

Psychosocial Well-Being, Resiliency and Performance of Elementary Teachers

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ABSTRACT

Teaching and learning are seriously tested during unprecedented situation. The Covid 19 health issue has influenced teachers both professionally and personally. As the Department of Education reopened schools for the implementation of in-person classes, the role of teachers, their understanding of their learners' needs, and their teaching expertise are critical to developing effective strategies particularly given that most of the learners are academically challenged and need special attention. In the continuation of education, quality teaching should not be left behind. It was mentioned by Cachon-Zagalaz et al (2020) that teachers have experienced significant stress, and this certainly will affect the quality of their teaching and strategies used in addressing the needs of learners. With this reality, the conduct of this study focuses on the psychosocial well-being, resiliency, and job performance of teachers. It also aims to determine the level of the teachers' psychosocial behavior and resiliency and their job performance. Specifically, it seeks answers on the level of teachers' psychosocial well-being in terms of physical, social, mental emotional and intellectual. To know the level of teachers' resiliency as to self-awareness, self-regulation, optimism, and strengths of character. To identify the level of teachers' performance in IPCRF. Also, to know the significant relationship between psychosocial well-being and resiliency and performance of the teachers.

Mean and standard deviation will be used to determine the respondents' degree of perceptions for the provided variables. The standard deviation statistic is one way to display the results of a series of measurements and can provide an instant understanding of the characteristics of the data set. Some of the more well-known and easily calculable features of a sample include the range, median, and mean of a set

of data. The Pearson correlation coefficient, also referred to as the Pearson product-moment correlation coefficient, was used to know the significant relationship between psychosocial well-being and resiliency and performance of the teachers.

Given the results, the null hypothesis, "There is no significant Relationship between Teacher's Psychosocial Well-being and the Teacher's IPCRF," is rejected at the 0.05 level of significance. Hence, the alternative that suggests there is a significant relationship between teachers' individual performance commitment and review form and psychological well-being should be acknowledged.

Knowing the relationship between teachers' psychological wellbeing and their IPCRF is a given that these are two connected aspects that contribute to their overall wellbeing and professional development.

Keywords:

Psychosocial Well-Being, Resiliency, Social, Physical, Mental, emotional, Self-Awareness, Self-Regulation

INTRODUCTION

The mission of the teacher is more important than ever because education is universally acknowledged as a key to the future. Education unions have historically argued that quality instruction necessitates quality teachers. This is still true today. In contrast, the demands placed on teachers today have greatly increased. Teachers are expected to act as change agents themselves. The challenges that instructors and educational institutions face have increased at the same time. The result of all these changes is a situation where the job of the teacher is become increasingly difficult and demanding. The level of tension has increased because of the swift growth and development throughout the entire sphere. The teachers, staffs and administrators find themselves in the grip of stress (Jain, et al., 2015).

The pandemic has not only had an impact on pupils' mental health (Cachón-Zagalaz et al., 2020), as teachers have also experienced significant stress since the crisis' inception. Recent research has shown that stress from having to quickly adjust to conduct online classes during lockdown has affected teachers (Besser et al., 2020). As a result of the increased burden brought on by home teaching, this stress frequently comes with symptoms of worry, sadness, and sleep disturbance. While the teachers are still

adjusting to the distance learning, Department of Education released DepEd order No 34, s 2022 which discusses the implementation of face-to-face learning in school year 2022-2023.

The Department of Education is facing significant challenges as a result of the transition to the new normal in education, particularly for those teachers who are not accustomed to the remote learning that has been practiced during the past two academic years. Despite the challenges faced by the professors, the directive to introduce face-to-face sessions is now in place and will start in November 2022. The teachers would have to adjust once again.

This study focuses on the psychosocial behavior, resiliency, and performance of teachers. Moreover, the results of the study will be used as a basis in crafting related program in addressing the difficulties and challenges encountered by teachers particularly on their psychosocial behavior.

This study aimed to determine the level of the teachers' psychosocial behavior and resiliency and their job performance.

Specifically, it sought answers to the following questions:

1. What is the level of teachers' psychosocial well-being in terms of:
 - 1.1 Physical;
 - 1.2 Social;
 - 1.3 Mental;
 - 1.4 Emotional; and
 - 1.5 Intellectual?
2. What is the level of teachers' resiliency as to:
 - 2.1 self-awareness;
 - 2.2 self-regulation;
 - 2.3 optimism; and
 - 2.4 strengths of character?
3. What is the level of teachers' performance in IPCRF?

4. Is there a significant relationship between psychosocial well-being and resiliency and performance of the teachers?

REVIEW OF RELATED LITERATURE

Emotional or psychological well-being, as well as social and communal well-being, are all included in the superordinate construct known as psychosocial well-being. Since it includes emotional, social, and physical elements, "quality of life" is comparable to psychosocial well-being. Its conceptual clarity and precision are also muddled by the fact that it is frequently employed in healthcare studies to describe how an individual's wellbeing may be affected over time by a medical condition. Numerous conceptual ideas and even fresh designs for psychological interventions have been put forth that put psychological well-being at the forefront of mental health. Similar to how deficit models that first emerged two decades ago have been replaced by positive psychology, which aims to increase pleasure by emphasizing the good and flourishing (Orosa, 2020).

To obtain empirical evidence that will eventually be communicated in academic or professional arenas, Waters (2021) contends that efforts made to improve school well-being should be systematic and based on scientific facts.

By using instructional strategies that include wellness practices into their curricula, the authors advocate for objectives that will empower teachers. developing context-based interventions that will create abilities to improve wellbeing in the classroom (e.g., Waters, 2021). Multidimensional well-being models are constructed from the ground up using social linkages and relationships. The establishment of relationships between instructors and students is crucial for wellbeing, and this is especially true during the Covid-19 pandemic.

Therefore, it is crucial that initiatives to support teacher wellbeing include workable methods to enhance interpersonal relationships. These include emotional intelligence, empathy, assertiveness, compassion, and other traits that can affect the socioemotional climate of the classroom and strengthen bonds between students and teachers. It is important to promote psychological working resources that improve teaching and learning and support reflective teaching methods. These would include virtues like

bravery, love of learning, creativity, and thankfulness, among others (White, 2021). It is possible to promote teacher autonomy in decision-making with institutional backing, a respectful leadership built on mutual trust, and adaptation to various working environments (Naegeli Costa et al., 2021).

Psychological well-being is envisioned as a process including numerous interconnected characteristics and dimensions (Weiss et al., 2016). It is taken from PP and addresses the subject's positive functioning, happiness, personal development, self-flourishing, and other things (Zaki, 2018). Ryan and Deci (2001) developed the "hedonic" and "eudemonic" approaches to wellbeing in their foundational effort to make the idea more tangible. Hedonic perspectives define wellbeing as getting pleasure and avoiding pain, and they are only interested in happiness and life satisfaction. Hedonic techniques' primary goal is to increase happiness, leading to the development of what is today known as "subjective wellbeing." In contrast, eudemonic approaches to wellness place an emphasis on meaning and self-actualization and are concerned with how people live their lives and reach their full potential. This strategy establishes the foundation for PWB and makes the most of the individual's capacity to use their own resources and strengths to give their lives purpose (Mercer, 2020).

In all educational settings, teacher resilience—the capacity to withstand the inevitable pressures and disappointments that come with the hard profession of teaching—is crucial because it can lead to a variety of advantageous consequences. More specifically, resilience results in emotionally savvy teaching, responsiveness, effectiveness, self-efficacy, sense of pride, autonomy, interpersonal relationships, competency, and positive interpersonal emotions (Taylor, 2013; Xie and Derakhshan, 2021). Since teachers are the frontline soldiers in the war against adversity whose emotional states and preparation make a significant effect in educational outcomes globally, building this construct in teachers through comprehensive teacher education programs is a necessity in academic environments (Derakhshan et al., 2020; Wang and Derakhshan, 2021b).

Job performance, also known as work performance, is a frequently used management tool and measure, but few organizations address what it truly is, what dimensions it contains, and where it

becomes relevant, according to Nini (2019). The two primary components of job performance are the task and contextual components, both of which are relevant to the workplace in many different industries. He also said that one of the main objectives of every working professional, whether a manager or an employee, is to perform admirably at work while also supporting your peers, teams, and coworkers in doing the same. As a result, management relies heavily on the idea of work performance. Even though "job performance" is a term that is frequently used in management, few businesses discuss what it is, what dimensions it covers, and how and why it is important in organizational practice.

METHODOLOGY

The conduct of the study will follow the following procedures:

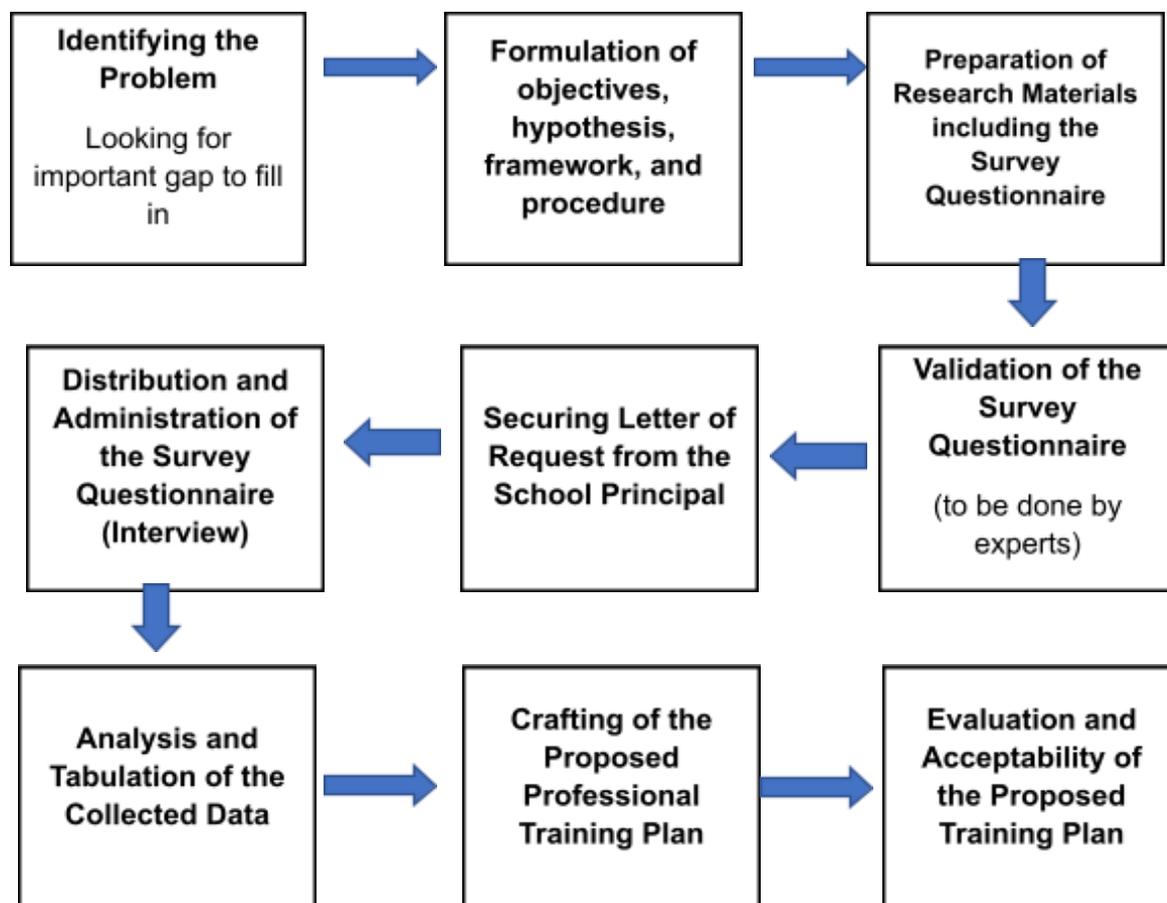


Figure 1. The Research Procedure of the Study

Mean and standard deviation will be used to determine the respondents' degree of perceptions for the provided variables. The standard deviation statistic is one way to display the results of a series of measurements and can provide an instant understanding of the characteristics of the data set. Some of the more well-known and easily calculable features of a sample include the range, median, and mean of a set of data. The Pearson correlation coefficient, also referred to as the Pearson product-moment correlation coefficient, was used to know the significant relationship between psychosocial well-being and resiliency and performance of the teachers.

RESULT AND DISCUSSION

Table 1. Level of Teacher's Psychosocial Well-being in terms of Physical

| STATEMENTS | MEAN | SD | REMARKS |
|--|------|------|------------------|
| <i>My appetite has never changed even when tired.</i> | 3.31 | 1.10 | Moderately Agree |
| <i>I do not feel fatigued or tired even when I wake up after an adequate sleep</i> | 3.38 | 1.08 | Moderately Agree |
| <i>I did not lose interest to recreational activities.</i> | 3.55 | 1.05 | Moderately Agree |
| <i>I have no trouble performing my tasks and other related activities.</i> | 3.62 | 1.07 | Agree |
| <i>I do not get sick when I am tired and restless.</i> | 2.88 | 1.19 | Moderately Agree |
| <i>I have time to take some walk and do some exercise.</i> | 3.37 | 1.05 | Moderately Agree |
| <i>I have enough strength usually during weekdays.</i> | 3.64 | 0.96 | Agree |
| <i>I do not experience headache and dizziness.</i> | 2.61 | 1.24 | Agree |
| <i>I do not feel sleepy and tired during the day.</i> | 2.85 | 1.11 | Moderately Agree |
| <i>I always feel relaxed.</i> | 2.94 | 1.16 | Moderately Agree |
| Weighted Mean | | 3.22 | |
| SD | | 0.89 | |
| Verbal Interpretation | | | Moderately High |

Table 1 illustrates the teacher's level of psychosocial well-being in terms of physical.

The teacher's level of psychosocial well-being in terms of physical attained a weighted mean score of 3.22 and a standard deviation of 0.89 and was Moderately High among the respondents. With the shown results, it can be perceived therefore that physical well-being of the respondents was not affected by the stated factors and their physical health is not affected by the changes and challenges in the distance learning and the return of the face-to-face classes. It can also perceive that respondents' needs in

terms of their physical health was addressed properly in the school where they teach. Moreover, program and activities to address the physical health might be conducted for teachers' welfare.

Table 2. Level of Teacher's Psychosocial Well-being in terms of Social

| STATEMENTS | MEAN | SD | REMARKS |
|--|------|------|------------------|
| <i>I can do my tasks alone though I believe that brainstorming is better.</i> | 3.84 | 0.86 | Agree |
| <i>I do not panic when I need to do something in front of others.</i> | 3.30 | 1.01 | Moderately Agree |
| <i>It is easy to imagine that my colleagues are judging me as anxious, weak, stupid, boring, intimidating, or unlikeable when I am in a group setting.</i> | 2.87 | 1.15 | Moderately Agree |
| <i>I am extremely conscious of my actions when mingling with my peers.</i> | 3.78 | 0.86 | Moderately Agree |
| <i>I can speak to higher authorities.</i> | 3.68 | 0.95 | Agree |
| <i>Being criticized is fine with me.</i> | 3.51 | 1.07 | Moderately Agree |
| <i>I could still participate in seminars even when alone.</i> | 3.92 | 0.81 | Agree |
| <i>I am comfortable when I am assigned to perform a big task in school.</i> | 3.44 | 0.96 | Moderately Agree |
| <i>I am confident showing my school reports and other outputs in my colleagues.</i> | 3.85 | 0.87 | Agree |
| <i>I could still participate in seminars even when alone.</i> | 3.88 | 0.82 | Agree |
| Weighted Mean | | 3.61 | |
| SD | | 0.67 | |
| Verbal Interpretation | | High | |

Table 2 illustrates the teacher's level of psychosocial well-being in terms of social.

The teacher's level of psychosocial well-being in terms of social attained a weighted mean score of 3.61 and a standard deviation of 0.67 and was High among the respondents. It can be synthesized that the respondents are socially capable in dealing with their peers. In addition, these respondents are engaged with other people in their workplace. They were able to value diversity and treat others with respect. Continually being able to maintain and develop friendships and social networks. The ability to create boundaries within relationship boundaries that encourage communication, trust, and conflict management. Since people and relationships are the medicine for the social health, these should be taken good care of.

These can definitely distract, change the perspective, and lighten the moment by making the people laugh. Moreover, the social health depends on connection to others and social health supports health.

Table 3. Level of Teacher's Psychosocial Well-being in terms of Mental

| STATEMENTS | MEAN | SD | REMARKS |
|--|-----------------|------|----------------|
| <i>I always get out of bed and take a deep breath, in and out.</i> | 3.95 | 0.89 | Agree |
| <i>I always do something such as sleeping, exercising and eating to support my body.</i> | 4.04 | 0.87 | Agree |
| <i>I take a break when I need to do it.</i> | 4.19 | 0.83 | Agree |
| <i>I practice self-compassion and give myself grace.</i> | 4.20 | 0.75 | Strongly Agree |
| <i>I can work well though tasks are overloaded.</i> | 3.71 | 0.87 | Agree |
| <i>I ask for help when I need it.</i> | 4.33 | 0.73 | Strongly Agree |
| <i>I always acknowledge small wins.</i> | 4.40 | 0.71 | Strongly Agree |
| <i>I always take one moment at a time.</i> | 4.13 | 0.77 | Agree |
| <i>I shift my thoughts to what I can control and can do versus what I can't.</i> | 4.00 | 0.75 | Agree |
| <i>I always try my best to connect with someone.</i> | 4.21 | 0.83 | Strongly Agree |
| Weighted Mean | 3.22 | | |
| SD | 0.89 | | |
| Verbal Interpretation | Moderately High | | |

Table 3 illustrates the teacher's level of psychosocial well-being in terms of mental.

The teacher's level of psychosocial well-being in terms of mental attained a weighted mean score of 4.11 and a standard deviation of 0.63 and was High among the respondents. The results reveal that the respondents are in state of well-being since they feel good and can function well.

The result affirms the statement of Evans (2020) that a person does not need to be happy all the time or never experience bad moods or bad days to have good mental health. However, it is likely that you do not currently have good mental health if anxiety, depression, or other mental health symptoms are overwhelming or difficult to manage.

Table 4. Level of Teacher's Psychosocial Well-being in terms of Emotional

| STATEMENTS | MEAN | SD | REMARKS |
|--|------|------|------------------|
| <i>I do not feel sad when I did not finish on time the tasks assigned to me.</i> | 2.93 | 1.23 | Moderately Agree |
| <i>I am not easily irritated when I cannot do my job well.</i> | 3.29 | 1.03 | Moderately Agree |
| <i>I do not experience mood swings when I am overload with tasks.</i> | 2.97 | 1.19 | Moderately Agree |

| | | | |
|---|-----------------|------|------------------|
| <i>I do not cry alone when I am experiencing difficulties and challenges.</i> | 2.98 | 1.27 | Moderately Agree |
| <i>My self-confidence / self-esteem is bigger than my fear.</i> | 3.60 | 0.96 | Agree |
| <i>I do not have guilty feelings if I relax and do nothing</i> | 3.15 | 1.10 | Moderately Agree |
| <i>I find myself relaxing and at ease even thinking about my problems.</i> | 3.05 | 1.16 | Moderately Agree |
| <i>I am emotional when I think I am performing my job well.</i> | 3.42 | 0.91 | Moderately Agree |
| <i>I could still work well if I am sad.</i> | 3.55 | 0.85 | Moderately Agree |
| <i>I am not so much affected when I have things undone.</i> | 2.93 | 1.12 | Moderately Agree |
| Weighted Mean | 3.19 | | |
| SD | 0.87 | | |
| Verbal Interpretation | Moderately High | | |

Table 4 illustrates the teacher's level of psychosocial well-being in terms of emotional.

The teacher's level of psychosocial well-being in terms of emotional attained a weighted mean score of 3.19 and a standard deviation of 0.87 and was Moderately High among the respondents. It can be synthesized that respondents were able to work efficiently and handle life's stresses. Since mental health affects cognition, perception, and behavior and includes emotional, psychological, and social well-being, it should be given proper attention when needed. It also affects how they respond to stress, interact with others, and make decisions.

Table 5. Level of Teacher's Psychosocial Well-being in terms of Intellectual

| STATEMENTS | MEAN | SD | REMARKS |
|--|-------------|-----------|------------------|
| <i>I do not have difficulty comprehending the tasks given to me.</i> | 3.45 | 0.85 | Moderately Agree |
| <i>When I feel stress, I am still logical.</i> | 3.59 | 0.88 | Moderately Agree |
| <i>My memory skills are not affected even when I have high workloads.</i> | 3.35 | 1.00 | Moderately Agree |
| <i>I do not have trouble proofreading a document even when stressed.</i> | 3.26 | 0.98 | Moderately Agree |
| <i>I never become slow and less accurate in performing my tasks.</i> | 3.33 | 1.00 | Moderately Agree |
| <i>I can focus well most of the times.</i> | 3.68 | 0.88 | Agree |
| <i>Most of the time I can explain the lessons well.</i> | 3.87 | 0.79 | Agree |
| <i>Never it is hard for me to summarize, outline and write my lesson plan.</i> | 3.64 | 0.75 | Agree |
| <i>I am neither forgetful.</i> | 3.38 | 0.97 | Moderately Agree |

| | | | |
|---|-----------------|------|------------------|
| My concentration is not distracted most of the times. | 3.54 | 0.86 | Moderately Agree |
| Weighted Mean | 3.51 | | |
| SD | 0.72 | | |
| Verbal Interpretation | Moderately High | | |

Table 5 illustrates the teacher's level of psychosocial well-being in terms of intellectual

The teacher's level of psychosocial well-being in terms of intellectual attained a weighted mean score of 3.51 and a standard deviation of 0.72 and was Moderately High among the respondents. With the results shown, it can be perceived that the psychosocial well-being of the respondents in terms of intellectual is good. The pursuit of mental health, ongoing learning, and creative expression in daily life are all components of intellectual wellness. Continued education, problem-solving practice, verbal skill development, keeping up with social and political issues, and reading books, magazines, and newspapers are some examples of this. Moreover, learning is encouraged by intellectual well-being. To become more well-rounded, it's crucial to investigate new concepts. It ought to pique interest as well. Because it encourages you to try new things and improves your understanding of how you see the relationship between yourself and others, curiosity is crucial.

Table 6. Level of Teacher's Resiliency as to Self-Awareness

| STATEMENTS | MEAN | SD | REMARKS |
|--|------|------|----------------|
| <i>I know my strengths so well and I keep on enhancing them.</i> | 4.23 | 0.67 | Strongly Agree |
| <i>I know my weaknesses and I try my best always to overcome them.</i> | 4.24 | 0.65 | Strongly Agree |
| <i>I have a strong sense that life is worth living.</i> | 4.32 | 0.70 | Strongly Agree |
| <i>I have self-care strategies for managing strong emotions.</i> | 4.13 | 0.71 | Agree |
| <i>I have positive self-talk messages.</i> | 4.15 | 0.65 | Agree |
| <i>I take care of myself regularly particularly when I am tired.</i> | 4.15 | 0.73 | Agree |
| <i>I know that pain has shaped who I am.</i> | 4.25 | 0.64 | Strongly Agree |
| <i>I influence where I can, rather than worrying about what I can't influence.</i> | 4.01 | 0.66 | Agree |
| <i>I am good at finding solutions to problems.</i> | 4.01 | 0.68 | Agree |
| <i>I would not describe myself as an anxious person.</i> | 3.75 | 0.88 | Agree |
| Weighted Mean | 4.12 | | |
| SD | 0.56 | | |

| | |
|------------------------------|------|
| Verbal Interpretation | High |
|------------------------------|------|

Table 6 illustrates the level of teacher's resiliency as to self-awareness

The teacher's level of resiliency as to self-awareness attained a weighted mean score of 4.12 and a standard deviation of 0.56 and was High among the respondents. The results show that respondents are fully equipped knowing their strengths and weaknesses as to resiliency on self-awareness. It is believed therefore that finding their strengths and learning how to utilize them are part of knowing they are. An educator can embrace the value of asking questions to learn more rather than making assumptions that might turn out to be incorrect if curiosity is one of her strengths.

Table 7. Level of Teacher's Resiliency as to Self-Regulation

| STATEMENTS | MEAN | SD | REMARKS |
|---|------|------|---------|
| <i>I manage my stress level well.</i> | 3.83 | 0.76 | Agree |
| <i>I do not tend to avoid conflict.</i> | 3.79 | 0.84 | Agree |
| <i>I try to control events rather than being a victim of circumstances.</i> | 3.90 | 0.72 | Agree |
| <i>I trust my intuition.</i> | 3.92 | 0.71 | Agree |
| <i>I can express my feelings openly.</i> | 3.87 | 0.83 | Agree |
| <i>I have a positive view of myself.</i> | 4.07 | 0.76 | Agree |
| <i>I focus on my strengths.</i> | 4.04 | 0.69 | Agree |
| <i>I can control my emotions when it comes to pressure.</i> | 3.82 | 0.78 | Agree |
| <i>I can make meaning of suffering.</i> | 3.80 | 0.74 | Agree |
| I can build relationships of mutual support at work. | 4.04 | 0.74 | Agree |
| Weighted Mean | | 3.19 | |
| SD | | 0.61 | |
| Verbal Interpretation | | High | |

Table 7 illustrates the level of teacher's resiliency as to self-regulation

The teacher's level of resiliency as to self-regulation attained a weighted mean score of 3.19 and a standard deviation of 0.61 and was High among the respondents. It can be perceived that majority of the

respondents have controlled self-regulation. Moreover, teachers can use self-regulation techniques to combat high levels of stress, discriminatory discipline, and implicit bias. However, self-regulation practices can assist teachers in establishing behaviors and ways of being with students that are supportive and conducive to learning as well as their overall social and emotional development. These practices will not solve all the issues; leaders still have a lot of work to do at the systems level. Also, self-regulation techniques can help teachers build attitudes and interactions with pupils that are helpful and supportive of both their academic as well as general social and emotional growth. These techniques won't address every problem; system-level leadership still needs a lot of effort.

Table 8. Level of Teacher's Resiliency as to Optimism

| STATEMENTS | MEAN | SD | REMARKS |
|---|------|------|----------------|
| <i>In a difficult spot, I turn at once to what can be done to put things right.</i> | 4.05 | 0.63 | Agree |
| <i>I do not take criticism personally.</i> | 3.85 | 0.76 | Agree |
| <i>I generally manage to keep things in perspective.</i> | 4.02 | 0.64 | Agree |
| <i>I am calm in a crisis.</i> | 3.77 | 0.81 | Agree |
| <i>At an emotional level, I accept change as a part of life.</i> | 4.06 | 0.65 | Agree |
| <i>I have goals and dreams for this year.</i> | 4.35 | 0.75 | Strongly Agree |
| <i>I act on decisions.</i> | 4.13 | 0.65 | Agree |
| <i>Despite dilemmas, I always look at the brighter side.</i> | 4.22 | 0.68 | Strongly Agree |
| <i>I take a heavy task as a challenge to improve me more.</i> | 4.05 | 0.75 | Agree |
| <i>I feel confident and secure in my position.</i> | 3.97 | 0.71 | Agree |
| Weighted Mean | | 4.05 | |
| SD | | 0.56 | |
| Verbal Interpretation | | High | |

Table 8 illustrates the level of teacher's resiliency as to optimism.

The teacher's level of resiliency as to optimism attained a weighted mean score of 4.05 and a standard deviation of 0.56 and was High among the respondents.

Despite the pessimistic outcome brought by pandemic in the two-year distance learning, the results show that teacher respondents remain optimistic. This is a reality that teachers, no matter what happens remain flexible.

Table 9. Level of Teacher's Resiliency as to Strengths of Character

| STATEMENTS | MEAN | SD | REMARKS |
|--|------|-----------|----------------|
| <i>I like to explore and discover new things.</i> | 4.27 | 0.73 | Strongly Agree |
| <i>I like challenges and overcoming difficult problems.</i> | 4.03 | 0.77 | Agree |
| <i>I know that I will succeed with the goals I set for myself.</i> | 4.25 | 0.71 | Strongly Agree |
| <i>I always treat people fairly, whether I like them or not.</i> | 4.35 | 0.67 | Strongly Agree |
| <i>At least once a day, I stop and count my blessings.</i> | 4.30 | 0.82 | Strongly Agree |
| <i>I am always hopeful even if things go worse.</i> | 4.34 | 0.72 | Strongly Agree |
| <i>I always try to learn new things.</i> | 4.30 | 0.71 | Strongly Agree |
| <i>I always insist on what I think is right.</i> | 3.94 | 0.83 | Agree |
| <i>When things are hard, I still manage to be happy and well.</i> | 4.10 | 0.79 | Agree |
| When tasks are heavy, I find ways to make them easier. | 4.14 | 0.75 | Agree |
| Weighted Mean | | 4.20 | |
| SD | | 0.60 | |
| Verbal Interpretation | | Very High | |

Table 9 illustrates the level of teacher's resiliency as to strengths of character.

The teacher's level of resiliency as to strength of character attained a weighted mean score of 4.20 and a standard deviation of 0.60 and was Very High among the respondents. With the results, it can be shown that teacher respondents have high resiliency when it comes to strength of character. The findings demonstrate that teacher respondents possessed a high level of character strength and resilience.

Table 10. Level of Teacher's Individual Performance Commitment and Review Form as to Task Performance

| STATEMENTS | MEAN | SD | REMARKS |
|---|------|------|---------|
| <i>I can do multiple tasking since it is the required skill in this new normal education.</i> | 4.05 | 0.78 | Agree |

| | | | |
|---|------|------|----------------|
| <i>I use flexible strategies to encourage appropriate peer interaction and to accommodate learning needs/goals.</i> | 4.10 | 0.66 | Agree |
| <i>I am tech savvy, and I can meet the demands of the new normal educational set-up.</i> | 3.95 | 0.71 | Agree |
| <i>I have initiative when it comes to work-related tasks.</i> | 4.04 | 0.70 | Agree |
| <i>I can improve the quality of my work, especially when necessary.</i> | 4.15 | 0.68 | Agree |
| <i>I am eager to perform the tasks given to me and see to it to do it well.</i> | 4.15 | 0.70 | Agree |
| <i>I know my responsibilities and duties as public-school teacher.</i> | 4.32 | 0.73 | Strongly Agree |
| <i>I set well-thought-out goals and continuously strives to achieve them.</i> | 4.20 | 0.76 | Strongly Agree |
| <i>I positively contribute to the overall performance of the company through consistent and high-quality work.</i> | 4.19 | 0.71 | Agree |
| <i>I have strong time management and organizational skills.</i> | 4.05 | 0.74 | Agree |
| Weighted Mean | | 4.12 | |
| SD | | 0.62 | |
| Verbal Interpretation | | | Very High |

Table 10 illustrates the level of teachers' individual performance.

The level s level of teacher's individual performance commitment and review form as to task performance attained a weighted mean score of 4.12 and a standard deviation of 0.62 and was Very High among the respondents. The results are manifestations that the respondents competent when it comes to task performance in consideration with the individual performance commitment review.

Table 11. Level of Teacher's Individual Performance Commitment and Review Form as to Contextual Performance

| STATEMENTS | MEAN | SD | REMARKS |
|--|-------------|-----------|----------------|
| <i>I am very eager in improving my work.</i> | 4.37 | 0.62 | Strongly Agree |
| <i>I accept assignments that are new to me.</i> | 4.20 | 0.66 | Strongly Agree |
| <i>I exhibit positive attitude when working.</i> | 4.30 | 0.63 | Strongly Agree |
| <i>I attend trainings and seminars for my own growth.</i> | 4.24 | 0.66 | Strongly Agree |
| <i>I can give technical assistance to my colleagues.</i> | 4.09 | 0.76 | Agree |
| <i>I am willing to be coached for the improvement of my skills.</i> | 4.32 | 0.68 | Strongly Agree |
| <i>I admit mistakes and errors and inform others when unable to keep a commitment.</i> | 4.35 | 0.64 | Strongly Agree |

| | | | |
|--|------|-----------|----------------|
| <i>I can begin each day fully refreshed and prepared for any challenges.</i> | 4.21 | 0.73 | Strongly Agree |
| <i>I promote cooperation well to ensure colleagues work as a team to meet deadlines.</i> | 4.33 | 0.68 | Strongly Agree |
| I work on developing and maintaining professional relationships | 4.38 | 0.68 | Strongly Agree |
| Weighted Mean | | 4.28 | |
| SD | | 0.56 | |
| Verbal Interpretation | | Very High | |

Table 11 illustrates the level of teacher's individual performance commitment and review form as to contextual performance.

The level of teacher's individual performance commitment and review form as to contextual performance attained a weighted mean score of 4.28 and a standard deviation of 0.56 and was Very High among the respondents. Like, performance tasks, the respondents considered contextual tasks as manageable despite difficulties encountered by them in their daily teaching experiences and stresses.

The findings go against Ayaji's (2018) assertion that stress is associated with poorer organizational and employee performance, a high rate of errors and poor work quality, high staff turnover, and absenteeism brought on by conditions like anxiety, emotional disorders, work-life balance, depression, and other illnesses like persistent headaches, obesity, and cardiac arrests.

Table 12. Significant Relationship between Teacher's Psychosocial Well-being and the Teacher's Resiliency

| <i>Teacher's Psychosocial Well-being</i> | <i>Teacher's Resiliency</i> | r value | Degree of Correlation | Analysis |
|--|-----------------------------|----------------|------------------------------|-----------------|
| <i>Physical</i> | <i>Self-Awareness</i> | 0.551 | Moderate relationship | Significant |
| <i>Social</i> | | 0.589 | Moderate relationship | Significant |
| <i>Mental</i> | | 0.679 | Strong relationship | Significant |
| <i>Emotional</i> | | 0.556 | Moderate relationship | Significant |
| <i>Intellectual</i> | | 0.655 | Strong relationship | Significant |
| <i>Physical</i> | <i>Self-Regulation</i> | 0.624 | Strong relationship | Significant |
| <i>Social</i> | | 0.604 | Strong relationship | Significant |
| <i>Mental</i> | | 0.599 | Strong relationship | Significant |
| <i>Emotional</i> | | 0.665 | Strong relationship | Significant |
| <i>Intellectual</i> | | 0.660 | Strong relationship | Significant |
| <i>Physical</i> | <i>Optimism</i> | 0.484 | Moderate relationship | Significant |
| <i>Social</i> | | 0.556 | Moderate relationship | Significant |

| | | | | |
|---------------------|------------------------------|-------|-----------------------|-------------|
| <i>Mental</i> | | 0.597 | Moderate relationship | Significant |
| <i>Emotional</i> | | 0.479 | Moderate relationship | Significant |
| <i>Intellectual</i> | | 0.608 | Strong relationship | Significant |
| <i>Physical</i> | | 0.346 | Weak relationship | Significant |
| <i>Social</i> | <i>Strength of Character</i> | 0.481 | Moderate relationship | Significant |
| <i>Mental</i> | | 0.533 | Moderate relationship | Significant |
| <i>Emotional</i> | | 0.330 | Weak relationship | Significant |
| <i>Intellectual</i> | | 0.455 | Strong relationship | Significant |

| Scale | Strength |
|--------------|-----------------|
| 0.80 – 1.00 | Very Strong |
| 0.60 – 0.79 | Strong |
| 0.40 – 0.59 | Moderate |
| 0.20 – 0.39 | Weak |
| 0.00 – 0.19 | Very Weak |

Table 12 presents the significant relationship of Teacher’s Psychosocial Well-being and the Teacher’s Resiliency

The *Physical, Social, Mental, Emotional and Intellectual* of the respondents was observed to have a significant relationship to the teacher’s resiliency: *self-awareness, self-regulation, optimism and strength of character*. This is based on the computed r values obtained were less than the significance alpha 0.05, hence there is a significance.

From the findings above, we can infer that 0.05 level of significance, the null hypothesis “*There is no significant Relationship between Teacher’s Psychosocial Well-being and the Teacher’s Resiliency*” is rejected. Thus, the alternative should be accepted which incites that there is significant relationship between the psychosocial well-being and resiliency of teachers.

Table 13. Significant Relationship between Teacher’s Psychosocial Well-being and the Teacher’s IPCRF

| Teacher’s Psychosocial Well-being | Teacher’s IPCRF | r value | Degree of Correlation | Analysis |
|--|-------------------------|----------------|------------------------------|-----------------|
| <i>Physical</i> | <i>Task Performance</i> | 0.379 | Weak relationship | Significant |
| <i>Social</i> | | 0.483 | Moderate relationship | Significant |
| <i>Mental</i> | | 0.555 | Moderate relationship | Significant |
| <i>Emotional</i> | | 0.305 | Weak relationship | Significant |
| <i>Intellectual</i> | | 0.486 | Moderate relationship | Significant |

| | | | | |
|---------------------|-----------------------------------|-------|-----------------------|-------------|
| <i>Physical</i> | | 0.358 | Weak relationship | Significant |
| <i>Social</i> | <i>Contextual Performance</i> | 0.452 | Moderate relationship | Significant |
| <i>Mental</i> | | 0.452 | Moderate relationship | Significant |
| <i>Emotional</i> | | 0.294 | Weak relationship | Significant |
| <i>Intellectual</i> | | 0.446 | Moderate relationship | Significant |

| Scale | Strength |
|-------------|-------------|
| 0.80 – 1.00 | Very Strong |
| 0.60 – 0.79 | Strong |
| 0.40 – 0.59 | Moderate |
| 0.20 – 0.39 | Weak |
| 0.00 – 0.19 | Very Weak |

Table 13 presents the significant relationship of Teacher’s Psychosocial Well-being and the Teacher’s IPCRF. From the findings above, we can infer that 0.05 level of significance, the null hypothesis “*There is no significant Relationship between Teacher’s Psychosocial Well-being and the Teacher’s IPCRF*” is rejected. Thus, the alternative should be accepted which incites that there is significant relationship between the psychosocial well-being and individual performance commitment and review form of teachers.

It is inevitable to know that teachers’ psychosocial well-being and Teacher’s IPCRF are related since these are two intertwining factors that contribute to the total well-being and development of the teachers.

CONCLUSION

It is therefore concluded that the null hypothesis “*There is no significant Relationship between Teacher’s Psychosocial Well-being and the Teacher’s Resiliency*” is rejected. Thus, the alternative should be accepted which incites that there is significant relationship between the psychosocial well-being and resiliency of teachers. Further, the null hypothesis “*There is no significant Relationship between Teacher’s Psychosocial Well-being and the Teacher’s IPCRF*” is rejected. Thus, the alternative should be accepted which incites that there is significant relationship between the psychosocial well-being and individual performance commitment and review form of teachers.

RECOMMENDATIONS

Based on the findings and conclusion the following recommendations are proposed:

4. Stakeholders, as the school's partner, are permitted to organize events or programs that concentrate on teachers' welfare and well-being, as well as on mental health awareness, stress management, and coping mechanisms.
3. The administration of the school may increase the amount of money allocated for the delivery of trainings and seminars on stress management and coping mechanisms. Seminars and training in stress management are necessary. For teachers to discover and use their true potentials, become more effective, and experience less stress, they must continually receive praise, recognition, and rewards for their exceptional performances and accomplishments.
2. Teachers may create a modified stress-reduction plan for each teacher that could help them better manage their mental health conditions and overall quality of life. To stay up to date on issues related to stress management, they might pursue self-development and ongoing education. Anxiety can be managed in several ways, and general wellbeing is also maintained.
1. The findings of this study may be used by teacher researchers to guide future research to strengthen teacher welfare in schools. Researchers should precisely define the criteria for selecting respondents and increase the sample size in order to generate more reliable conclusions for subsequent studies.

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