well-being. Studies have shown that teachers in the Philippines often report lower levels of well-being in areas such as personal growth, purpose in life, and self-acceptance. These factors have been linked to reduced job performance and diminished professional fulfillment (Villarosa & Ganotice, 2018). Recent investigations further reveal that although many teachers report moderate to high levels of job satisfaction, their overall psychological well-being remains only moderate. This disparity suggests that while teachers may remain committed to their roles, many continue to experience psychological challenges that require stronger institutional responses (Oducado et al., 2023; CJMS, 2023).

Recognizing the importance of teacher welfare, the Philippine government has introduced several policies designed to protect and promote the well-being of educators. These include the Magna Carta for Public School Teachers, the Mental Health Act or Republic Act 11036, and a number of Department of Education policies issued in 2017, 2021, and 2022 that address teacher welfare and mental health concerns. Despite these policy efforts, gaps in implementation persist. Many divisions still lack sustained and well codified wellness programs that effectively address the psychological needs of teachers. In Tabuk City, similar concerns are evident as teachers encounter heavy workloads, administrative pressures, and limited access to organized wellness initiatives. These conditions highlight the importance of examining teachers' psychological well-being in the local context. Guided by Ryff's multidimensional framework, the present study investigates the psychological well-being of public school teachers in Tabuk City as a basis for developing a holistic development program. By examining the dimensions of psychological well-being, the research seeks to provide insights that may guide policies and interventions aimed at strengthening teacher resilience, empowerment, and instructional quality, thereby contributing to both individual well-being and broader educational improvement (Villarosa & Ganotice, 2018; Taylor et al., 2023).

The study is guided by the hypothesis that there is no significant difference in the psychological well-being of the respondents when they are grouped according to their profile characteristics.

This investigation holds significant value for several groups of stakeholders. For teachers, understanding the psychological factors that influence their well-being may enable them to manage personal and professional challenges more effectively, reduce stress, and actively participate in wellness initiatives designed to enhance resilience. Strengthening teachers' psychological well-being contributes to sustained motivation, greater job satisfaction, and improved classroom effectiveness. Students also benefit from educators who maintain positive psychological health. Teachers who experience well-being are better positioned to create supportive and engaging learning environments that promote student achievement and holistic development.

The broader community likewise gains from a stable and satisfied teaching workforce that contributes to the delivery of quality education and to social and economic progress. At the policy level, the findings of the study can provide valuable evidence based insights for educational leaders and for the Department of Education, particularly within the Division of Tabuk City. Such information can guide the design and implementation of division wide wellness initiatives, professional development opportunities, and workload management strategies that prioritize teacher well-being. In addition, the study provides a foundation for future researchers interested in exploring teacher well-being, institutional support systems, and the impact of educational policies on professional wellness. Strengthening teachers' psychological well-being ultimately contributes to the development of a more resilient, effective, and compassionate educational system that benefits teachers, learners, and society.

The theoretical foundation of this study is anchored in Carol Ryff's Six Factor Model of Psychological Well-being (Ryff, 1989). This model conceptualizes psychological well-being as consisting of six interrelated dimensions that collectively shape an individual's mental health and life satisfaction. Autonomy refers to the ability to regulate one's behavior independently and to resist social pressures that conflict with personal values. Individuals who possess autonomy pursue intrinsically meaningful goals that align with their personal beliefs, enabling teachers to maintain professional integrity and self-directed motivation (Student Wellbeing Blog, 2020). Environmental mastery describes the capacity to manage life situations effectively and to create environments that support personal and professional needs. For teachers, this dimension reflects competence in addressing classroom demands and sustaining a balance between work and personal responsibilities (Verywell Mind, 2019).

Personal growth involves openness to new experiences, continuous development, and the realization of one's potential. These qualities are highly relevant to teachers who must continually adapt to evolving educational practices and pursue professional learning opportunities (Student Wellbeing Blog, 2020). Positive relations with others emphasize the development of warm, trusting, and supportive relationships. Such relationships are essential for teachers because collaboration with colleagues, administrators, students, and parents significantly influences emotional well-being within the school community (Verywell Mind, 2019). Purpose in life refers to the presence of meaningful goals and a clear sense of direction that fosters teachers' sense of vocation, motivation, and professional commitment (Robertson Cooper, 2025). Self-acceptance involves maintaining a balanced and positive perception of oneself, including recognition of personal strengths and limitations, which strengthens resilience and emotional stability (ScienceDirect, 2025). Ryff's model is particularly relevant to this study because it provides a multidimensional framework for examining the complex nature of teachers' psychological well-being. Furthermore, the Ryff scales have demonstrated

strong psychometric validity and cross cultural applicability and have been validated among Filipino teachers (Center of Inquiry, 2018; Villarosa & Ganotice, 2018).

Teacher well-being has also been examined extensively in the literature on professional health and occupational functioning. An educator's physical well-being encompasses factors such as proper nutrition, adequate rest, and the capacity to meet professional demands without excessive fatigue or physical strain. Research conducted across various educational contexts shows that teachers often experience significant levels of burnout, psychological distress, anxiety, depression, chronic fatigue, low self-esteem, and strained interpersonal relationships (García Carmona et al., 2019; Thomson & Hillman, 2020). Studies have reported that a considerable proportion of secondary school teachers experience moderate to high levels of burnout, with a substantial percentage demonstrating emotional exhaustion.

The consequences of diminished well-being extend beyond the individual teacher. Poor mental health and burnout among educators negatively affect student learning outcomes, teaching effectiveness, and teacher retention rates (Sorensen & Ladd, 2020). Teachers who encounter high levels of work related stress often demonstrate reduced commitment to their profession, decreased job satisfaction, and diminished capacity to provide both academic and emotional support to their students. Furthermore, stressed teachers are more likely to consider leaving the profession within a relatively short period of time (Thomson & Ladd, 2020). These concerns underscore the importance of identifying strategies that can improve teachers' mental health, reduce burnout, and sustain the teaching profession.

Recent research has also identified links between teacher burnout and physical health complications. Madigan et al. (2023) reported strong associations between burnout and physical ailments including frequent headaches, gastrointestinal disorders, voice strain, inflammation, and dysregulation of the hypothalamic pituitary adrenal axis. These findings demonstrate that prolonged occupational fatigue can lead to the early development of physical health problems. Evidence from other high stress professions supports the conclusion that burnout significantly increases the risk of adverse physical outcomes. In the context of education, maintaining teachers' mental and emotional well-being is essential for effective classroom management, the completion of administrative responsibilities, meaningful engagement with students, and the maintenance of a positive professional outlook. Achieving these outcomes requires adequate institutional support, appropriate resource allocation, and manageable workload expectations.

Within the Philippine education system, teachers frequently manage large class sizes while simultaneously addressing numerous responsibilities beyond classroom instruction. These additional duties often include administrative work, participation in school programs, and compliance with policy requirements. Such overlapping responsibilities contribute to increased stress and exhaustion among educators. Tumalon (2020) found that work related stressors significantly influence teachers' mental health conditions. Interventions designed to support teachers have included school and district based Learning Action Cell sessions as well as capacity building initiatives intended to strengthen professional competencies.

In addition to professional demands, teachers' emotional experiences within the workplace influence their self-efficacy and professional identity. Glazzard and Rose (2020) examined factors affecting teachers' mental health and well-being in primary schools in England and found that work related stress frequently intensifies during assessment periods, periods of heavy scheduling, and times of sudden policy changes. Similarly, Buonomo et al. (2020) explored teachers' emotional experiences and demonstrated that educators' feelings toward their students and their professional roles influence their sense of self efficacy and teaching effectiveness. These findings emphasize the importance of institutional strategies

designed to enhance teacher satisfaction, strengthen support systems, and improve the sustainability of the teaching profession (Lensen et al., 2021).

Social well-being also plays a critical role in teachers' overall psychological health. Social well-being refers to teachers' satisfaction, happiness, and fulfillment in their relationships with colleagues, students, parents, administrators, and members of the broader community. Positive social relationships contribute to greater motivation, stronger job satisfaction, and improved mental health. However, the demanding nature of teaching often produces substantial time pressure and emotional strain. Maas et al. (2020) found that excessive workloads and time constraints frequently lead to emotional exhaustion and long term health problems. Nevertheless, strong social support networks can function as protective factors that help mitigate these negative outcomes.

Several organizational factors have been identified as influencing teachers' job satisfaction and well-being. Sahito and Vaisanen (2020) reported that supportive work environments, opportunities for professional growth, fair compensation, collaborative relationships, and teacher autonomy all contribute to positive professional experiences. Conversely, authoritarian leadership, lack of transparency in institutional policies, limited resources, and poor work life balance may lead to dissatisfaction and burnout. Mérida López et al. (2020) further demonstrated that social support from colleagues and supervisors plays a significant role in strengthening teachers' commitment to their profession. Teachers who experience supportive relationships within their workplace demonstrate higher engagement and greater resilience, whereas those who lack such support are more likely to consider leaving the profession.

Psychological well-being itself is recognized as a multidimensional construct that involves both emotional and cognitive evaluations of life experiences. Rather than merely representing the absence of psychological distress, psychological well-being emphasizes optimal functioning and the realization of human potential (Ryff, 2013; Yigit & Cakmak, 2024). This perspective draws upon the philosophical concept of eudaimonia, which emphasizes meaningful engagement with life and the fulfillment of individual capabilities (Ryff & Singer, 2008). Within educational settings, psychological well-being influences both teachers' professional effectiveness and students' academic success, thereby shaping the overall quality and sustainability of educational institutions (Perez Ordas et al., 2022; Sarzhanova & Nurgabdeshev, 2025).

Recent literature identifies several factors that influence psychological well-being in educational contexts. Emotional intelligence and mindfulness contribute to improved emotional regulation, social competence, and resilience among both teachers and students (Costa et al., 2013; Fan & Cui, 2024). Social support networks and institutional programs such as counseling and mentorship initiatives provide resources that strengthen well-being and foster a sense of belonging within the school community (Trudel Fitzgerald et al., 2019; Sarzhanova & Nurgabdeshev, 2025). At the same time, contemporary educational environments introduce new challenges. Academic pressures, institutional demands, and the increasing influence of digital technologies can create additional stressors. Excessive social media use and academic stress have been identified as risk factors for psychological distress, whereas emerging digital mental health tools may offer new opportunities for supporting coping and emotional regulation (Sarzhanova & Nurgabdeshev, 2025; Ansari et al., 2024).

Several additional factors affect teachers' psychological well-being. Benevene et al. (2020) emphasized the importance of positive perceptions of the work environment, including the availability of adequate human and physical resources and opportunities for professional development. These factors contribute to greater job satisfaction and improved well-being at work. De Cordova et al. (2019) highlighted the role of supportive leadership and positive

relationships among colleagues in sustaining professional well-being even in challenging environments. Institutional support from school administrators may also serve as a protective factor that reduces the impact of negative workplace experiences.

Other studies have explored the influence of workplace conditions and personal dispositions on teacher well-being. Addimando et al. (2020) demonstrated that improved teaching practices and favorable working environments increase teachers' engagement and satisfaction. Benevene et al. (2020) also found that dispositional traits such as happiness and self-esteem influence teachers' health and well-being, particularly when educators perceive their work environment as supportive and positive.

Spiritual well-being represents another dimension that contributes to teachers' holistic wellness. This aspect involves an inner sense of peace, purpose, and connection that may or may not be associated with religious beliefs. Spiritual well-being allows teachers to develop a deeper understanding of their identity, values, and sense of meaning in relation to their professional roles. Chirico (2020) examined the role of prayer as a preventive measure against burnout among teachers in religious institutions and found that spiritual practices may help mitigate occupational stress in a manner similar to meditation and other mind body approaches. Kumar (2020) further argued that workplaces that encourage openness, meaningful engagement, and supportive environments foster positive emotional experiences and job satisfaction among teachers.

Financial well-being also contributes to teachers' overall psychological stability. Financial well-being refers to the ability to meet economic responsibilities, save for the future, and maintain an acceptable standard of living. Podolsky et al. (2019) emphasized that maintaining a competent and stable teaching workforce is essential for improving student learning outcomes. However, teacher shortages in many countries demonstrate that financial conditions and working environments significantly influence recruitment and retention within the profession.

A holistic understanding of teacher well-being requires recognition of its multidimensional nature. The World Health Organization defines mental health as a state in which individuals are able to realize their potential, cope with the normal stresses of life, work productively, and contribute to their communities (WHO, 2019). Scholars have proposed multiple frameworks for understanding well-being. The hedonic perspective emphasizes happiness and life satisfaction (Diener, 2024), whereas the eudaimonic perspective emphasizes meaningful functioning and the realization of human potential (Ryff, 2019). Another approach, known as human flourishing, describes well-being as open, engaged, and healthy functioning within society (Ryan & Deci, 2021).

Well-being may also be examined through objective and subjective dimensions. Objective well-being includes measurable conditions such as physical health and financial security, whereas subjective well-being reflects personal experiences and perceptions that are inherently private (Manning et al., 2020). Although objective and hedonic approaches provide useful measurement tools, scholars have criticized them for oversimplifying the complexity of well-being (Brady & Wilson, 2021). Positive psychology attempts to integrate both perspectives by emphasizing positive emotions, engagement, relationships, meaning, and achievement through the PERMA model (Seligman, 2021). This perspective recognizes that individuals function within social systems and that supportive environments are essential for promoting well-being (Seligman & Csikszentmihalyi, 2020).

Despite its contributions, positive psychology has also faced criticism for its emphasis on individualistic perspectives rooted in Western ideologies. Wright and Pascoe (2024) argue that such frameworks may overlook relational and contextual aspects of well-being. Cultural research further demonstrates that perceptions of well-being differ across societies. East Asian

perspectives tend to emphasize social harmony and relational obligations, whereas European American perspectives often prioritize individual achievement and self-esteem (Uchida et al., 2020). These differences illustrate the complexity of defining well-being and highlight the absence of a universally accepted framework.

Teacher well-being therefore encompasses both personal and occupational dimensions. Teachers must navigate the interaction between their professional responsibilities and their personal lives. Warr (2019) described this relationship as bidirectional, indicating that emotions experienced in the workplace influence personal well-being and that personal experiences likewise affect professional functioning. Understanding teacher well-being therefore requires careful examination of both workplace conditions and broader life circumstances.

Scholars have proposed several definitions of teacher well-being. Aelterman et al. (2022) described teacher well-being as a positive emotional state that arises when environmental conditions align with teachers' needs and expectations. Acton and Glasgow (2023) provided a broader definition that integrates personal fulfillment, professional satisfaction, and collaborative relationships with colleagues and students. These conceptualizations emphasize the interconnected nature of personal experiences and professional interactions in shaping teacher well-being.

Nevertheless, the literature continues to reveal conceptual inconsistencies in defining teacher well-being. Some researchers avoid providing explicit definitions, which makes it difficult to determine whether the focus of their work is professional, personal, or holistic well-being (Field, 2019). Marsh (2024) noted that these inconsistencies sometimes arise from conceptual confusion in which similar terms are used to describe different constructs or different terms refer to the same concept. Despite these challenges, researchers widely recognize teacher well-being as a critical factor in sustaining the teaching profession and improving student outcomes (Cann et al., 2020).

Contemporary research on teacher well-being often reflects three primary perspectives. The first perspective focuses on deficiency and examines stress, burnout, and emotional exhaustion as major concerns within the profession (Roffey, 2022). Studies conducted in Finland, the United Kingdom, and the United States demonstrate that teacher stress is a global phenomenon that requires institutional support and well-being initiatives (Taajamo & Puhakka, 2020; Scanlan & Savill Smith, 2021; Herman et al., 2020; Zhang et al., 2023). The second perspective emphasizes flourishing and focuses on positive emotions, supportive relationships, and a sense of purpose within the teaching profession (Kun & Gadanez, 2019; Turner & Theilking, 2019). The third perspective examines professionalism and emphasizes factors such as professional identity, job satisfaction, work life balance, and institutional context. Together, these perspectives provide a balanced understanding of teacher well-being as a complex interaction between personal experiences and professional environments.

Several challenges continue to affect the attainment of psychological well-being among teachers. Work related stress remains a persistent issue in many educational contexts. A descriptive study involving 196 teachers in a highly urbanized Philippine city reported moderate levels of work related stress, particularly in relation to professional responsibilities, which were significantly associated with teaching performance (Spiritual Well-being Study, 2025). Additional research involving public school teachers in Davao de Oro found moderate levels of stress and symptoms of mild depression and anxiety, raising concerns about increasing burnout and the possibility of teacher suicides linked to excessive workload and pressure (Guillasper et al., 2023; Casamayor, 2023).

Burnout has been shown to have a significant negative relationship with psychological well-being among Filipino teachers. Orines et al. (2023) reported that work related burnout among elementary teachers in Quezon City was strongly associated with lower psychological

well-being, whereas resilience was positively associated with improved well-being. The recent pandemic further intensified these concerns as teachers were required to adapt rapidly to remote learning environments, technological challenges, and increased responsibilities without sufficient institutional support (Bernardo, 2022; WHO, 2020).

Coping mechanisms among Filipino teachers also vary according to demographic characteristics. Younger teachers tend to demonstrate greater optimism, whereas married and postgraduate teachers communicate emotions more effectively. Male teachers often rely on cognitive reappraisal and relaxation techniques, while female teachers tend to depend more heavily on social support networks. Although these strategies offer some benefits, the overall relationship between coping mechanisms and mental health remains relatively weak, indicating the need for stronger institutional support systems that include stress management programs and recreational initiatives (CJMS, 2023; Zenodo, 2024).

The consequences of compromised psychological well-being are far reaching. Reduced teaching effectiveness, lower job satisfaction, increased absenteeism, and higher turnover intentions threaten the stability and quality of educational systems (OECD, 2019; Taylor et al., 2023). In the Philippines, these issues are further intensified by large class sizes, administrative burdens, and limited opportunities for professional development, which collectively exacerbate teacher stress and burnout (PIDS, 2021; Bernardo, 2022). These realities highlight the urgent need for comprehensive and sustained interventions that strengthen teachers' psychological well-being and support the long term sustainability of the teaching profession.

Statement of the problem

This study aims to assess the psychological well-being of public school teachers as a basis for developing a holistic development program. Specifically, it seeks to examine the demographic characteristics of the respondents, determine their level of psychological well-being across key dimensions, identify issues and challenges related to their psychological well-being, and propose a holistic development program that may address the identified needs of teachers.

1. What is the profile of the teachers in terms of age, sex, civil status, years of teaching experience, educational attainment, grade level taught, workload, and number of children?
2. What is the level of psychological well-being of the respondents in terms of autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance?
3. Is there a significant difference in the psychological well-being of the respondents when they are grouped according to their profile?
4. What issues and challenges are experienced by the respondents in relation to their psychological well-being?
5. What holistic development program may be proposed based on the results of the study?

METHODOLOGY

This study employed a sequential explanatory mixed methods design that integrated both quantitative and qualitative approaches to comprehensively investigate the psychological well-being of public school teachers in Tabuk City. In this design, the quantitative phase preceded the qualitative phase so that the latter could explain and elaborate on the statistical findings derived from the first phase. The quantitative component involved the administration of a structured survey questionnaire based on the Ryff Psychological Well-being Scale to a

representative sample of public school teachers. This phase measured the levels of psychological well-being across six dimensions, namely autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance. The quantitative data were analyzed using descriptive and inferential statistical techniques in order to identify patterns, correlations, and predictors associated with teachers' well-being. Following the completion of the quantitative stage, the qualitative phase explored contextual and experiential factors that influenced teachers' psychological well-being. Through in depth semi structured interviews and focus group discussions, the study gathered rich descriptive information concerning teachers' lived experiences, including workplace stressors, coping mechanisms, institutional support, and work life balance. These qualitative insights provided further explanation and deeper interpretation of the quantitative findings and highlighted the real life conditions that underlie statistical patterns. The adoption of a mixed methods approach was considered appropriate for the objectives of the study because quantitative data provided breadth and generalizability, while qualitative findings offered depth and contextual understanding of the phenomenon being examined.

Participants in the study were selected through a stratified random sampling technique to ensure fair and proportional representation across all districts within the Division of Tabuk City. A total of 117 secondary public school teachers served as respondents. The sample size was determined based on official records obtained from the Schools Division Office in order to ensure accuracy and inclusiveness in the representation of teachers within the division. Stratification allowed the researcher to capture perspectives from teachers across different schools and districts, thereby strengthening the representativeness of the sample and enhancing the reliability of the findings.

Two primary instruments were utilized to collect data regarding the psychological well-being of public school teachers. The first instrument consisted of a structured questionnaire designed to measure the six dimensions of psychological well-being as defined in Ryff's Psychological Well-being Scale (Ryff, 1989). These dimensions included autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance. The questionnaire employed a four point Likert scale with response categories ranging from 1 = Strongly Disagree to 4 = Strongly Agree in order to measure teachers' self-reported perceptions across the six dimensions. The instrument was adapted to ensure cultural relevance and linguistic clarity for Filipino teachers. Reliability and validity were examined through pilot testing of the adapted instrument, which yielded a Cronbach's alpha coefficient of indicating acceptable internal consistency. Previous local studies using Ryff's scale among Filipino teachers further confirmed its reliability and construct validity (Villarosa & Ganotice, 2018). In addition to the scale items, the questionnaire included demographic and professional background questions designed to identify potential predictors of psychological well-being, including teaching experience, employment status, and subject specialization. The survey was administered either online through Google Forms or in person during school visits depending on the logistical context, thereby ensuring accessibility and convenience for participants located across different districts within the Division of Tabuk City.

The second instrument consisted of qualitative items in the form of open ended questions that complemented the survey responses. These questions were intended to gather deeper insights into teachers' lived experiences and to explore issues and challenges that influenced their psychological well-being. The open ended items addressed topics such as workplace stressors, coping strategies, and available institutional support systems. Depending on the availability and preference of participants, responses were obtained through written survey entries, semi structured interviews, or focus group discussions. This qualitative

component enabled the researcher to obtain contextual information that could clarify and expand upon the patterns observed in the quantitative results.

The process of data gathering followed established ethical and procedural standards. Prior to the commencement of data collection, the researcher obtained approval from her adviser and the College. Letters requesting permission to conduct the study were submitted to school principals in order to secure authorization for research activities within their respective institutions. Ethical principles including confidentiality, voluntary participation, and informed consent were strictly observed throughout the research process. Participants were provided with informed consent forms that clearly described the purpose of the study, the procedures involved, and their right to withdraw from participation at any time without consequences. The researcher ensured that no participant was subjected to any form of experimentation. Quantitative data collection occurred first through the administration of the pilot tested survey questionnaire to assess teachers' psychological well-being across the six identified dimensions. After the completion of the quantitative phase, selected participants were invited to participate in interviews or focus group discussions in order to provide deeper insights into their experiences, perceived challenges, and support systems available within their professional environment. This sequential process allowed the researcher to obtain a comprehensive understanding of the factors influencing teachers' psychological well-being.

Following the completion of data collection, all survey responses were carefully reviewed to ensure completeness before being encoded for statistical analysis. Qualitative data obtained from interviews and focus group discussions were transcribed verbatim and analyzed using thematic analysis procedures. The collected data were securely stored in password protected files that were accessible only to the researcher to maintain confidentiality and data security. Upon completion of the research, the findings were compiled into a comprehensive report that was shared with the Schools Division Office. The results were intended to inform the development of a holistic development program designed to enhance the psychological well-being of public school teachers within the division.

Ethical considerations were strictly upheld throughout the research process to safeguard the rights and welfare of all participants. Teachers were fully informed regarding the purpose of the research, the procedures involved, and the potential risks and benefits associated with participation. Participation was entirely voluntary and participants were allowed to withdraw at any stage without penalty. Prior to the conduct of the study, ethical clearance was obtained from the College Research Committee to ensure compliance with institutional and national research standards. Confidentiality and anonymity were preserved by ensuring that participants' identities were not disclosed in any report or publication arising from the study. Pseudonyms were used when presenting qualitative findings to further protect participant identities. The study complied with the Data Privacy Act of 2012 (RA 10173), which required that all personal and sensitive information be collected, processed, and stored in a secure manner. Interview recordings, transcripts, and survey data were stored securely and were accessible only to the researcher. Safeguards were implemented to prevent unauthorized access, loss, or misuse of the data. Upon completion of the research, all data were responsibly disposed of in accordance with ethical data management practices. The principles of beneficence and nonmaleficence guided the research to ensure that no harm occurred to participants and that the study generated insights beneficial to teachers and the educational community.

Data analysis employed both descriptive and inferential statistical procedures. Frequency counts and percentages were used to describe the demographic profile of the teachers, including variables such as age, sex, years of teaching experience, educational attainment, grade level taught, and workload. For the examination of teachers' psychological

well-being across the six dimensions of autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance, descriptive statistics were computed to determine the mean scores and standard deviations for each dimension. Reliability analysis using Cronbach's alpha was conducted to assess the internal consistency of the Ryff Psychological Well-being Scale subscales, thereby confirming the reliability of the instrument within the context of the study.

Inferential statistical tests were applied to determine differences among groups and to explore relationships between teacher characteristics and psychological well-being. Independent samples t tests were conducted to compare well-being scores between two groups, such as male and female teachers. For comparisons involving more than two groups, such as those based on educational attainment or grade level taught, one way ANOVA was employed. Post hoc analyses such as Tukey's HSD were conducted when necessary to identify specific differences between groups. When the assumptions of normality or homogeneity of variance were not satisfied, non-parametric alternatives such as the Mann Whitney U test or the Kruskal Wallis test were utilized. Correlation analyses were also performed using Pearson's r or Spearman's rho in order to examine relationships between continuous variables including age, years of teaching experience, workload, and psychological well-being scores.

After the completion of the quantitative analysis, qualitative data were examined through thematic analysis in order to address the research question concerning issues and challenges influencing teachers' psychological well-being. The process began with familiarization with the data through repeated reading of interview transcripts and written responses. Significant text segments were then systematically coded and grouped into broader categories representing recurring patterns related to stressors, coping strategies, and institutional support systems. These codes were subsequently organized into themes that represented the shared experiences of participants. The themes were reviewed and refined to ensure that they accurately reflected the meanings present in the data. The final results were reported with illustrative quotations from participants in order to provide rich contextual insights into teachers' lived experiences. The qualitative findings complemented the quantitative results by providing deeper explanation and triangulation of the data, thereby highlighting both the measurable and experiential aspects of teachers' psychological well-being.

RESULTS AND DISCUSSION

The results and discussion presented in this section are grounded in the data gathered from 117 secondary public school teachers in the Division of Tabuk City who participated in the study. The investigation employed a sequential explanatory mixed methods design in which quantitative data were collected first through a structured questionnaire based on the Ryff Psychological Well-being Scale, followed by qualitative data gathered through interviews, written responses, and focus group discussions to explain and contextualize the statistical findings. Respondents were selected using a stratified random sampling technique to ensure proportional representation across districts within the division. Quantitative data were analyzed using descriptive statistics such as frequency counts, percentages, and mean values, as well as inferential statistical procedures including t tests, ANOVA, and correlation analyses. Qualitative responses were subjected to thematic analysis to identify recurring issues affecting teachers' psychological well-being. The interpretation presented in this section directly addresses the objectives of the study and integrates both the statistical results and the experiential insights obtained from participants.

The demographic profile of the respondents reveals several important characteristics of the teaching workforce represented in the study. Among the 117 teachers surveyed, 65 or 55.60% belong to the age group 20–35 years old, 45 or 38.50% belong to the age group 36–50 years old, and 7 or 6.00% are 51 years old and above. These figures indicate that the majority of teachers in the sample fall within the younger age group, suggesting that the teaching workforce in the division is composed primarily of early to mid-career professionals. In terms of sex, 12 respondents or 10.30% are male while 105 respondents or 89.70% are female, confirming the continuing predominance of women in the teaching profession. With respect to civil status, 26 teachers or 22.20% are single while 91 teachers or 77.80% are married, indicating that most respondents manage both professional responsibilities and family commitments simultaneously.

Analysis of teaching experience shows that 83 respondents or 70.90% have 10 years and below of teaching experience, 22 respondents or 18.80% have 11–20 years of experience, and 12 respondents or 10.30% have 21 years and above. This distribution further reinforces the observation that a large proportion of the teachers in the division are relatively early in their professional careers. In terms of educational attainment, 51 teachers or 43.58% hold a Bachelor's Degree, 60 teachers or 51.28% hold a Master's Degree, and 6 teachers or 5.14% hold a Doctorate Degree. The high percentage of teachers with graduate education indicates an encouraging trend toward professional development and advanced academic preparation within the teaching workforce. Regarding grade level taught, 7 respondents or 5.98% teach Grade 7, 21 respondents or 17.95% teach Grade 8, 13 respondents or 11.11% teach Grade 9, 9 respondents or 7.69% teach Grade 10, 8 respondents or 6.84% teach Grade 11, 4 respondents or 3.42% teach Grade 12, and 55 respondents or 47.01% teach more than 1 grade level. The fact that 47.01% of teachers handle more than one grade level reflects the flexible role expectations placed on educators within the division. In terms of teaching hours per week, 30 respondents or 25.64% report less than 20 hours with appended duties, 74 respondents or 63.25% report teaching 20–30 hours, and 13 respondents or 11.11% report more than 30 hours. This distribution indicates that most teachers carry a moderate teaching load of 20–30 hours per week. Finally, the number of children reported by respondents shows that 23 teachers or 19.70% have none, 70 teachers or 59.80% have 1–3 children, and 24 teachers or 20.50% have 4–6 children. These data illustrate the family responsibilities that many teachers balance alongside their professional duties.

The level of psychological well-being among the respondents was measured across six dimensions of Ryff's model. The results indicate that teachers generally experience a moderate level of psychological well-being across all dimensions. The overall psychological well-being of the respondents obtained a mean score of 2.89, which corresponds to the qualitative description Moderate Psychological Well-being. This result indicates that teachers demonstrate an average level of mental health and emotional balance. They generally maintain positive perceptions about themselves and their professional roles, yet they also encounter occasional challenges related to work related stress, personal expectations, and institutional demands.

In the dimension of autonomy, the respondents obtained a mean score of 2.91 with a qualitative description of Moderate Psychological Well-being. This result suggests that teachers possess a moderate level of independence in expressing their opinions and making professional decisions. Although teachers demonstrate confidence in their ideas and are able to resist social pressures to some degree, they may still experience concerns about external evaluation or expectations from colleagues and administrators. According to Deci and Ryan's self-determination theory, autonomy is a fundamental psychological need that supports intrinsic motivation and well-being. However, the structure of the educational system often places teachers in highly regulated environments where policies, administrative directives, and

accountability measures limit the degree of independence they can exercise in their professional roles.

The dimension of environmental mastery obtained a mean score of 2.76 with a qualitative description of Moderate Psychological Well-being. This finding indicates that teachers are generally able to manage their daily responsibilities, organize classroom activities, and meet institutional expectations. Nevertheless, they may occasionally encounter difficulty maintaining complete control over their professional environment. Heavy workloads, administrative requirements, and resource limitations can diminish teachers' sense of control and influence over their work settings. Hodges et al. emphasized that environmental mastery reflects an individual's capacity to shape and manage surroundings in ways that support personal needs. Within the context of public school teaching, achieving such mastery may be challenging when teachers must respond to numerous institutional demands simultaneously.

Personal growth recorded a mean score of 2.82, also corresponding to Moderate Psychological Well-being. This result suggests that teachers generally maintain an interest in continued learning and professional development. They demonstrate openness to new experiences and recognize the importance of self-improvement. However, the moderate level also indicates that opportunities for growth may not always be fully realized due to routine demands, time constraints, and limited resources for professional advancement. Mamolo and Sugano observed that the implementation of educational reforms such as the K–12 curriculum has significantly increased teachers' workload, which may reduce the time available for reflective practice and professional learning.

The dimension of positive relations with others obtained a mean score of 2.86 with a qualitative description of Moderate Psychological Well-being. This finding indicates that teachers generally maintain harmonious and cooperative relationships with colleagues, administrators, and students. Supportive interactions and collegial collaboration contribute positively to teachers' emotional well-being. However, the moderate rating also suggests that relationships may sometimes be affected by professional stress, workload pressures, or differing perspectives regarding instructional approaches and institutional policies. Bevir noted that organizational culture and governance systems shape interpersonal dynamics within institutions, influencing the extent to which relationships become collaborative or transactional.

Purpose in life yielded a mean score of 2.88 with a qualitative description of Moderate Psychological Well-being. This result indicates that teachers possess a reasonable sense of meaning and direction derived from their professional role in shaping learners and contributing to community development. Many educators perceive teaching as a vocation and derive fulfillment from helping students succeed academically and personally. Nevertheless, the moderate rating suggests that some teachers may experience moments of uncertainty or diminished motivation when confronted with persistent professional challenges, limited recognition, or repetitive tasks. Brillantes emphasized that meaningful work remains a significant source of resilience among educators even in demanding professional environments.

Self-acceptance obtained the highest mean score among the six dimensions with a value of 3.09, although it remains within the classification Moderate Psychological Well-being. This finding indicates that teachers generally maintain a balanced and realistic view of themselves, acknowledging both strengths and limitations. They demonstrate an ability to accept their experiences and recognize personal achievements despite the pressures of their profession. According to Ryff's framework, self-acceptance is a central component of psychological well-being because it reflects an individual's capacity to maintain a positive evaluation of self and

life experiences. The relatively higher mean score in this dimension suggests that teachers possess a degree of emotional resilience that helps them cope with professional challenges.

To determine whether demographic and professional variables influence teachers' psychological well-being, inferential statistical tests were conducted. The results reveal that there are no significant differences in the psychological well-being of respondents when grouped according to profile variables. The *p* value for age is .258, which is greater than the significance level of .05, leading to the decision Not Significant. The *p* value for sex is .654, which is also greater than .05, resulting in the decision Not Significant. Civil status obtained a *p* value of .205, which is greater than .05 and therefore Not Significant. Years of teaching experience yielded a *p* value of .405, which is greater than .05 and interpreted as Not Significant. Educational attainment produced a *p* value of .365, which exceeds .05 and is therefore Not Significant. Grade level taught obtained a *p* value of .300, which is greater than .05 and also Not Significant. The number of teaching hours per week yielded a *p* value of .580, which is greater than .05 and interpreted as Not Significant. Finally, the number of children produced a *p* value of .650, which is greater than .05 and therefore Not Significant. Because all computed *p* values exceed the alpha level of .05, the null hypothesis stating that there is no significant difference in the psychological well-being of the respondents when grouped according to profile variables is accepted.

The absence of statistically significant differences indicates that teachers across various demographic and professional categories experience relatively similar levels of psychological well-being. Regardless of differences in age, sex, marital status, teaching experience, educational attainment, grade level assignment, teaching workload, or family responsibilities, the psychological conditions of teachers appear consistent across groups. This finding suggests that psychological well-being among teachers may be shaped more strongly by shared occupational experiences and institutional conditions rather than by individual demographic characteristics. Brillantes observed that organizational culture and governance structures often exert a stronger influence on professional well-being than personal background variables. Similarly, Bevir noted that institutional systems can create collective experiences among professionals that shape attitudes and emotional responses within the workplace.

Qualitative analysis provided additional insights into the factors influencing teachers' psychological well-being. Examination of interview transcripts and written responses revealed several recurring themes that describe the lived experiences of teachers. These themes include work related stress and overload, family and personal struggles, loss, grief, and health related challenges, and financial constraints and life pressures. These themes provide important context for understanding the moderate levels of psychological well-being identified in the quantitative findings.

Work related stress and overload emerged as one of the most frequently reported concerns among teachers. Many respondents described experiencing exhaustion due to excessive paperwork, multiple professional responsibilities, and emotional strain associated with classroom management and student behavior. One participant stated, "One major factor was increased workload and pressure at school which led to higher stress levels and difficulty sleeping. I started feeling mentally exhausted and less motivated." Another respondent expressed similar feelings by stating, "There are times when I lose motivation and feel like I'm not doing enough. It affects both my mood and productivity." Additional responses emphasized the impact of institutional support on teachers' well-being. One teacher explained, "Lack of support from superiors and overlapping responsibilities make me feel drained." Another respondent described emotional strain by stating, "I struggle with stress and overthinking, especially when I have many things to do. Sometimes it's hard to stay calm and focused."

These narratives illustrate how occupational demands extend beyond classroom instruction and contribute to emotional fatigue.

Family and personal struggles also emerged as important influences on teachers' psychological well-being. Several respondents described difficulties balancing professional responsibilities with family roles. One participant shared, "When I gave birth two consecutive years while studying for my master's degree, it was exhausting being a full time mother and student." Another teacher explained the emotional impact of supporting a family member by stating, "My daughter was diagnosed with depression, and it tested my limits as a parent. I had to be strong for her and my family." Additional participants described the challenges of maintaining concentration at work while managing family concerns. One respondent stated, "There are times when my children don't feel well, and it affects my concentration at work because I keep worrying." Another teacher commented, "Balancing my personal life, studies, and work can be difficult, leading to exhaustion and burnout." These statements demonstrate the interconnected nature of work and family responsibilities.

Loss, grief, and health related challenges were also reported as factors affecting psychological well-being. Some respondents described experiences of losing loved ones or facing serious health conditions that disrupted their emotional stability. One teacher shared, "Losing both my parents changed me completely. The grief was unbearable, and it affected my teaching focus." Another respondent reported, "My miscarriage affected my psychological well-being because I experienced post-partum depression." A different participant described health challenges by stating, "Recently, my health was not good, and I had to take a leave. I felt sad because I couldn't do things the way I used to." Another teacher expressed concern about a family health crisis by stating, "When my father had a stroke, I was frightened that I wouldn't see him smile again. It deeply affected my mental state." These experiences highlight the emotional impact of personal crises on teachers' professional functioning.

Financial constraints and life pressures were also frequently mentioned as sources of stress. Many teachers described the difficulties of managing financial responsibilities while supporting their families. One respondent explained, "It is a personal experience that relates to financial difficulty. Sometimes our mental stability is shaken when we try to stretch our remaining wages." Another participant reported, "My debt to banks and cooperatives causes constant worry. It's stressful managing finances on a teacher's salary." Additional responses emphasized the pressure of financial responsibility. One teacher stated, "Being the provider of the family makes me feel pressured and tired." Another respondent summarized the cumulative effect of multiple stressors by stating, "Life changes, work related stress, and money worries all happen at once, and it becomes overwhelming." These accounts reflect the economic realities that influence teachers' emotional well-being.

Overall, the results of the study present a comprehensive picture of teachers' psychological well-being within the Division of Tabuk City. Quantitative findings demonstrate that teachers experience a moderate level of psychological well-being across all six dimensions of Ryff's framework, with an overall mean score of 2.89 and dimension scores ranging from 2.76 to 3.09. Inferential analysis indicates that demographic and professional variables such as age, sex, civil status, years of teaching experience, educational attainment, grade level taught, teaching hours per week, and number of children do not produce statistically significant differences in psychological well-being, as all p values exceed the significance level of .05. Qualitative findings further reveal that teachers' psychological experiences are shaped by interconnected professional and personal challenges including occupational stress, family responsibilities, personal loss, health concerns, and financial pressures. Together, these findings suggest that teachers maintain resilience and emotional balance despite demanding conditions, yet their psychological well-being remains vulnerable to systemic and contextual

stressors. The results contribute to the understanding of teacher well-being by highlighting the importance of institutional support, workload management, and holistic development initiatives in sustaining teachers' psychological health. These insights provide a strong foundation for the development of targeted interventions and holistic programs designed to strengthen teachers' well-being and support their professional effectiveness, thereby preparing the groundwork for the subsequent chapter which will present the proposed holistic development program derived from the study findings.

CONCLUSION

This study examined the psychological well-being of public school teachers in Tabuk City in order to provide a basis for a holistic development program that supports teacher wellness and professional sustainability. The findings underscore the important relationship between teachers' psychological well-being and their capacity to perform their professional responsibilities effectively. Teachers occupy a critical position in shaping learners' knowledge, values, and character, and therefore their mental and emotional health directly influences the quality of instruction and the overall learning environment within schools. The results of the study reveal that teachers demonstrate resilience and adaptability in managing the diverse demands of their profession, yet their psychological well-being remains challenged by the increasing expectations associated with teaching, as well as by personal and institutional pressures.

The quantitative findings show that the overall level of psychological well-being among the 117 respondents is moderate, with an overall mean score of 2.89. This moderate level is consistently reflected across the six dimensions of psychological well-being measured in the study, including autonomy with a mean of 2.91, environmental mastery with a mean of 2.76, personal growth with a mean of 2.82, positive relations with others with a mean of 2.86, purpose in life with a mean of 2.88, and self-acceptance with a mean of 3.09. These results indicate that teachers generally maintain a balanced psychological state characterized by self-awareness, professional commitment, and a sense of meaning in their work. At the same time, the moderate level across all dimensions suggests that teachers encounter recurring challenges that affect their capacity to sustain optimal psychological functioning. The findings imply that although teachers are able to cope with professional and personal demands, they may still experience pressures that influence their emotional stability and overall well-being.

The inferential statistical analysis further revealed that there are no significant differences in the psychological well-being of the respondents when grouped according to age with p value .258, sex with p value .654, civil status with p value .205, years of teaching experience with p value .405, educational attainment with p value .365, grade level taught with p value .300, number of teaching hours per week with p value .580, and number of children with p value .650 at the .05 level of significance. Because all computed p values are greater than the alpha level of .05, the null hypothesis stating that there is no significant difference in the psychological well-being of the respondents when grouped according to profile variables is accepted. This result indicates that teachers across different demographic and professional backgrounds share relatively similar psychological experiences within the educational environment. Regardless of age, gender, marital status, professional experience, or workload distribution, teachers appear to encounter comparable emotional and psychological conditions in their work context. This finding suggests that institutional factors such as workload expectations, administrative practices, and organizational culture may exert a stronger influence on teachers' psychological well-being than individual demographic characteristics.

The qualitative findings provide deeper insights into the factors influencing teachers' psychological well-being and further explain the moderate results observed in the quantitative analysis. Several recurring experiences emerged from the responses of participants, including work related stress and overload, family and personal struggles, experiences of loss or health related difficulties, and financial pressures. Teachers reported that excessive paperwork, multiple responsibilities, and limited institutional support often lead to emotional fatigue and reduced motivation. At the same time, family responsibilities and personal concerns sometimes affect teachers' emotional stability and concentration at work. Experiences of grief, illness, and other personal challenges were also identified as factors that influence teachers' mental health. Financial pressures and economic responsibilities were similarly reported as sources of stress that affect teachers' emotional well-being. These experiences illustrate that teachers navigate complex personal and professional circumstances that collectively shape their psychological health.

Taken together, the findings of the study highlight that teachers' psychological well-being is influenced by an interconnected combination of professional demands, personal responsibilities, and environmental conditions. Although teachers demonstrate a strong sense of resilience and dedication to their profession, the moderate level of well-being suggests that additional institutional support is necessary to strengthen their emotional and psychological resources. Promoting holistic wellness among teachers is therefore both an educational responsibility and an organizational priority that requires sustained commitment from schools, administrators, and policy makers. Creating supportive environments that emphasize empathy, balance, and opportunities for personal and professional growth can significantly contribute to improving teachers' well-being and maintaining a positive school climate. When teachers experience psychological stability and motivation, they are better equipped to nurture students, foster meaningful learning experiences, and contribute to the overall success of the educational system.

In light of these findings, the study emphasizes the importance of implementing comprehensive wellness initiatives within schools. Educational institutions may consider institutionalizing programs such as Project CARE or Cultivating Awareness, Resilience, and Empowerment to promote teachers' psychological well-being through wellness seminars, stress management workshops, counseling services, and mindfulness activities. School administrators and policy makers are encouraged to establish responsive support mechanisms that include peer mentoring initiatives, psychological first aid teams, and open communication practices that enable teachers to express concerns and seek assistance. In addition, the Department of Education and local school management may review the distribution of teachers' workload in order to reduce excessive paperwork and administrative tasks that contribute to professional stress.

The integration of mental health education and self-care strategies into teacher preparation programs, in service training, and continuous professional development activities may further enhance teachers' ability to manage stress and maintain emotional balance. Collaboration between schools, local government units, universities, and health institutions may also expand access to counseling services, psychological assessment, and mental health awareness initiatives. Such partnerships can provide teachers with professional resources that support both their personal well-being and their professional effectiveness. Furthermore, continued research is recommended in order to monitor trends in teachers' psychological health and to evaluate the effectiveness of wellness programs implemented within educational institutions.

Overall, the study affirms that investing in teachers' psychological well-being is essential for sustaining a healthy and effective educational system. Supporting teachers' mental

health is not only an act of compassion toward educators but also a strategic investment in the quality of education and the future development of society. By fostering environments that promote emotional wellness, professional fulfillment, and institutional support, schools can ensure that teachers remain motivated, resilient, and capable of guiding learners toward meaningful growth and lifelong learning.

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