

# Evaluating Teachers' Hedonic and Eudaimonic Workplace Wellbeing and Teaching Attributes Towards Teaching-Learning Outcomes

Cherry Mae N. Tianan<sup>1</sup> , Rufino T. Tudlasan, Jr.<sup>2</sup> 

## Author Information:

<sup>1,2</sup> Graduate School, Cebu Technological University-Main Campus, Cebu City, Philippines

## Correspondence:

[cherrymae.nuera@deped.gov.ph](mailto:cherrymae.nuera@deped.gov.ph)

## Article History:

Date Received: June 19, 2026

Date Revised: July 6, 2026

Date Accepted: July 07, 2026

Date Published: July 28, 2026

## DOI:

<https://doi.org/10.5281/zenodo.21627625>

Document ID: 2026IJROMS0278

## Recommended Citation:

Tianan, C. M. N. & Tudlasan, R. T., J. (2026). Evaluating Teachers' Hedonic and Eudaimonic Workplace Wellbeing and Teaching Attributes Towards Teaching-Learning Outcomes. *International Journal of Research on Multidisciplinary Studies*, 1(6), 317-340. <https://doi.org/10.5281/zenodo.21627625>.

**Abstract.** Teachers' hedonic and eudaimonic workplace wellbeing and teaching attributes shape their effectiveness, classroom quality, and improve student outcomes. This descriptive-correlational study aimed to evaluate the teachers' hedonic and eudaimonic workplace wellbeing, their teaching attributes towards teaching-learning outcomes as basis for developing a proposed wellness plan for teachers. This study described teachers' socio-demographic profile and assessed their perceptions of workplace wellbeing (both hedonic and eudaimonic) as well as their views on key teaching attributes, using a quantitative descriptive survey design with a modified questionnaire administered to 35 randomly selected public elementary teachers in Bohol. It found that teacher reported high levels of both pleasure-based (hedonic) and purpose-driven (eudaimonic) workplace wellbeing, anchored on institutional support and strong relational experiences at school. Across all teaching attributes, they consistently perceived themselves as regularly practicing these competencies, with particular strength in innovativeness, inspirational and generative teaching, professional expertise, ethical conduct, and relational and community-oriented practices. The study concluded that teachers achieve balanced wellbeing via institutional support (hedonic) and strong relationships (eudaimonic). They show high self-efficacy across attributes, especially in innovative/adaptive methods, fostering a supportive environment for effectiveness and wellness planning emphasizing relationships and creativity. The researcher recommended teachers to leverage DepEd benefits and relationships for well-being, enhance innovation through tech and reflection, and integrate the wellness plan into daily practices; school heads to foster team-building, clear policies, targeted training, and conflict resolution; and learners to engage in creative projects, build connections via clubs, and provide feedback.

**Keywords:** Elementary Teachers; Workplace Wellbeing; Teaching Attributes; Teachers' Wellness

## Introduction

Teacher workplace wellbeing significantly enhances teaching attributes such as self-efficacy, instructional quality, and classroom management, which directly contribute to improved pupils' learning outcomes, including academic achievement and engagement. Systematic reviews affirm these links, emphasizing supportive leadership and workload management as key interventions, particularly in Philippine public schools, to elevate overall educational quality. According to a 2022 survey in the United Kingdom, 50% of teachers are dissatisfied with their work, with 24% reporting a low level of satisfaction and 26% a medium level (Worth & Van den Brande, 2022). Moreover, the 2023 United Kingdom Teachers' Wellbeing Index revealed that 78% of the teachers are stressed (Tran et al., 2024).

In the Philippines, reports and studies indicate that teachers are being assigned additional tasks that shift their focus away from teaching. The 2018 Teacher Workload Balance Study identified approximately fifty (50) common ancillary services assigned to teachers in addition to their regular teaching load (Walker, Sharp & Sims, 2020). These extra duties often result from understaffed schools' inability to provide sufficient support services. The absence of standardized guidelines and a mechanism to review these tasks further compounds the issue (Edara et al., 2021). Furthermore, this research fills a notable gap in existing literature, which has largely concentrated on the negative aspects of teacher wellbeing while neglecting how positive wellbeing can enhance teaching practices and student learning. The study investigates the application of positive psychology strategies to foster a supportive educational environment, thereby promoting both teacher and student wellbeing.

As a public-school teacher, the above scenario and circumstances prompted the researcher to evaluate the effects of teachers' workplace wellbeing on teaching attributes and to point out the connections between these variables. The researcher would also like to develop a wellness plan that benefits the research participants.

## Research Questions

This research aimed to evaluate teachers' hedonic and eudaimonic workplace well-being and their teaching attributes in relation to teaching-learning outcomes in selected public elementary schools in Bohol, during the school year 2025-2026, as a basis for developing a wellness plan for teachers.

Specifically, it sought to answer the following questions:

1. What is the profile of the teacher-respondents in terms of:
  - 1.1 age;
  - 1.2 gender;
  - 1.3 civil status;
  - 1.4 years of teaching experience;
  - 1.5 position/designation; and
  - 1.6 highest educational attainment?
2. What is the teacher-respondents' perception of their workplace well-being in relation to:
  - 2.1 hedonic and
  - 2.2 eudaimonic workplace?
3. What is the teacher-respondents' perception of their teaching attributes in terms of:
  - 3.1 inherent personal characteristics;
  - 3.2 good interpersonal relationships;
  - 3.3 inspirational;
  - 3.4 ethical conduct;
  - 3.5 generative teaching ability;
  - 3.6 professional expertise and excellence;
  - 3.7 mastery of the subject matter;
  - 3.8 classroom management;
  - 3.9 innovativeness; and
  - 3.10 community/stakeholders' linkages?
4. Is there a significant relationship between the teachers' hedonic and eudaimonic workplace well-being and their teaching attributes?
5. Based on the implicated findings, what wellness plan for teachers can be developed?

## Scope and Delimitation of the Study

This study focused on evaluating the hedonic and eudaimonic workplace well-being and teaching attributes of thirty-five (35) public elementary school teachers from seven schools in Bohol, during the School Year 2025–2026. Using random sampling techniques, the study examined teachers' workplace well-being across hedonic and eudaimonic dimensions. It assessed their teaching attributes, including inherent personal characteristics, interpersonal relationships, inspirational qualities, ethical conduct, generative teaching ability, professional expertise, subject mastery, classroom management, innovativeness, and community and stakeholder linkages. It further identified a significant relationship between workplace well-being and teaching attributes, which served as the basis for developing a proposed teachers' wellness plan. The study was delimited to the self-reported perceptions of the respondents within the specified locale and period and excluded variables such as learners' academic achievement, school leadership practices, family background, socioeconomic conditions, and other organizational factors that may influence teaching-learning outcomes.

## Literature Review

### Teachers Workplace Well-being

The workplace well-being of teachers is vital not only for their personal health but also for the quality of education they provide. By prioritizing mental health and creating supportive environments, schools can enhance teacher performance, reduce burnout, improve student outcomes, and foster a positive educational atmosphere. Moreover, teachers' workplace well-being directly influences student outcomes. According to Matteucci et al. (2022), when teachers are mentally and emotionally healthy, they are better equipped to support their students' learning experiences. This creates a positive ripple effect throughout the school community, promoting a healthier learning environment for all. Prioritizing teacher well-being is not only

essential to the sustainability of the teaching profession but also crucial to enhancing student learning and academic success. Schools that invest in the health and happiness of their educators ultimately contribute to a more effective educational system. In recent years, there has been a growing concern regarding teacher wellbeing, particularly in Australia, where workplace stress, anxiety, and burnout have markedly increased among educators. This alarming trend raises questions about the sustainability of teaching as a profession and its subsequent impact on educational quality. While existing literature has predominantly focused on the negative aspects of teacher wellbeing, such as stress and burnout, there remains a significant gap in research examining how positive wellbeing can enhance teaching practices and student learning (Turner & Theilking, 2022). The study by Magalong and Torreon (2021) indicated that when teachers intentionally implement positive psychology strategies, they experience improvements in their own well-being, which subsequently enhances their teaching practices. Teachers reported feeling more engaged and less stressed, leading to more effective classroom management and stronger relationships with students. This positive shift not only benefits teachers but also translates into improved student engagement and learning outcomes, as students feel more empowered and take greater ownership of their learning.

### **Hedonic Workplace Well-being**

The importance of a hedonic workplace lies in its ability to enhance employee satisfaction and overall well-being, which in turn can lead to improved performance and productivity. A hedonic workplace focuses on creating an environment that maximizes pleasure and minimizes discomfort for employees, aligning with the idea that happier workers are more productive. Research supports the "happy-productive worker thesis," which posits that employees who experience positive emotions and satisfaction at work are likely to perform better than those who do not (Grant & McGhee, 2021). As highlighted by Salazar et al. (2025), creating a hedonic workplace involves implementing measures that promote comfort, enjoyment, and positive experiences in the work environment. This can include factors such as ergonomic office designs, flexible work arrangements, and opportunities for social interactions among colleagues. By prioritizing these elements, organizations can foster a culture where employees feel valued and engaged. Moreover, while hedonic well-being focuses on immediate pleasure and satisfaction, it is essential to balance it with eudemonic well-being, which emphasizes meaning and purpose in work. The study by Joo and Lee (2022) suggested that integrating both types of well-being yields the best outcomes for employees, as it encourages not only short-term happiness but also long-term fulfillment and growth. The significance of a hedonic workplace is multifaceted: it enhances employee morale, boosts productivity, and contributes to a positive organizational culture (Joo & Lee, 2022).

### **Eudaimonic Workplace Well-being**

The eudaimonic well-being in the workplace emphasizes the pursuit of meaning, purpose, and personal growth beyond mere pleasure or comfort (Martikainen, 2022). Unlike hedonic well-being, which focuses on immediate gratification and positive emotions, eudemonic well-being is about realizing one's potential and leading a fulfilling life through meaningful work. This concept encompasses several key components, including meaningful work that aligns with personal values, opportunities for personal growth, the experience of flow when fully immersed in tasks, and the cultivation of positive relationships among colleagues. Together, these elements contribute to a supportive and enriching work environment. Organizations can promote eudaimonic well-being by creating opportunities for employees to engage in meaningful work that aligns with their values. This includes aligning organizational values with employee goals to ensure that the company's mission reflects the aspirations of its workforce. Additionally, providing professional development through training programs and mentorship can support personal and career growth. Encouraging innovation by allowing employees to explore new ideas and take ownership of their projects fosters a sense of accomplishment and fulfillment (Kozusznik et al., 2022). As Bauer (2022) notes, employees who experience eudaimonic well-being are generally more engaged, motivated, and loyal to their organizations. They are better equipped to handle stress and challenges because they perceive their work as meaningful. This not only enhances individual performance but also contributes to overall organizational effectiveness. Companies that invest in fostering eudemonic well-being are likely to attract and retain top talent, leading to sustained success in a competitive market. Ultimately, a eudemonic workplace creates an environment where employees can find meaning and purpose in their work, resulting in greater satisfaction, productivity, and organizational success.

### **Teachers Teaching Attributes**

The importance of teachers' teaching attributes is multifaceted and significantly impacts student learning outcomes, engagement, and overall educational quality. Effective teaching practices are essential in creating an environment conducive to learning, where students can thrive academically and socially. The research by Gill & Fives (2026) emphasizes that the quality of teaching directly influences students' academic

achievement and their attitudes toward learning. For instance, effective instructional strategies, such as providing social-emotional support and fostering a positive classroom atmosphere, have been linked to improved student self-efficacy and motivation, which are critical for academic success (Gill & Fives, 2026). Moreover, Hooks (2024) reiterated that the teaching attributes that prioritize active engagement and personalized learning can significantly enhance students' interest in subjects and their willingness to participate in classroom activities. Studies indicate that when teachers employ diverse instructional methods—such as inquiry-based learning, collaborative projects, and demonstration techniques—they cater to various learning styles and needs, thus promoting critical thinking and problem-solving skills among students. As Borg (2022) eloquently stated, teachers' ability to adapt their methods to classroom dynamics not only supports academic performance but also helps build essential life skills in students. The effectiveness of teachers' teaching attributes is crucial for fostering a supportive learning environment that encourages student engagement, motivation, and achievement. The commitment to refining teaching attributes is a key factor in achieving high-quality education and nurturing well-rounded individuals.

### **Pupil Learning Outcomes**

The importance of pupil learning is foundational to the educational process, as it directly impacts individual growth, societal development, and the overall success of educational systems (Dilekli & Tezci, 2022). First and foremost, pupil learning is essential for personal development; it equips students with the knowledge and skills necessary to navigate their lives effectively. This includes not only academic knowledge but also critical thinking, problem-solving abilities, and social skills that are vital in today's complex world. Engaging students in meaningful learning experiences fosters their independence and encourages lifelong learning habits, which are crucial for adapting to future challenges. As asserted by Altan and Lane (2022), pupil learning is essential for overall development, encompassing cognitive, affective, and psychomotor domains. Cognitive development is fostered through knowledge acquisition, critical thinking, and memory enhancement. Learning provides pupils with new information, facts, and concepts, expanding their understanding of the world. It also encourages them to analyze, evaluate, and synthesize information, developing their problem-solving and decision-making skills. Moreover, learning strengthens memory and recall abilities, enabling pupils to retain and retrieve information effectively. Likewise, Zalun (2023) affirmed that affective development is nurtured through motivation, self-esteem, and social-emotional skills. Learning experiences foster a sense of curiosity, purpose, and intrinsic motivation, leading to greater engagement in the learning process. Success in learning builds self-esteem and confidence, empowering pupils to take on challenges and believe in their abilities. Furthermore, learning environments promote collaboration, communication, and empathy, developing essential social-emotional skills for effective interpersonal interactions. Further, Olawale et al. (2024) accentuated that psychomotor development is enhanced through fine motor skills, gross motor skills, and creativity. Many learning activities require the development of fine motor skills, such as writing, drawing, and using tools, enhancing dexterity and coordination. Physical education and other movement-based activities contribute to the development of gross motor skills, promoting physical fitness and coordination. Learning through art, music, and other creative pursuits encourages self-expression and fosters creativity. Overall, the importance of pupils' learning in all three domains is undeniable. It lays the foundation for a well-rounded individual, equipped with knowledge, skills, and personal qualities essential for success in life. Moreover, effective pupil learning contributes significantly to societal progress. An educated populace is better equipped to participate in civic activities, contribute to the economy, and make informed decisions. When students learn effectively, they develop a sense of responsibility and community engagement, which leads to a more informed and active citizenry. This connection between education and societal well-being underscores the role of schools in shaping future generations capable of addressing pressing global issues, including inequality, climate change, and technological advancements (Altan & Lane, 2022). Finally, prioritizing pupil learning enhances the overall quality of education within institutions. When students are actively engaged in their learning processes—through methods such as student-centered learning—they tend to participate more fully in classroom activities, leading to better academic outcomes. This engagement not only improves individual performance but also fosters a collaborative learning environment where students support one another's growth. As educational systems strive for continuous improvement, recognizing the importance of pupil learning is critical to developing effective teaching practices that ultimately benefit both students and society at large (Olawale et al., 2022).

## **Methodology**

### **Research Design**

This study employed a quantitative descriptive-correlational research design. The descriptive component was used to determine the level of teachers' hedonic and eudaimonic workplace well-being and

their teaching attributes. Meanwhile, the correlational component was utilized to examine the significant relationship between teachers' workplace well-being and their teaching attributes. Data were collected using a modified survey questionnaire administered to the respondents. The data gathered were analyzed using appropriate descriptive and inferential statistical techniques to address the study's objectives

## Research Locale

This study was conducted in the Bohol, a municipality in the northeastern part of Bohol Province, Philippines. The district comprises 15 barangays and four annex schools, all of which have fully operational public elementary schools. The study specifically involved selected public elementary schools within the division. The research locale was selected because it provides an appropriate setting for examining teachers' hedonic and eudaimonic workplace well-being and teaching attributes within a rural public school context. The district consists of elementary schools with teachers from diverse educational backgrounds, teaching experience, and professional ranks, making it suitable for investigating the study's variables. Furthermore, the accessibility of the schools and the approval granted by the concerned educational authorities facilitated the conduct of the research.

## Research Participants

The respondents in this study consisted of elementary school teachers from the Division of Bohol, selected in alignment with the study's focus on examining teachers' hedonic and eudaimonic workplace well-being, teaching attributes, and their effects on teaching-learning outcomes within a rural educational context. A total of 35 teachers participated in the study, drawn from the public elementary school faculty roster across several schools in the district, including School A (2), School B (3), School C (3), School D (2), School E (5), School F (5), and School G (15). To ensure representativeness and minimize selection bias, the respondents were chosen using simple random sampling, a probability-based technique wherein all eligible teachers listed in the official Department of Education (DepEd) roster were assigned unique identifiers and randomly selected through a computer-generated randomization process, such as the RAND function in Microsoft Excel. This method ensured that each teacher had an equal probability of inclusion, thereby enhancing the validity and generalizability of the study's findings to the broader population of elementary educators.

## Research Instrument

The research instrument was composed of four parts. Part 1 was on the demographic profile of the teachers, including age, sex, civil status, years of teaching experience, position/designation, and highest educational attainment, and was administered using a researcher-made questionnaire. Part 2 dealt with the perceived teachers' hedonic and eudaimonic workplace well-being, which was composed of twenty-four (24) items with hedonic and eudaimonic workplace as the dimensions. It was a standardized and modified survey questionnaire from the study by Damianus et al. (2020), published in the International Journal of Academic Research in Business and Social Science. Part 3 determined the perceived teaching attributes of the teachers, which was composed of sixty (60) items with ten (10) dimensions, namely: inherent personal characteristics, good interpersonal relationship, inspirational, ethical conduct, generative teaching ability, professional expertise and excellence, mastery of the subject matter, classroom management, innovativeness, community/stakeholders' linkages. It was a modified survey questionnaire from the study by Abun et al. (2020), published in the IATED 2014 proceedings.

## Data Gathering Procedure

This study examined the relationships among teachers' hedonic and eudaimonic workplace well-being and teaching attributes during the 2025-2026 school year, employing a rigorous research methodology. A quantitative survey design offers a broad perspective on these interconnections. The researcher obtained the required approvals and public-school principals. Questionnaires were then distributed personally to facilitate accurate administration and collection. During data gathering, respondent confidentiality remains paramount to uphold privacy. Ethical standards shaped every step, encompassing informed consent, voluntary involvement, and compliance with data protection regulations. These practices honored participants' rights and secured all collected information. Returned questionnaires undergo organized processing, including tallying, tabulation, and collation. Analysis follows with descriptive statistics to outline respondent traits and inferential statistics to test relationships among teachers' profiles, their hedonic and eudaimonic workplace well-being, and their teaching attributes towards teaching-learning outcomes. This rigorous method yields deep insights into the factors that influence, enabling evidence-based recommendations for policy and practice.

## Results and Discussions

**Research Question 1: What is the profile of the teacher-respondents in terms of age, gender, civil status, years of teaching experience, position/designation, and highest educational attainment?**

**Table 1.** Profile in Terms of Age

| Age                    | Frequency | Percentage |
|------------------------|-----------|------------|
| 56 years old and above | 3         | 8.57       |
| 51-55                  | 2         | 5.71       |
| 46-50                  | 8         | 22.86      |
| 41-45                  | 4         | 11.43      |
| 36-40                  | 9         | 25.71      |
| 31-35                  | 7         | 20         |
| 26-30                  | 2         | 5.71       |
| 21-25                  | 0         | 0          |
| <b>Total</b>           | <b>35</b> | <b>100</b> |

The data in Table 1 presents the distribution of teacher-respondents by age. The largest group falls within the 36-40 age range, with 9 respondents (25.71% of the total), followed closely by the 46-50 age range, with 8 respondents (22.86%). The next-largest group is the 31-35 age range, with 7 respondents (20%). The other age ranges show smaller proportions: 41-45 has 4 respondents (11.43%), 51-55 has 2 respondents (5.71%), and 56 years old and above also has 3 respondents (8.57%). Interestingly, no respondents fall within the 21-25 age range, representing 0% of the total. Overall, the age distribution reflects a relatively balanced mix of teachers, with a higher concentration in the middle age groups. This age diversity may lead to varied perspectives on teaching methods, professional development needs, and the challenges faced within the profession. Given this, schools may need to consider how they support both newer and more seasoned teachers, addressing the unique needs and contributions of each group to ensure a balanced and dynamic teaching environment. The results are consistent with Worth and Van den Brande (2020), who emphasized that teachers' age shapes their workplace well-being, teaching attributes, and, ultimately, teaching-learning outcomes. Older, more experienced teachers often report higher job satisfaction and lower emotional exhaustion, as accumulated experience tends to strengthen self-efficacy, classroom management skills, and content mastery, thereby supporting a more structured and stable learning environment.

**Table 2.** Profile in Terms of Sex

| Age          | Frequency | Percentage |
|--------------|-----------|------------|
| Male         | 0         | 0          |
| Female       | 35        | 100        |
| <b>Total</b> | <b>35</b> | <b>100</b> |

The data in Table 2 show that all teacher-respondents (100%) are female, with no male respondents in the sample. This indicates that the study comprises entirely female teachers, with 35 respondents in total. The lack of male respondents in the sample suggests a gender imbalance in the study, with only female teachers represented. This may influence the findings, as gender can sometimes impact perceptions and experiences in the workplace. While the results may provide valuable insights into the experiences of female teachers, it is important to acknowledge that the absence of male perspectives could limit the generalizability of the findings. As harmonized by Tran et al. (2024), the sex (gender) of teachers is important because it can influence their workplace wellbeing, teaching attributes, and, in turn, teaching-learning outcomes. Female teachers often report higher levels of emotional investment and socioemotional engagement with learners, which can strengthen classroom relationships and student support, yet they also tend to experience greater stress, emotional exhaustion, and burnout, especially when workload and multitasking demands are high. Male teachers, on the other hand, may experience somewhat lower acute stress in some contexts but can sometimes be perceived as less emotionally expressive or nurturing, which may affect their relational and affective teaching style.

**Table 3.** Profile in Terms of Civil Status

| Civil Status  | Frequency | Percentage |
|---------------|-----------|------------|
| Single        | 0         | 0          |
| Married       | 35        | 100        |
| Separated     | 0         | 0          |
| Widow/Widower | 0         | 0          |
| <b>Total</b>  | <b>35</b> | <b>100</b> |

The data in Table 3 reveal that all teacher-respondents (100%) are married, with a total of 35 respondents. There are no respondents who are single, separated, or widowed. This indicates that the entire sample consists of married individuals. The fact that all respondents are married suggests that the study's findings may reflect the experiences and perspectives of teachers balancing professional responsibilities and family life. This could influence their views on workplace well-being, teaching attributes, and their overall work-life balance. The results are consistent with what Edara et al. (2021) reiterated: the civil status of teachers can influence their workplace wellbeing, teaching attributes, and, indirectly, teaching-learning outcomes. Marriage and family responsibilities often shape how teachers manage work-life balance, financial stress, and emotional support, which in turn affect their energy, focus, and resilience in the classroom.

**Table 4.** Profile in terms of Years of Teaching Experience

| Years of Teaching Experience | Frequency | Percentage |
|------------------------------|-----------|------------|
| 31 and above                 | 0         | 0          |
| 21-30                        | 7         | 20         |
| 11-20                        | 11        | 31.43      |
| 6-10                         | 11        | 31.43      |
| 1-5                          | 6         | 17.14      |
| <b>Total</b>                 | <b>35</b> | <b>100</b> |

The data in Table 4 shows the years of teaching experience of the teacher-respondents. The largest groups consist of respondents with 6-10 years (11 respondents, or 31.43%) and 11-20 years (11 respondents, or 31.43) of teaching experience, indicating that a significant portion of the respondents have moderate to considerable experience in the field. The next largest group, with 1-5 years of teaching experience, includes 6 respondents (17.14%), suggesting that a smaller but still significant proportion of teachers are relatively new to the profession. The 21-30 years of teaching experience group has 7 respondents (20%). In comparison, 0% of the respondents have more than 30 years of experience, indicating that the sample does not include any teachers with over three decades of teaching practice. These findings suggest a diverse mix of teaching experience among the respondents, with a substantial proportion having 6-20 years of experience. This indicates a workforce likely to have a strong balance of seasoned professionals and those early in their careers. Teachers with 6-20 years of experience are likely to have developed effective teaching strategies and professional expertise, which may influence their perceptions of workplace well-being and teaching effectiveness. The presence of teachers with 1-5 years of experience highlights the inclusion of relatively newer teachers who may bring fresh perspectives and modern ideas to the classroom. The findings align with Obbarius et al. (2021), who asserted that years of teaching experience play a significant role in shaping teachers' workplace wellbeing and teaching attributes, which in turn influence teaching-learning outcomes. As teachers gain experience, they typically develop stronger classroom-management skills, clearer instructional practices, and more reflective approaches to teaching, all of which are linked to higher-quality instruction and improved student engagement and achievement. However, the relationship between experience and wellbeing is not automatic; while longer-serving teachers may benefit from accumulated coping strategies and professional confidence, they can also experience emotional exhaustion or reduced positive affect if their workload, support, and recognition are inadequate.

**Table 5.** Profile in terms of Position/Designation

| Position/Designation | Frequency | Percentage |
|----------------------|-----------|------------|
| Master Teacher II    | 1         | 2.86       |
| Master Teacher I     | 3         | 8.57       |
| Teacher VII          | 0         | 0          |
| Teacher VI           | 0         | 0          |
| Teacher V            | 0         | 0          |
| Teacher IV           | 0         | 0          |
| Teacher III          | 22        | 62.86      |
| Teacher II           | 0         | 0          |
| Teacher I            | 9         | 25.71      |

The data in Table 5 reveals the position/designation of the teacher-respondents. The largest group consists of Teacher III with 22 respondents (62.86%), followed by Teacher I with 9 respondents (25.71%). Smaller groups include Master Teacher I with 3 respondents (8.57%) and Master Teacher II with 1 respondent (2.86%). There are no respondents in the positions of Teacher II, Teacher IV, Teacher V, Teacher VI, or Teacher VII. The overall concentration of respondents in the Teacher III category reflects a group of teachers who are likely well-established in their careers and may provide valuable insights into teaching practices and workplace well-being. Future studies might consider expanding the representation of other teaching positions to capture a more comprehensive range of experiences and viewpoints across the full teaching career ladder. As quoted by Şener (2021), the position or designation of teachers is closely linked to their workplace wellbeing and teaching attributes, which in turn influence teaching learning outcomes. Teachers in higher or more responsible roles such as department heads, master teachers, or coordinators often experience greater job satisfaction when they have meaningful decision-making power, adequate support, and professional recognition, all of which boost wellbeing and a sense of efficacy. At the same time, more senior or leadership level positions may bring heavier workloads, multiple non instructional duties, and higher emotional demands, which can increase stress and burnout if support and autonomy are weak.

**Table 6.** Profile in terms of Highest Educational Attainment

| Highest Educational Attainment  | Frequency | Percentage |
|---------------------------------|-----------|------------|
| PhD/EdD Graduate                | 0         | 0          |
| With PhD/EdD Units              | 5         | 14.29      |
| Master's Degree Graduate        | 8         | 22.86      |
| With Units in a Master's Degree | 20        | 57.14      |
| Bachelor's Degree Holder        | 2         | 5.71       |
| <b>Total</b>                    | <b>35</b> | <b>100</b> |

The results from Table 6 reveal the largest group consists of those with units in a master's degree, accounting for 20 respondents (57.14%), indicating that the majority of the teachers have pursued graduate-level coursework but have not yet completed their master's degree. The second largest group, Master's Degree graduates, includes 8 respondents (22.86%), showing a strong representation of teachers who have completed their graduate studies. There are 5 respondents (14.29%) who have units in a PhD/EdD, suggesting that some teachers are pursuing advanced doctoral studies, while no respondents reported having completed a PhD/EdD (0%). Lastly, 2 respondents (5.71%) hold bachelor's degrees, the smallest group, indicating that very few of the teachers in the sample have only completed their undergraduate studies. These findings suggest that the majority of teachers have pursued advanced education, with a significant number having completed or working toward their master's degree, reflecting a commitment to professional development and enhancing their teaching expertise. The large proportion of teachers with units in Master's degrees suggests that many are actively seeking to further their education, but may not yet have completed the program. This highlights an opportunity for schools or education systems to provide more support to teachers in completing their graduate studies, which could enhance their qualifications and teaching practices. The absence of PhD/EdD graduates suggests that there may be fewer opportunities or motivations for teachers to pursue doctoral studies, or it may reflect the relatively high demand and challenge of completing such advanced degrees. Overall, the distribution of educational attainment indicates a highly educated teaching workforce, with many teachers striving for further academic and professional growth. The findings being revealed conformed with what Öztumur et al.

(2024) had highlighted that the highest educational attainment of teachers influences their workplace wellbeing and teaching attributes, which in turn affect teaching learning outcomes. More highly educated teachers tend to have stronger subject knowledge and better teaching practices, which can improve student achievement. However, higher qualifications may also bring greater expectations and stress if support and workload are poorly managed.

### Research Question 2: What is the teacher-respondents' perception of their workplace well-being in relation to hedonic and eudaimonic workplace?

**Table 7.** Teachers' Workplace Well-being in terms of Hedonic Workplace

| As a teacher, I...                                                                                                    | WM          | SD           | Interpretation          |
|-----------------------------------------------------------------------------------------------------------------------|-------------|--------------|-------------------------|
| 1 am thankful to the school where I am teaching because DepEd provides me enough benefits.                            | 3.57        | 0.558        | Highly Motivated        |
| 2 think that the work I am doing is interesting.                                                                      | 3.34        | 0.646        | Highly Motivated        |
| 3 believe that the transparency of rules in the school where I am teaching is making my work easier.                  | 3.54        | 0.561        | Highly Motivated        |
| 4 believe that the position I have is adequate for my skills.                                                         | 3.46        | 0.658        | Highly Motivated        |
| 5 seldom encounter problems in my teaching job.                                                                       | 3.23        | 0.598        | Moderately Motivated    |
| 6 feel satisfied with my work.                                                                                        | 3.54        | 0.505        | Highly Motivated        |
| 7 feel that the atmosphere in my teaching job is welcoming and friendly.                                              | 3.43        | 0.558        | Highly Motivated        |
| 8 believe that the school where I am teaching is a positive workplace.                                                | 3.51        | 0.519        | Highly Motivated        |
| 9 believe I am liked and accepted in the school where I am teaching.                                                  | 3.28        | 0.608        | Highly Motivated        |
| 10 feel that my supervisor and school heads appreciate my work.                                                       | 3.4         | 0.505        | Highly Motivated        |
| 11 believe that I am in an environment that fosters positive emotions and feelings of satisfaction.                   | 3.54        | 0.608        | Highly Motivated        |
| 12 take part in activities like social events, team outings, and games to create a sense of enjoyment and camaraderie | 3.4         | 0.336        | Highly Motivated        |
| <b>Overall</b>                                                                                                        | <b>3.44</b> | <b>0.551</b> | <b>Highly Motivated</b> |

Table 7 presents the teacher-respondents' self-perceptions of their workplace well-being in terms of hedonic workplace, which emphasize positive emotions, job satisfaction, and enjoyment in the work environment. Hedonic well-being focuses on pleasure, motivation, and a friendly atmosphere rather than long-term purpose. Data were gathered using a Likert-scale survey (likely 1-4 scale, where higher means indicate stronger agreement), yielding weighted means (WM), standard deviations (SD), and interpretations. The results in Table 8 reveal that teacher-respondents perceive their hedonic workplace well-being as highly motivated, with an overall weighted mean of 3.44. This indicates that teachers generally experience positive emotions, satisfaction, and enjoyment in their work environment. Other indicators, such as feeling appreciated by supervisors, enjoying a welcoming atmosphere, and participating in social events, also received high ratings, reinforcing the idea that teachers perceive their school environment as emotionally positive. However, the statement "*seldom encounter problems in my teaching job*" received a slightly lower mean of 3.23, indicating that while teachers generally enjoy their work environment, they still face some challenges in their daily tasks. These findings suggest that a positive and supportive workplace plays a crucial role in enhancing teachers' well-being, which, in turn, may influence their teaching effectiveness. Teachers who feel valued, supported through benefits, and appreciated by their supervisors are more likely to demonstrate high motivation and job satisfaction, which can positively impact their teaching attributes, such as ethical conduct, creativity, and classroom management. However, the moderate rating on encountering problems implies that despite the overall positive atmosphere, challenges in teaching remain a concern. This highlights the importance of addressing the difficulties teachers face in order to maintain their well-being and productivity. Schools should focus on minimizing teaching-related stressors and continue to foster a positive work environment to ensure that teachers remain motivated and engaged. As eloquently phrased by Martikainen

(2022), teachers' workplace wellbeing in terms of hedonic workplace refers to their experience of positive emotions, life satisfaction, and pleasure in the school setting, not just the absence of stress or burnout. When teachers feel happy, satisfied, and emotionally positive at work, they tend to be more engaged, resilient, and committed to their role, which supports better classroom climate and stronger relationships with students. This positive effect also encourages more supportive, consistent, and encouraging teaching practices, ultimately contributing to improved teaching learning outcomes.

**Table 8.** Teachers' Workplace Well-being in terms of Eudemonic Workplace

|    | <b>As a teacher, I...</b>                                                       | <b>WM</b>   | <b>SD</b>    | <b>Interpretation</b>   |
|----|---------------------------------------------------------------------------------|-------------|--------------|-------------------------|
| 1  | feel a sense of choice and freedom in the things I undertake.                   | 3.49        | 0.505        | Highly Motivated        |
| 2  | feel that my decisions on my job reflect what I want.                           | 3.37        | 0.547        | Highly Motivated        |
| 3  | feel my choices on my job express who really, I am.                             | 3.40        | 0.562        | Highly Motivated        |
| 4  | feel I have been doing what interests me in my teaching job.                    | 3.51        | 0.561        | Highly Motivated        |
| 5  | feel that the people I care at work about also care about me.                   | 3.23        | 0.519        | Moderately Motivated    |
| 6  | feel connected with people who care for me at work and for whom I care at work. | 3.46        | 0.558        | Highly Motivated        |
| 7  | feel close and connected with people who are important to me.                   | 3.54        | 0.611        | Highly Motivated        |
| 8  | experience a warm feeling with the people I spend time within school.           | 3.60        | 0.497        | Highly Motivated        |
| 9  | feel confident that I can do things well on my teaching job.                    | 3.40        | 0.562        | Highly Motivated        |
| 10 | always feel capable of what I do in my teaching job.                            | 3.46        | 0.497        | Highly Motivated        |
| 11 | feel competent to achieve my goals when I am at work.                           | 3.40        | 0.558        | Highly Motivated        |
| 12 | feel I can complete a difficult task in my teaching job.                        | 3.37        | 0.298        | Highly Motivated        |
|    | <b>Overall</b>                                                                  | <b>3.44</b> | <b>0.539</b> | <b>Highly Motivated</b> |

The results from Table 8 reveal that the teacher-respondents perceive their eudaimonic workplace well-being as highly motivated, with an overall weighted mean of 3.44. This indicates that the teachers generally feel a sense of personal fulfillment, autonomy, and purpose in their roles. These findings suggest that teachers who experience eudaimonic well-being in their workplace are likely to feel a greater sense of purpose, competence, and meaningful connection in their roles. Teachers who perceive their work as personally fulfilling and who have supportive relationships with colleagues are more motivated and confident in their teaching abilities. The relatively high ratings in feeling competent and capable imply that these teachers are likely to be more effective and engaged in their professional responsibilities. However, the moderate rating on reciprocal emotional care (*"feel that the people I care at work about also care about me"*) suggests that there may be opportunities to improve the emotional reciprocity among colleagues. This highlights the importance of fostering stronger, supportive relationships between teachers to enhance their overall well-being. By promoting deeper interpersonal connections and ensuring teachers feel genuinely cared for, schools can enhance the eudaimonic well-being of their teachers. The results are in consonance with what Bauer (2022) had emphasized that the teachers' workplace wellbeing in terms of eudemonic workplace refers to their sense of meaning, purpose, personal growth, and authenticity in their work, rather than just momentary happiness or pleasure. When teachers experience eudemonic wellbeing, feeling that their work is meaningful, aligned with their values, and a space where they grow and use their strengths, they are more likely to stay committed, resilient, and deeply engaged in their profession. This sense of purpose and self-actualization supports more reflective, intentional, and relationship focused teaching practices, which in turn foster positive classroom climates and stronger learning outcomes for students. In short, eudemonic workplace wellbeing is important because it connects teaching to a deeper sense of calling and development, sustaining both teacher motivation and instructional.

**Research Question 3: What is the teacher-respondents' perception of their teaching attributes in terms of inherent personal characteristics, good interpersonal relationships, inspirational, ethical conduct, generative teaching ability, professional expertise and excellence, mastery of the subject matter, classroom management, innovativeness, and community/stakeholders' linkages?**

**Table 9.** Level of Teachers' Teaching Attributes in terms of Inherent Personal Characteristics

| As a teacher, I...                                                           | WM          | SD           | Interpretation          |
|------------------------------------------------------------------------------|-------------|--------------|-------------------------|
| 1 practice patience and flexibility inside and outside the classroom.        | 3.43        | 0.608        | Always Practiced        |
| 2 give a good sense of humor and show I have self-confidence in my teaching. | 3.17        | 0.690        | Sometimes Practiced     |
| 3 am always energetic, humble, and open minded.                              | 3.4         | 0.553        | Always Practiced        |
| 4 possess good moral character.                                              | 3.86        | 0.612        | Always Practiced        |
| 5 am religious and God-fearing.                                              | 3.4         | 0.558        | Always Practiced        |
| 6 have well-rounded personality and always well-adjusted.                    | 3.26        | 0.657        | Always Practiced        |
| <b>Overall</b>                                                               | <b>3.36</b> | <b>0.613</b> | <b>Always Practiced</b> |

The results from Table 9 indicate that the teacher-respondents perceive their inherent personal characteristics as always practiced, with an overall weighted mean of 3.36. This suggests that, in general, teachers consistently demonstrate positive personal attributes in their professional roles. The highest-rated item, "possess good moral character," received a mean of 3.86, indicating that teachers strongly identify with this trait and view it as a core aspect of their behavior. Other indicators, such as "practice patience and flexibility inside and outside the classroom" (3.43), "am always energetic, humble, and open-minded" (3.40), and "am religious and God-fearing" (3.40), received high ratings as well, suggesting that teachers view these qualities as important and regularly practice them. However, the item "give a good sense of humor and show I have self-confidence in my teaching" received the lowest mean of 3.17, interpreted as sometimes practiced, implying that while teachers may express humor and confidence, these traits might not be consistently displayed. These results imply that teachers place a high value on personal qualities such as moral character, patience, flexibility, humility, and openness. These traits are essential not only for creating a positive classroom environment but also for fostering healthy interpersonal relationships with students and colleagues. Teachers who demonstrate strong inherent personal characteristics, such as a well-rounded personality and good moral integrity, are likely to build trust and respect, both inside and outside the classroom. However, the moderate rating on "give a good sense of humor and show I have self-confidence in my teaching" suggests that some teachers may feel less confident in these areas, which could affect their ability to engage and inspire students effectively. Therefore, it may be beneficial for schools to offer professional development programs that help teachers build self-confidence and communication skills, ultimately fostering a more dynamic and positive teaching environment. As eloquently stated by Borg (2017), the importance of teachers' teaching attributes, in terms of inherent personal characteristics, lies in how a teacher's natural traits, such as empathy, patience, emotional stability, conscientiousness, warmth, and resilience, shape the quality of their instruction and classroom relationships. These inherent characteristics influence how teachers manage classroom dynamics, respond to students' needs, and maintain a positive, supportive learning environment, all of which directly affect student engagement, motivation, and achievement. When teachers' core dispositions align with the demands of teaching, such as being caring, reflective, and adaptable, their personal attributes become a stable foundation for effective teaching practices and for sustaining their own professional well-being over time.

**Table 10.** Level of Teachers' Teaching Attributes in terms of Good Interpersonal Relationships

| As a teacher, I...                                                      | WM          | SD           | Interpretation          |
|-------------------------------------------------------------------------|-------------|--------------|-------------------------|
| 1 practice my profession with great sense of credibility and integrity. | 3.43        | 0.562        | Always Practiced        |
| 2 exercise being caring and affectionate.                               | 3.4         | 0.611        | Always Practiced        |
| 3 am always approachable.                                               | 3.49        | 0.612        | Always Practiced        |
| 4 act as a second parent to my pupils.                                  | 3.34        | 0.553        | Always Practiced        |
| 5 cultivate a pleasant way of dealing with others.                      | 3.57        | 0.497        | Always Practiced        |
| 6 build rapport with learners, colleagues, parents, and stakeholders.   | 3.43        | 0.558        | Always Practiced        |
| <b>Overall</b>                                                          | <b>3.44</b> | <b>0.565</b> | <b>Always Practiced</b> |

Table 10 illustrates the level of teachers' teaching attributes in terms of good interpersonal relationships. The results from Table 11 show that the teacher-respondents perceive their good interpersonal relationships as always practiced, with an overall weighted mean of 3.44. This suggests that teachers consistently prioritize building positive and supportive relationships with their students, colleagues, and other stakeholders. These findings suggest that teachers who prioritize strong interpersonal relationships are likely to foster a nurturing, supportive classroom environment, which can positively impact students' emotional and academic well-being. Teachers who consistently demonstrate traits such as approachability, caring, and integrity are more likely to build strong, trusting relationships with students, parents, colleagues, and other stakeholders. The emphasis on building rapport and cultivating pleasant interactions also suggests that teachers are highly effective at creating a cooperative, positive learning atmosphere. However, while the rating for acting as a second parent to pupils is slightly lower, it still suggests that many teachers view their role as extending beyond the classroom and contributing to the holistic development of their students. Schools may consider providing ongoing training in communication and relationship-building skills to strengthen these qualities further and enhance the overall learning experience for students.

**Table 11.** Level of Teachers' Teaching Attributes in terms of Inspirational

| As a teacher, I...                                                                         | WM          | SD           | Interpretation          |
|--------------------------------------------------------------------------------------------|-------------|--------------|-------------------------|
| 1 am forgiving and appreciative.                                                           | 3.63        | 0.490        | Always Practiced        |
| 2 make an impact on the lives of my pupils.                                                | 3.49        | 0.562        | Always Practiced        |
| 3 exercise good motivation to my learners.                                                 | 3.51        | 0.502        | Always Practiced        |
| 4 inspire others by being devoted, committed, and dedicated to teaching.                   | 3.31        | 0.612        | Always Practiced        |
| 5 share my enthusiasm, tell stories, and show how the material connects to the real world. | 3.37        | 0.591        | Always Practiced        |
| 6 recognize and value the unique strengths and talents of each learner.                    | 3.51        | 0.657        | Always Practiced        |
| <b>Overall</b>                                                                             | <b>3.50</b> | <b>0.569</b> | <b>Always Practiced</b> |

The results from Table 11 indicate that the teacher-respondents perceive their inspirational qualities as always practiced, with an overall weighted mean of 3.50. This suggests that teachers consistently demonstrate behaviors and attitudes that motivate and inspire their students. These findings suggest that inspirational and motivational teachers play a key role in shaping students' attitudes, academic performance, and personal growth. Teachers who exhibit qualities such as appreciation, forgiveness, and the ability to motivate and inspire have a significant influence on their students' lives and learning experiences. The high ratings for making an impact, motivating learners, and recognizing individual strengths suggest that teachers are dedicated not only to teaching academic content but also to fostering a supportive and encouraging learning environment. Although the slightly lower rating on being devoted, committed, and dedicated to teaching indicates room for improvement, it still suggests that most teachers see their passion and dedication as integral to their teaching practice. To further enhance inspirational teaching, schools could consider offering professional development focused on emotional intelligence, storytelling techniques, and other methods for creating more impactful connections with students. The data reveal unity with Carroll et al. (2021), which

investigated the importance of teachers' teaching attributes, particularly inspirational qualities, in how a teacher's enthusiasm, passion, belief in students, and genuine care can motivate and energize learners beyond mere academic instruction. Inspirational teachers create a positive classroom atmosphere where students feel valued, safe, and encouraged to take risks, which boosts their confidence, engagement, and willingness to learn. These teachers model curiosity, perseverance, and a love for learning, helping students connect schoolwork to their own lives and long-term goals. In this way, inspirational teaching attributes shape not only immediate classroom outcomes but also students' attitudes toward learning and their sense of self-worth over time.

**Table 12.** Level of Teachers' Teaching Attributes in terms of Ethical Standard

| As a teacher, I...                                                                                                                                   | WM          | SD           | Interpretation          |
|------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|-------------------------|
| 1 inculcate good virtues and values.                                                                                                                 | 3.43        | 0.611        | Always Practiced        |
| 2 exercise fairness and impartiality.                                                                                                                | 3.43        | 0.695        | Always Practiced        |
| 3 am aware of my boundaries as a teacher.                                                                                                            | 3.51        | 0.611        | Always Practiced        |
| 4 always respects my learners.                                                                                                                       | 3.49        | 0.612        | Always Practiced        |
| 5 never judge my learners.                                                                                                                           | 3.54        | 0.611        | Always Practiced        |
| 6 maintain the confidentiality of student information, including academic records, personal details, and any sensitive matters shared in confidence. | 3.49        | 0.612        | Always Practiced        |
| <b>Overall</b>                                                                                                                                       | <b>3.49</b> | <b>0.625</b> | <b>Always Practiced</b> |

The results from Table 12 show that the teacher-respondents perceive their ethical standards as always practiced, with an overall weighted mean of 3.49. This indicates that teachers consistently adhere to ethical principles in their professional practice. The data being revealed are in conformity with what Li et al. (2022) had pointed out, that the importance of teachers' teaching attributes in terms of ethical standards lies in how a teacher's integrity, fairness, respect, and sense of responsibility shape the trust and safety of the learning environment. When teachers act according to high ethical standards, they model honesty, justice, and care, which encourages students to value these same principles in their own behavior and choices. Ethical teaching attributes also ensure that decisions about classroom management, assessment, inclusion, and discipline are consistent, objective, and respectful of every student's dignity and rights. This, in turn, strengthens the credibility of the profession, deepens parent and community trust, and supports an environment where students feel respected, protected, and motivated to learn, thereby positively influencing teaching and learning outcomes.

**Table 13.** Level of Teachers' Teaching Attributes in terms of Generative Teaching Ability

| As a teacher, I...                                                                                                                          | WM         | SD           | Interpretation          |
|---------------------------------------------------------------------------------------------------------------------------------------------|------------|--------------|-------------------------|
| 1 present real-world problems or scenarios that require students to research, analyze, and develop solutions.                               | 3.57       | 0.558        | Always Practiced        |
| 2 encourage students to delve into extended projects that require them to research, design, create, and present their findings.             | 3.54       | 0.561        | Always Practiced        |
| 3 encourage students to ask questions, explore their own interests, and design their own research projects.                                 | 3.49       | 0.562        | Always Practiced        |
| 4 facilitate discussions in which students take the lead, share their perspectives, challenge one another, and build on each other's ideas. | 3.6        | 0.497        | Always Practiced        |
| 5 encourage students to teach one another, explain concepts, and collaborate on projects.                                                   | 3.29       | 0.572        | Always Practiced        |
| 6 create a safe space where students feel comfortable taking risks, making mistakes, and learning from them.                                | 3.51       | 0.612        | Always Practiced        |
| <b>Overall</b>                                                                                                                              | <b>3.5</b> | <b>0.560</b> | <b>Always Practiced</b> |

The results from Table 13 indicate that the teacher-respondents perceive their generative teaching ability as always practiced, with an overall weighted mean of 3.50. This suggests that teachers consistently employ teaching methods that foster critical thinking, creativity, and active student engagement. These results are consistent with Hidajat et al. (2023), who suggested that teachers who prioritize generative teaching methods are likely to create an environment that nurtures students' problem-solving skills, creativity, and independent thinking. By engaging students in real-world problems, encouraging them to take ownership of their learning through research projects, and facilitating student-led discussions, teachers foster a learning culture that emphasizes active participation and collaboration. The high ratings for creating a safe space where students can take risks and make mistakes suggest that teachers support a growth mindset, which is essential for promoting deeper learning and personal development. However, the lower rating for encouraging students to teach each other highlights an opportunity for teachers further to emphasize peer collaboration and the development of communication skills.

**Table 14.** Level of Teachers' Teaching Attributes in terms of Professional Expertise and Excellence

| As a teacher, I...                                                                                                                                        | WM          | SD           | Interpretation          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|-------------------------|
| 1 explain concepts clearly, connect different ideas, and provide relevant examples.                                                                       | 3.54        | 0.658        | Always Practiced        |
| 2 encourage students to work together, share ideas, and learn from each other.                                                                            | 3.34        | 0.598        | Always Practiced        |
| 3 create a positive and supportive learning environment where students feel safe, respected, and valued.                                                  | 3.63        | 0.553        | Always Practiced        |
| 4 stay current with research and best practices, attend professional development workshops, and seek out opportunities to grow their knowledge and skills | 3.57        | 0.502        | Always Practiced        |
| 5 participate in school events, collaborate with colleagues, and contribute to the school's overall success.                                              | 3.43        | 0.558        | Always Practiced        |
| 6 receive citations and awards in teaching.                                                                                                               | 3.46        | 0.612        | Always Practiced        |
| <b>Overall</b>                                                                                                                                            | <b>3.50</b> | <b>0.580</b> | <b>Always Practiced</b> |

The results from Table 14 indicate that the teacher-respondents perceive their professional expertise and excellence as always practiced, with an overall weighted mean of 3.50. These findings suggest that teachers who consistently practice professional expertise and excellence are likely to create a positive and effective learning environment for their students. The emphasis on clear communication, connecting ideas, and providing relevant examples indicates that these teachers are skilled at delivering content in an engaging and understandable way, which is essential for fostering student success. The high rating for staying current with research and attending professional development workshops reflects a commitment to continuous improvement, ensuring that teachers remain informed about the latest teaching strategies and best practices. Additionally, the strong emphasis on creating a safe and respectful learning environment shows that these teachers prioritize students' emotional well-being alongside academic growth. However, the slightly lower rating for participation in school events suggests that while teachers are highly professional in their teaching and development, there may be opportunities to engage them in broader school activities further. Schools could consider recognizing and encouraging teacher involvement in school-wide initiatives. The results being revealed are in line with what Santos et al. (2024) had pointed out: the importance of teachers' teaching attributes in terms of professional expertise and excellence lies in how deeply they understand their content, master evidence-based pedagogies, and exercise sound judgment in designing and adapting instruction to meet diverse learner needs. Teachers with strong professional expertise consistently align their practices with learning research, maintain high expectations, and use assessment and feedback to refine their teaching, resulting in higher-quality classroom experiences and better student outcomes. Excellence in this domain also signals continuous growth, reflection, and collaboration, reinforcing a culture of high standards that shapes school climate, instructional leadership, and long-term student achievement.

**Table 15.** Level of Teachers' Teaching Attributes in terms of Mastery of the Subject Matter

| As a teacher, I...                                                                               | WM          | SD           | Interpretation          |
|--------------------------------------------------------------------------------------------------|-------------|--------------|-------------------------|
| 1 know the subject matter.                                                                       | 3.4         | 0.604        | Always Practiced        |
| 2 am always ready for the lessons and in coming to my class.                                     | 3.23        | 0.646        | Sometimes Practiced     |
| 3 am a wide reader.                                                                              | 3.46        | 0.598        | Always Practiced        |
| 4 deliver clear, accurate, and updated content knowledge.                                        | 3.57        | 0.558        | Always Practiced        |
| 5 answer pupils' questions with good illustrations.                                              | 3.51        | 0.507        | Always Practiced        |
| 6 break down complex concepts into digestible parts, using clear language and relevant examples. | 3.7         | 0.684        | Always Practiced        |
| <b>Overall</b>                                                                                   | <b>3.42</b> | <b>0.599</b> | <b>Always Practiced</b> |

The results from Table 15 show that the teacher-respondents perceive their mastery of the subject matter as always practiced, with an overall weighted mean of 3.42. This suggests that teachers consistently demonstrate a strong understanding of their subject and are generally prepared to teach effectively. These findings suggest that teachers with strong subject-matter mastery can effectively communicate complex ideas and provide students with a high-quality education. The high ratings for delivering clear, accurate, and up-to-date content, as well as for breaking down complex concepts, indicate that teachers are capable of helping students grasp challenging material. This is crucial for fostering student success and intellectual growth. The moderately lower rating for being consistently ready for lessons may suggest that teachers occasionally face challenges in lesson preparation, which could affect the flow of instruction. Schools could benefit from providing additional support for lesson planning and preparation, such as professional development or collaborative planning time, to help teachers feel more confident and organized in their teaching. Enhancing readiness and preparedness could further improve the overall teaching experience and contribute to higher student engagement and achievement. As thoughtfully noted by Nalipay et al. (2022), the importance of teachers' teaching attributes in terms of mastery of the subject matter lies in how deeply they understand the content they teach, as this underpins the quality of the explanations, examples, and connections they make in the classroom. When teachers possess strong subject-matter mastery, they can present concepts clearly, anticipate and correct misconceptions, and link new ideas to prior learning and real-world contexts, which enhances students' understanding and retention. This deep knowledge also supports more confident, flexible, and responsive teaching, enabling teachers to adapt lessons to different learners and foster higher-order thinking.

**Table 16.** Level of Teachers' Teaching Attributes in terms of Classroom Management

| As a teacher, I...                                                                                    | WM          | SD           | Interpretation          |
|-------------------------------------------------------------------------------------------------------|-------------|--------------|-------------------------|
| 1 am always a disciplinarian.                                                                         | 3.51        | 0.507        | Always Practiced        |
| 2 show consistency in classroom rules and policies.                                                   | 3.34        | 0.639        | Always Practiced        |
| 3 utilizes class time well and maximizes it.                                                          | 3.4         | 0.651        | Always Practiced        |
| 4 make sure that the classroom is conducive learning.                                                 | 3.51        | 0.562        | Always Practiced        |
| 5 model respectful communication and create a positive classroom climate where everyone feels valued. | 3.46        | 0.612        | Always Practiced        |
| 6 encourage collaboration and teamwork, creating a sense of community in the classroom.               | 3.4         | 0.608        | Always Practiced        |
| <b>Overall</b>                                                                                        | <b>3.44</b> | <b>0.597</b> | <b>Always Practiced</b> |

The results from Table 16 indicate that the teacher-respondents perceive their classroom management skills as always practiced, with an overall weighted mean of 3.44. This suggests that teachers consistently implement effective classroom management strategies that foster a productive and positive learning environment. These findings suggest that teachers who practice effective classroom management create an environment conducive to learning in which students feel respected and supported. Teachers who maintain discipline, enforce consistent rules, and use class time efficiently are likely to establish a structured and productive learning environment. The high ratings for fostering respect, positive communication, and creating

a conducive learning environment indicate that these teachers are successful in promoting an inclusive and collaborative classroom culture. However, the moderately low rating for encouraging collaboration and teamwork suggests there may be room to strengthen peer interactions and teamwork in the classroom. Schools could benefit from providing additional resources or training to enhance collaborative teaching methods and group activities, thereby improving classroom dynamics and encouraging active student engagement. By refining their classroom management strategies, teachers can continue to foster a positive and effective learning environment. As Gerza et al. (2024) note, teachers' classroom management attributes can create an orderly, predictable, and supportive environment that maximizes time on task and minimizes disruptions. Teachers who demonstrate strong classroom-management attributes—such as clear expectations, consistent routines, positive relationships, and calm, fair discipline—help students feel safe, respected, and focused, which in turn strengthens engagement and learning. Effective classroom management also allows teachers to organize instruction more efficiently, respond to individual needs, and maintain a positive classroom climate, all of which are closely linked to better student behavior, higher achievement, and stronger teaching and learning outcomes.

**Table 17.** Level of Teachers' Teaching Attributes in terms of Innovativeness

|   | As a teacher, I...                                                                                | WM          | SD           | Interpretation          |
|---|---------------------------------------------------------------------------------------------------|-------------|--------------|-------------------------|
| 1 | implement different methods/strategies in teaching.                                               | 3.69        | 0.530        | Always Practiced        |
| 2 | use practical or real situations in teaching.                                                     | 3.51        | 0.562        | Always Practiced        |
| 3 | makes discussion lively and interesting.                                                          | 3.63        | 0.490        | Always Practiced        |
| 4 | always show great enthusiasm in teaching.                                                         | 3.54        | 0.505        | Always Practiced        |
| 5 | prepare visual aids and digitized lessons.                                                        | 3.57        | 0.561        | Always Practiced        |
| 6 | go beyond textbooks and worksheets, incorporating digital tools and resources into their lessons. | 3.43        | 0.631        | Always Practiced        |
|   | <b>Overall</b>                                                                                    | <b>3.56</b> | <b>0.547</b> | <b>Always Practiced</b> |

The results from Table 17 show that the teacher-respondents perceive their innovativeness as always practiced, with an overall weighted mean of 3.56. This indicates that teachers consistently incorporate creative and engaging methods into their teaching. These findings suggest that highly innovative teachers actively engage their students through dynamic and diverse teaching methods. By implementing various strategies, using real-world examples, and incorporating technology, these teachers create a more interactive and stimulating learning environment. The high ratings for using visual aids, digital lessons, and displaying enthusiasm reflect the teachers' commitment to keeping students interested and motivated, which is essential for fostering deeper learning. However, the slightly lower rating for incorporating digital tools beyond textbooks and worksheets suggests there may be opportunities to integrate technology into teaching practices further. Schools could support this by providing professional development on digital tools and encouraging teachers to experiment with new technologies to enhance their lessons. By continuing to focus on innovativeness in teaching, educators can better meet the diverse needs of students and enhance their learning experiences. As effectively conveyed by Ortan et al. (2021), teachers' teaching attributes in terms of innovativeness are related to their ability to continuously adapt, experiment with, and refine teaching strategies to meet students' needs better and keep learning relevant and engaging. Innovative teachers are open to change, creatively redesign lessons, and integrate new methods or technologies, which increases student motivation, participation, and active learning. Their ability to think beyond routine practices also strengthens instructional competence, supports problem-solving and critical thinking, and helps schools respond effectively to shifting contexts such as new curricula or crises, ultimately contributing to improved teaching and learning outcomes.

**Table 18.** Level of Teachers' Teaching Attributes in terms of Community/Stakeholders Linkages

|   | As a teacher, I...                                       | WM   | SD    | Interpretation   |
|---|----------------------------------------------------------|------|-------|------------------|
| 1 | participate in community activities.                     | 3.49 | 0.507 | Always Practiced |
| 2 | make effort for the school to be recognized.             | 3.54 | 0.572 | Always Practiced |
| 3 | maintain open and consistent communication with parents. | 3.4  | 0.646 | Always Practiced |

|                |                                                                                                                                               |             |              |                         |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|-------------------------|
| 4              | actively seek out partnerships with local organizations, businesses, or community groups to enhance learning opportunities for the learners.  | 3.37        | 0.553        | Always Practiced        |
| 5              | build connections with local businesses to provide students with opportunities for career exploration, internships, or job shadowing.         | 3.34        | 0.591        | Always Practiced        |
| 6              | actively advocate for my pupils, communicating their needs and concerns to administrators and ensuring they receive the support they require. | 3.6         | 0.530        | Always Practiced        |
| <b>Overall</b> |                                                                                                                                               | <b>3.46</b> | <b>0.567</b> | <b>Always Practiced</b> |

The results from Table 18 indicate that the teacher-respondents perceive their community and stakeholders' linkages as always practiced, with an overall weighted mean of 3.46. This suggests that teachers consistently engage with their broader community and stakeholders to enhance student learning experiences. These findings suggest that teachers who actively engage with the community and stakeholders play a vital role in supporting student development beyond the classroom. Teachers who advocate for their students' needs, participate in community activities, and work to make their schools more well-known contribute to creating a well-rounded educational environment. The strong emphasis on maintaining open communication with parents reflects the importance of building relationships that foster student success. However, the slightly lower ratings for seeking partnerships with local businesses and community groups suggest room for improvement in establishing formal partnerships to enhance learning opportunities further. The results revealed coincided with what Antonio (2023) had pinpointed: the importance of teachers' teaching attributes in community and stakeholder linkages that connect classroom learning to the wider school community, including parents, local leaders, and civic organizations. Teachers who actively build and sustain these relationships help create an environment in which families and stakeholders feel involved, informed, and supportive of school goals, which, in turn, strengthens student motivation, attendance, and sense of belonging. Strong community linkages also provide additional resources, real-world learning experiences, and collective ownership of education, all of which enrich the teaching-learning process and contribute to improved academic and social outcomes for learners.

#### Research Question 4: Is there a significant relationship between the teachers' hedonic and eudaimonic workplace well-being and their teaching attributes?

**Table 19.** Correlational Analysis Between Workplace Well-being and Teacher Attributes

| Independent Variable | Dependent Variable                    | r-value | p-value | Interpretation  |
|----------------------|---------------------------------------|---------|---------|-----------------|
| Workplace Well-being | Inherent Personal Characteristics     | .009    | 0.960   | Not Significant |
|                      | Good Interpersonal Relationship       | 0.084   | 0.630   | Not Significant |
|                      | Inspirational                         | 0.304   | 0.076   | Not Significant |
|                      | Ethical Conduct                       | -0.057  | 0.744   | Not Significant |
|                      | Generative Teaching Ability           | 0.280   | 0.103   | Not Significant |
|                      | Professional Expertise and Excellence | -0.010  | 0.953   | Not Significant |
|                      | Mastery of the Subject Matter         | 0.198   | 0.254   | Not Significant |
|                      | Classroom Management                  | 0.235   | 0.175   | Not Significant |
|                      | Innovativeness                        | 0.023   | 0.895   | Not Significant |
|                      | Community/Stakeholders' Linkages      | 0.177   | 0.308   | Not Significant |

Table 19 presents the results of the analysis of the relationship between workplace well-being and teacher attributes, which revealed that none of the relationships were statistically significant (all  $p > .05$ ). The computed  $r$ -values ranged from -.057 to .304, indicating weak correlations in both positive and negative directions. For example, workplace well-being showed a small positive correlation with inspirational teaching

( $r = .304$ ,  $p = .076$ ) and generative teaching ability ( $r = .280$ ,  $p = .103$ ), though neither reached statistical significance. Similarly, negligible associations were observed with inherent personal characteristics ( $r = .009$ ,  $p = .960$ ) and professional expertise ( $r = -.010$ ,  $p = .953$ ). The results of this research indicate that workplace well-being, as assessed using the metrics employed in this study, does not show a significant predictive relationship with the identified teaching attributes. This suggests that the factors contributing to a positive work environment may not directly influence the specific attributes or qualities of effective teaching. Further exploration is needed to understand the complexities of how these elements interact and to uncover any potential underlying factors that may contribute to this lack of association. The absence of significant correlations suggests that, within this dataset, teachers' workplace wellbeing does not have a direct and measurable impact on their teaching attributes. This means that higher or lower levels of well-being were not consistently linked to stronger or weaker performance in areas such as ethical conduct, classroom management, or subject mastery. This finding highlights the complexity of the factors that shape teaching performance. Rather than well-being alone, factors such as professional training, institutional culture, and school leadership practices may play a stronger role in how teachers behave in the classroom. For example, how teachers are prepared during pre-service education, the quality of in-service professional development, and the norms and expectations upheld in a school can directly influence their ethical standards, management strategies, and content knowledge, even when their personal well-being varies. As effectively emphasized by Edara et al. (2021), workplace wellbeing and teaching attributes are deeply interconnected because how teachers feel at work directly shapes how they teach and how students learn. When teachers have strong workplace wellbeing marked by a manageable workload, supportive leadership, positive relationships, and a sense of purpose, they are more likely to demonstrate positive teaching attributes such as patience, clarity, empathy, and responsiveness to learners' needs. In contrast, poor well-being, especially when marked by chronic stress, burnout, or lack of support, tends to weaken instructional consistency, reduce emotional availability, and lower classroom engagement.

#### **Research Question 5: Based on the implicated findings, what wellness plan for teachers can be developed?**

One significant study conducted by Turner and Thielking (2022) in Australia examined the effects of positive psychology strategies on teachers' wellbeing and their teaching attributes. The mixed-methods study found that when teachers intentionally used four evidence-based strategies—focusing on individual strengths, providing social support, finding meaning in their work, and identifying positive aspects in their environment—their well-being improved significantly. Teachers reported feeling less stressed and more engaged with their teaching, which translated into more student-centered practices. They noted that their students appeared calmer, more engaged, and completed more work. The findings suggest that enhancing teacher wellbeing through positive psychology not only benefits educators but also positively impacts student learning outcomes, highlighting the interconnectedness of teacher and pupil experiences in the classroom. Likewise, the study by Carroll et al. (2021) investigated the downstream effects of two 8-week stress reduction interventions for teachers on their students. The results showed that reductions in teacher-reported stress and burnout were associated with improved student perceptions of teacher support, increased academic self-perception, and overall improved student well-being. The study demonstrated positive downstream effects of teacher well-being programs on student outcomes, highlighting the importance of supporting teacher mental health to enhance student learning. Moreover, the study by Sisask et al. (2024) found significant correlations among teacher satisfaction with their school, psychological well-being, and readiness to help students with mental health problems. Teachers with higher levels of job satisfaction and psychological well-being were more likely to feel prepared to support students experiencing mental health difficulties. The study emphasized the importance of creating a supportive, positive school environment that prioritizes teacher well-being, as this can directly affect teachers' ability to address students' mental health needs effectively. In addition, the study by Villarosa and Ganotice (2022) analyzed 20 studies examining the relationship between teacher burnout and student engagement. The findings consistently showed a negative correlation between teacher burnout and student engagement. Burned-out teachers were more likely to exhibit less enthusiasm, less positive interactions with students, and less effective classroom management, leading to decreased student engagement and motivation. It concluded that teacher burnout has a detrimental impact on student engagement and emphasized the importance of addressing it to foster positive learning environments. Moreover, the study conducted by Kidger et al. (2022) explored teachers' perspectives on the impact of consciously using positive psychology strategies on their teaching attributes and student learning. The findings revealed that teachers who actively used these strategies experienced positive effects in both areas, suggesting a strong link among teacher well-being, teaching practices, and student outcomes. The study highlights the importance of promoting teacher well-being through positive psychology interventions. It emphasizes the need

for further research to explore the relationship between teachers' use of positive psychology principles, teacher wellbeing, teaching practice, and student learning.

In addition, Skaalvik and Skaalvik (2022) investigated the relationship between teacher stress and student academic achievement. It found that teachers experiencing high levels of stress were more likely to have students with lower academic performance. The study also found that teacher stress negatively impacted classroom climate, leading to decreased student motivation and engagement. It emphasized the importance of addressing teacher stress to improve student learning outcomes. It suggested that interventions aimed at reducing teacher stress can positively impact student academic achievement and overall well-being. Furthermore, the longitudinal study by Li et al. (2022) followed a group of teachers over 3 years, examining the relationship between teacher well-being and student academic achievement. The results showed that teachers with higher levels of well-being were more likely to have students with higher academic achievement. The study also found a positive correlation between teacher wellbeing and student engagement, suggesting a strong link between teacher wellbeing and student success. This study provides strong evidence that teacher well-being is a significant predictor of student academic achievement. It highlights the importance of investing in teacher wellbeing programs and initiatives to improve student outcomes. Similarly, in their study, Hidajat et al. (2023) found that teachers who reported lower levels of distress and burnout experienced improvements in students' perceptions of teacher support. Changes in teacher well-being correlated with positive shifts in students' academic self-perceptions and overall well-being. Specifically, reductions in teacher burnout were linked to enhanced student perceptions of classroom support and engagement. These results underscore the dynamic relationship between teacher mental health and student experiences, suggesting that improving teacher well-being can lead to better academic outcomes for students.

In the Philippines, research by Santos et al. (2024) found that a positive school climate significantly contributed to teachers' well-being, while individual behaviors such as job crafting also played a crucial role. Improved teacher well-being was associated with enhanced student motivation, achievement, and overall academic performance. This study emphasized the importance of both environmental and personal factors in fostering teacher well-being, which in turn benefits student learning. The study by Nalipay et al. (2022) highlights the importance of teacher well-being in influencing teaching effectiveness and student learning outcomes. The study found that improved teacher well-being correlated with more student-centered teaching approaches. Teachers became more focused on developing relationships with students and fostering a supportive classroom environment. The study underscores the necessity of prioritizing teacher well-being as a foundational element for effective teaching and positive student outcomes. It highlights that when teachers feel supported and valued, they are more likely to create enriching learning environments for their students. Moreover, Gerza et al. (2024) report that teachers reported high levels of psychological, physiological, and social well-being. The study emphasized the need for school administrators to prioritize teacher well-being by balancing empathy and flexibility, adapting to individual teachers' needs, and promoting professional development. The findings suggest that a supportive school environment can enhance teacher well-being, which is crucial for maintaining effective teaching practices and improving student outcomes. The study conducted by Ortan et al. (2021) found that most teachers demonstrated a high level of psychological well-being, although some areas, like purpose in life, needed attention. The study found a strong correlation between high self-efficacy in teaching attributes and psychological well-being. Teachers attributed their self-efficacy to careful lesson planning and creative teaching strategies. Teachers exhibited very high motivation levels across various aspects except for amotivation, indicating that psychological well-being significantly influences both self-efficacy and motivation. These findings highlighted that enhancing teacher well-being through targeted interventions can improve self-efficacy and motivation, thereby benefiting student learning outcomes. Finally, the study conducted by Antonio (2023) found that teachers reported experiencing minimal sleep issues but faced social well-being challenges almost daily. The study established a low direct relationship between mental health levels and the development of learning resources, suggesting that while mental health is important, other factors also play a role in resource development. The results indicate that addressing mental health can positively influence teachers' capabilities in resource development, which is essential for effective teaching. It concluded that teacher well-being is vital for effective teaching practices and positive student learning outcomes. Moreover, the findings underscore the importance of implementing wellness programs and support systems for teachers to foster an environment conducive to both educator satisfaction and student success. The study by Edara et al. (2021) on teachers' well-being in the Philippines emphasizes the crucial impact of teachers' well-being on teaching practices and student learning outcomes, especially in light of significant educational reforms such as the K-12 program. This program's implementation has produced mixed results: while it aims to enhance educational quality and better prepare students for higher education and employment, it faces persistent challenges, including inadequate infrastructure, insufficient teacher preparedness, and socio-economic disparities. These issues adversely affect both teachers' wellbeing and students' learning experiences. The research highlights a vital interrelationship between teachers' well-being,

their teaching attributes, and pupil learning outcomes, underscoring the need for comprehensive support systems that address these interconnected factors to improve the overall educational landscape in the Philippines. As teachers navigate the complexities of modern teaching, prioritizing their well-being is a critical strategy for improving both teaching effectiveness and student learning outcomes. This research advocates for systemic changes within educational institutions that emphasize mental health support, professional development, and a culture of care.

## Ethical Considerations

This study was conducted in accordance with established ethical principles to protect the rights, privacy, and welfare of the teacher-participants. Prior to conducting the study, the researcher sought permission from the appropriate school authorities before administering the research instrument. The participants were informed of the study's purpose, objectives, and procedures through an informed consent form, and their participation was entirely voluntary. They were also assured that they could decline to participate or withdraw from the study at any time without any negative consequences. The confidentiality and anonymity of the participants were strictly maintained by ensuring that no personally identifiable information was disclosed and that all responses were reported only in aggregate form. Furthermore, all data collected were used solely for academic and research purposes and were handled in accordance with the provisions of the Data Privacy Act of 2012 (Republic Act No. 10173), ensuring the privacy and security of the information provided by the participants.

## Conclusion

Teachers experience balanced workplace well-being through both pleasure-based satisfaction from institutional support, such as benefits and clear policies, and purpose-driven fulfillment from strong interpersonal relationships and a sense of connection at school. Across all teaching attribute dimensions, teachers consistently demonstrated strong professional self-efficacy, feeling most confident in their innovative and adaptive teaching methods, while showing stable competence aligned with professional teaching standards. Collectively, these findings indicate a supportive environment conducive to teacher effectiveness and wellness planning focused on relationships and creativity.

## Recommendations

Based on the findings, the study recommended that the Department of Education Officials develop policies prioritizing technology integration and allocate sufficient resources to enhance technological infrastructure and training in schools. School Heads were advised to use insights from the study to assess their schools' technological readiness and to implement plans to improve technology resources and support. Teachers were encouraged to adapt their instructional methods to incorporate more technology-based learning and to pursue professional development in technology education to support their students better. Additionally, students were urged to engage in activities and programs that enhance their technological skills. These recommendations aimed to create an educational environment where technology was seamlessly integrated, enhancing learning outcomes and preparing students for future challenges in a technology-centric world.

## References

- Abun, D., Magallanes, T., Foronda, G. S. L., & Encarnacion, M. J. (2020). Employees' workplace well-being and work engagement of divine word colleges' employees in Ilocos region, Philippines. *International Journal of Research in Business and Social Science* (2147-4478), 9(2), 70-84. <https://doi.org/10.20525/ijrbs.v9i2.623>
- Allies, S. (2020). *Supporting teacher wellbeing: A practical guide for primary teachers and school leaders* (1st ed.). Routledge. <https://doi.org/10.4324/9780429330698>
- Amanor, A., & Delariarte, C. (2024). Personality Traits as Moderating Variables for Cross-Cultural Adjustment and Psychological Well-Being. *Pastoral Psychology*. <https://doi.org/10.1007/s11089-024-01154-7>
- Ambler, T., Sinnayah, P., & Lim, J. (2024). Exploring experience: Teacher narratives and narratives of teaching. *Education Sciences*, 14(12), 1375. <https://doi.org/10.3390/educsci14121375>
- Antonio, G. C. (2023). Resilience and sense of self-efficacy among Filipino educators during the 2019 coronavirus pandemic. *American Journal of IR 4.0 and Beyond*, 2(1), 1-5. <https://doi.org/10.54536/ajirb.v2i1.1457>
- Bauer, E. L. (2022). Linking perceived corporate social responsibility and employee well-being—A eudaimonia perspective. *Sustainability*, 14(16), 10240. <https://doi.org/10.3390/su141610240>

- Belmes, M. G. D., Abellana, A. L., & Orongan, R. C. (2025). Emotional well-being and organizational commitment of teachers instructional delivery. *International Journal of Research and Innovation in Social Science*, IX(IIIS), 3979–4032. <https://doi.org/10.47772/IJRISS.2025.903SEDU0285>
- Carroll, A., York, A., Fynes-Clinton, S., Sanders-O'Connor, E., Flynn, L., Bower, J. M., Forrest, K., & Ziaei, M. (2021). The downstream effects of teacher well-being programs: Improvements in teachers' stress, cognition, and well-being benefit their students. *Frontiers in Psychology*, 12, 689628. <https://doi.org/10.3389/fpsyg.2021.689628>
- Cerbito, J. S. (2024). Enhancing learners' performance in grade 7 mathematics through 50-30-20 exercise. *Journal of Contemporary Educational Research*, 8(1), 233–245. <https://doi.org/10.26689/jcer.v8i1.6049>
- Chang, H. (2022). Stress and burnout in EFL teachers: The mediator role of self-efficacy. *Frontiers in Psychology*, 13, 880281. <https://doi.org/10.3389/fpsyg.2022.880281>
- Chavez, J. V., Gregorio, Atty. M. W., Araneta, A. L., & Bihag, C. D. (2023). Magna Carta for women health workers, teachers, and minimum-wage earners in the workplace: Policy awareness and organizational compliance. *Environment and Social Psychology*, 9(1). <https://doi.org/10.54517/esp.v9i1.1735>
- Cochran-Smith, M., Grudnoff, L., Orland-Barak, L., & Smith, K. (2020). Educating teacher educators: International perspectives. *The New Educator*, 16(1), 5–24. <https://doi.org/10.1080/1547688X.2019.1670309>
- Comon, J., & Corpuz, G. (2024). Teachers' research competence and engagement: Basis for research development plan. *American Journal of Arts and Human Science*, 3(1), 24–44. <https://doi.org/10.54536/ajahs.v3i1.2340>
- Compton, A., & Boylan, M. (2026). Policy-based evidence: The schools inspectorate in England, research and school mathematics policy. *Research in Mathematics Education*, 28(1), 185–206. <https://doi.org/10.1080/14794802.2024.2418082>
- Dhiman, S., & Samaratunge, R. (2021). New Horizons in Management, Leadership and Sustainability: Innovative Case Studies and Solutions for Emerging Economies. *New Horizons in Management, Leadership and Sustainability*. <https://doi.org/10.1007/978-3-030-62171-1>
- Dove, L. A. (2026). Teachers and teacher education in developing countries (1st ed.). Routledge. <https://doi.org/10.4324/9781003752967>
- Dreer, B. (2021). Teachers' well-being and job satisfaction: the important role of positive emotions in the workplace. *Educational Studies*, 50, 61 - 77. <https://doi.org/10.1080/03055698.2021.1940872>
- Edara, I. R., Del Castillo, F., Ching, G. S., & Del Castillo, C. D. (2021). Religiosity and contentment among teachers in the Philippines during the COVID-19 pandemic: Mediating effects of resilience, optimism, and well-being. *Religions*, 12(10), 879. <https://doi.org/10.3390/rel12100879>
- Education 2030: Incheon Declaration and Framework for Action Towards inclusive and equitable quality education and lifelong learning for all. (2018, March 13). UNESCO IITE. <https://iite.unesco.org/publications/education-2030-incheon-declaration-framework-action-towards-inclusive-equitable-quality-education-lifelong-learning/>
- Feldman, H. (2024). Starting from scratch: Creating a university wellness initiative. *Journal of professional nursing: official journal of the American Association of Colleges of Nursing*, 54, 189–193. <https://doi.org/10.1016/j.profnurs.2024.06.018>
- Gaire, B. R. (2024). Sources of teachers' occupational stress and effects on their self-efficacy. *Vox Batauli*, 9(01), 11–23. <https://doi.org/10.3126/vb.v9i01.70396>
- Galanakis, M., Alexandri, E., Kika, K., Lelekanou, X., Papantonopoulou, M., Stougiannou, D., & Tzani, M. (2020). What is the source of occupational stress and burnout? *Psychology*, 11(05), 647–662. <https://doi.org/10.4236/psych.2020.115044>
- Gallagher, M. A., & Scrivner, S. (2025). Teachers' beliefs about language diversity and multilingual learners: A systematic review of the literature. *Review of Educational Research*, 95(4), 822–861. <https://doi.org/10.3102/00346543241257533>
- Gill, M. G., & Fives, H. (2026). *International Handbook of Research on Teachers' Beliefs*. <https://doi.org/10.4324/9780203108437>
- Grant, P., & McGhee, P. (2020). Hedonic versus (True) eudaimonic well-being in organizations. In S. Dhiman (Ed.), *The Palgrave Handbook of Workplace Well-Being* (pp. 1–19). Springer International Publishing. [https://doi.org/10.1007/978-3-030-02470-3\\_37-1](https://doi.org/10.1007/978-3-030-02470-3_37-1)
- Gross, G., Ling, R., & Richardson, B. (2022). Improving curriculum delivery: Using a results informed quality improvement model for teen behavioral health education. *Frontiers in Public Health*, 10, 965534. <https://doi.org/10.3389/fpubh.2022.965534>
- Harden, R. M., & Laidlaw, J. M. (2020). Essential skills for a medical teacher. An introduction to teaching and learning in medicine, 2nd ed. In R. M. Harden & J. M. Laidlaw, *Essential Skills for a Medical Teacher*.

- An Introduction to Teaching and Learning in Medicine, 2nd ed. (pp. 1–376).  
<https://doi.org/10.33029/9704-5958-4-2021-KLN-1-376>
- Henning, M., Krägeloh, C. U., Dryer, R., Moir, F., Billington, R., & Hill, A. (2018). Wellbeing in Higher Education: Cultivating a Healthy Lifestyle Among Faculty and Students.  
<https://doi.org/10.4324/9781315641539>
- Herrera, L. J. P., Martinez-Alba, G., & Trinh, E. (2022). Teacher Well-Being in English Language Teaching.  
<https://doi.org/10.4324/9781003314936>
- Hidajat, T. J., Edwards, E. J., Wood, R., & Campbell, M. (2023). Mindfulness-based interventions for stress and burnout in teachers: A systematic review. *Teaching and Teacher Education*, 134, 104303.  
<https://doi.org/10.1016/j.tate.2023.104303>
- Hladik, S. (2024). Teaching to Transgress in a Technology and Society Course. 2024 ASEE Annual Conference & Exposition Proceedings. <https://doi.org/10.18260/1-2--48072>
- Holmes, C., & Mellanby, E. (2022). Debriefing strategies for interprofessional simulation—A qualitative study. *Advances in Simulation*, 7(1), 18. <https://doi.org/10.1186/s41077-022-00214-3>
- Joo, B.-K., & Lee, I. (2017). Workplace happiness: Work engagement, career satisfaction, and subjective well-being. *Evidence-Based HRM: A Global Forum for Empirical Scholarship*, 5(2), 206–221.  
<https://doi.org/10.1108/EBHRM-04-2015-0011>
- Junio, N. (2026). Removing administrative tasks, restoring instructional focus: Implications of DepEd Order No. 2, s. 2024 for teacher empowerment, instructional quality, and school readiness. *QCU The Lamp*, 4(1), 20–33. <https://doi.org/10.64807/b7q6vf96>
- Karacaoglu, Ö. C. (2025). Basic skills of 21st-century teachers. *Australian Journal of Teacher Education*, 50(1).  
<https://doi.org/10.14221/1835-517X.6455>
- Kidger, J., Brockman, R., Tilling, K., Campbell, R., Ford, T., Araya, R., King, M., & Gunnell, D. (2016). Teachers' wellbeing and depressive symptoms, and associated risk factors: A large cross sectional study in English secondary schools. *Journal of Affective Disorders*, 192, 76–82.  
<https://doi.org/10.1016/j.jad.2015.11.054>
- Kundi, Y. M., Aboramadan, M., Elhamalawi, E. M. I., & Shahid, S. (2021). Employee psychological well-being and job performance: Exploring mediating and moderating mechanisms. *International Journal of Organizational Analysis*, 29(3), 736–754. <https://doi.org/10.1108/IJOA-05-2020-2204>
- Lam, S. M. I., Kuok, A. C. H., & Sze, T.-M. (2022). Self-efficacy, stress, and job satisfaction among pre-service, novice, and experienced English teachers: a study of their occupational health. *Health Psychology Report*, 11, 108–123. <https://doi.org/10.5114/hpr.2022.11576>
- Li, P.-H., Mayer, D., & Malmberg, L.-E. (2022). Teacher well-being in the classroom: A micro-longitudinal study. *Teaching and Teacher Education*, 115, 103720. <https://doi.org/10.1016/j.tate.2022.103720>
- Lumbanraja, B., & Pangaribuan, J. J. (2022). Principals' competencies and teachers' job satisfaction at Don Bosco schools under the Central Foundation in Manado: Basis for an enhancement program for school principals. *Journal of Classroom Action Research*, 1(2), 50–68.  
<https://doi.org/10.52622/jcar.v1i2.104>
- Lyons, S. (2020). Social avalanche: crowds, cities, and financial markets. *Journal of Cultural Economy*, 13, 504–507. <https://doi.org/10.1080/17530350.2020.1772340>
- MacIntyre, P. D., Gregersen, T., & Mercer, S. (2020). Language teachers' coping strategies during the COVID-19 conversion to online teaching: Correlations with stress, well-being, and negative emotions. *System*, 94, 102352. <https://doi.org/10.1016/j.system.2020.102352>
- Martikainen, S.-J., Kudrna, L., & Dolan, P. (2022). Moments of meaningfulness and meaninglessness: A qualitative inquiry into affective eudaimonia at work. *Group & Organization Management*, 47(6), 1135–1180. <https://doi.org/10.1177/10596011211047324>
- Matsumoto-Royo, K., & Ramírez-Montoya, M. S. (2021). Core practices in practice-based teacher education: A systematic literature review of its teaching and assessment process. *Studies in Educational Evaluation*, 70, 101047. <https://doi.org/10.1016/j.stueduc.2021.101047>
- Mendez, P. Z., Corpuz, G. G., & Comon, J. D. (2024). Teachers' well-being and instructional efficacy: Basis for professional development plan. *European Modern Studies Journal*, 8(4), 26–74.  
[https://doi.org/10.59573/emsj.8\(4\).2024.2](https://doi.org/10.59573/emsj.8(4).2024.2)
- Mustofa, M. I., & Wirza, Y. (2023). Promoting learner autonomy through EFL textbook: The textbook facilitation and the students' and teacher's perceptions. *Journal on English as a Foreign Language*, 13(1), 289–313. <https://doi.org/10.23971/jevl.v13i1.6056>
- Nisbet, P. D. (2020). Assistive technologies to access print resources for students with visual impairment: Implications for accommodations in high-stakes assessments. *British Journal of Visual Impairment*, 38(2), 222–247. <https://doi.org/10.1177/0264619619899678>

- Neto, J. C. C., Santos, S. D. G., & Calheiros, D. D. S. (2024). Mental Health Outcomes in Teachers of Students with Disabilities: A Systematic Review. *International Journal of Disability, Development and Education*, 72, 149–166. <https://doi.org/10.1080/1034912X.2024.2344013>
- Nalipay, Ma. J. N., King, R. B., Mordeno, I. G., & Wang, H. (2022). Are good teachers born or made? Teachers who hold a growth mindset about their teaching ability have better well-being. *Educational Psychology*, 42(1), 23–41. <https://doi.org/10.1080/01443410.2021.2001791>
- Neto, J. C. C., Santos, S. D. G., & Calheiros, D. D. S. (2024). Mental Health Outcomes in Teachers of Students with Disabilities: A Systematic Review. *International Journal of Disability, Development and Education*, 72, 149–166. <https://doi.org/10.1080/1034912X.2024.2344013>
- Nisbet, P. D. (2020). Assistive technologies to access print resources for students with visual impairment: Implications for accommodations in high-stakes assessments. *British Journal of Visual Impairment*, 38(2), 222–247. <https://doi.org/10.1177/0264619619899678>
- Obbarius, N., Fischer, F., Liegl, G., Obbarius, A., & Rose, M. (2021). A modified version of the transactional stress concept, according to Lazarus and Folkman, was confirmed in a psychosomatic inpatient sample. *Frontiers in Psychology*, 12, 584333. <https://doi.org/10.3389/fpsyg.2021.584333>
- Olawale, B. (2024). Impact of Pre-Service Teacher Education Programme on Mathematics Student Teachers' Teaching Practices during School Experiences. *Education Sciences*. <https://doi.org/10.3390/educsci14070762>.
- Ortan, F., Simut, C., & Simut, R. (2021). Self-efficacy, job satisfaction, and teacher well-being in the K-12 educational system. *International Journal of Environmental Research and Public Health*, 18(23), 12763. <https://doi.org/10.3390/ijerph182312763>
- Öztemur, H. (2024). Exploring the horizons of education: Insights from the UNESCO 2030 Agenda. *International Journal of Eurasian Education and Culture*, 25. <https://doi.org/10.35826/ijoecc.1823>
- Ozturk, M., Wigelsworth, M., & Squires, G. (2024). A conceptual model for teacher wellbeing: Towards a holistic understanding. *Cogent Education*, 11(1), 2396156. <https://doi.org/10.1080/2331186X.2024.2396156>
- Press, S. G. (2022). Maxillofacial trauma and COVID-19: A review of the first 6 months of the pandemic. *Craniomaxillofacial Trauma & Reconstruction*, 15(1), 34–38. <https://doi.org/10.1177/19433875211002050>
- Reyes, R. L. C. (2026). From policy to practice: A qualitative analysis of Magna Carta for public school teachers' implementation in Pambujan National High School. *International Journal of Research in Interdisciplinary Studies*, 4(6), 30–33. <https://doi.org/10.65138/ijris.2026.v4i6.313>
- Reyes, R. L., Isleta, K. P., Regala, J. D., & Bialba, D. M. R. (2024). Enhancing experiential science learning with virtual labs: A narrative account of merits, challenges, and implementation strategies. *Journal of Computer Assisted Learning*, 40(6), 3167–3186. <https://doi.org/10.1111/jcal.13061>
- Roth, L. H. O., Bencker, C., Lorenz, J., & Laireiter, A. (2024). Testing the validity of the broaden-and build theory of positive emotions: a network analytic approach. *Frontiers in Psychology*, 15. <https://doi.org/10.3389/fpsyg.2024.1405272>
- Salazar-Altamirano, M. A., Galván-Vela, E., Ravina-Ripoll, R., & Martínez-Arvizu, O. J. (2026). Design and validation of an instrument for evaluating workplace happiness. *Journal of Management & Organization*, 32(1), 21–54. <https://doi.org/10.1017/jmo.2025.10071>
- Seligman's PERMA+ Model Explained: A Theory of Wellbeing. (2022). <https://positivepsychology.com/perma-model/>
- Şener, M. B. (2021). A review of the meaning and importance of the Universal Declaration of Human Rights. *International Journal of Political Studies*, 7(3), 15–25. <https://doi.org/10.25272/icps.962292>
- Sercu, L. (2023). Internationalization at home as a factor affecting intercultural competence. A study among Belgian university students. *European Journal of Higher Education*, 13(4), 536–557. <https://doi.org/10.1080/21568235.2022.2094815>
- Shu, K. (2022). Teachers' commitment and self-efficacy as predictors of work engagement and well-being. *Frontiers in Psychology*, 13, 850204. <https://doi.org/10.3389/fpsyg.2022.850204>
- Simbre, A. P., Palad, I. A., & Salazar, C. A. (2021). How protected are teachers and school personnel? : Critical analysis of the teacher protection act(Senate Bill 956). *International Journal of Social Learning (IJSL)*, 1(3), 333–355. <https://doi.org/10.47134/ijsl.v1i3.36>
- Sims, D. A. (2025). Online education and learning management system usage in a South African Economic and management faculty during COVID-19. *E-Learning and Digital Media*, 22(5), 465–483. <https://doi.org/10.1177/20427530241239429>
- Suico, C. J. S., Dy, J. A., Tuazon, D. R. A., Zenith, K. S., Asople, A. R., Barreza, J. E., Berte, J. J. I., Jungco, E. J. C., Piastro, E. P. D., Sarin, R. B., Supranes, J. M. V., Clamares, K. J. M., & Pelandas, A. M. O. (2024). The relationship between occupational stress and self-efficacy among secondary school teachers.



- 
- International Journal of Research and Innovation in Social Science, VIII(IV), 2424–2429.  
<https://doi.org/10.47772/IJRISS.2024.804241>
- Sulis, G., Mercer, S., Babic, S., & Mairitsch, A. (2023). Language teacher wellbeing across the career span. Multilingual Matters. <https://doi.org/10.21832/SULIS2804>
- Tran, T. T., Luong, D.-H., & Nguyen, T. T. D. (2024). A bibliometrics analysis of scopus-indexed research on teachers' well-being from 1995-2022: Emerging research trends. European Journal of Educational Research, volume-13-2024(volume-13-issue-2-april-2024), 457–478.  
<https://doi.org/10.12973/eu-jer.13.2.457>
- Xiao, N., Chen, J., Justice, L. M., & Zhang, X. (2023). Children's learning experiences in rural boarding preschools: Classroom quality and associations with developmental outcomes. Early Education and Development, 34(7), 1612–1630. <https://doi.org/10.1080/10409289.2022.2139545>
- Yarberry, S., & Sims, C. (2021). The impact of COVID-19-prompted virtual/remote work environments on employees' career development: Social learning theory, belongingness, and self-empowerment. Advances in Developing Human Resources, 23(3), 237–252.  
<https://doi.org/10.1177/15234223211017850>