

Teacher's well-being and challenges in the student's behaviour"

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Abstract

1. This study examined the relationship between teachers' well-being and the challenges they face in managing students with behavioral problems. Specifically, it assessed the level of well-being among teachers in terms of physical, emotional, and social dimensions, and identified the common challenges encountered in handling student behavior. Utilizing a quantitative research design, the study involved 30 teachers who responded to structured survey questionnaires. Descriptive statistics were used to measure levels of well-being and challenges, while Pearson Product-Moment Correlation was employed to determine the relationships between variables.

2. Findings revealed that most teachers demonstrated high levels of physical, emotional, and social well-being. However, challenges such as classroom disruptions, emotional exhaustion, and concerns for student safety were also commonly experienced. The results further showed a significant positive relationship between teacher well-being and behavioral challenges ($r = 0.44$ to 0.59 , $p < 0.05$), with emotional and social well-being having stronger correlations. This suggests that teachers who are more emotionally and socially engaged are also more aware or affected by student behavioral issues.

3. The study highlights the importance of supporting teacher well-being not only for personal health but also to better manage behavioral concerns in the classroom. Interventions such as professional development, wellness programs, and institutional support systems are recommended to enhance teacher capacity and resilience.

Keywords:

4. *Teacher well-being; physical well-being; emotional well-being; social well-being; challenges in student behavior*

1.1. Background of the Study

5. Behind every engaged learner is a teacher who's well-being silently shapes the classroom. Teacher well-being is more than just avoiding stress or fatigue—it is a dynamic state that includes emotional resilience, job satisfaction, mental clarity, physical health, and a sense of purpose and fulfillment in their profession. It reflects how teachers feel about their work, their relationships with students and colleagues, and their ability to maintain a healthy work-life balance. In this study, teacher well-being is recognized not just as a background factor, but as a central element influencing how teachers manage the daily realities of student behavior. A teacher who feels supported, motivated, and emotionally stable is more likely to respond to behavioral challenges with empathy, patience, and effective classroom strategies.

6. Student behavior is the heartbeat of every classroom. It can energize a lesson, inspire growth, or, at times, disrupt the entire flow of teaching and learning. Challenges in student behavior encompass a wide range of actions that can hinder academic progress and classroom harmony. These include inattentiveness, frequent

disruptions, defiance, emotional outbursts, lack of motivation, and disrespect toward teachers and classmates. While such behaviors are often seen as reflections of a student's personal struggles, social background, or developmental stage, they also reflect the broader emotional and relational climate of the classroom. In this study, these behavioral challenges are not viewed simply as discipline issues to be managed but as indicators of deeper dynamics between students and their learning environment. Importantly, this research recognizes that how these behaviors emerge and escalate can be directly influenced by the emotional and mental state of the teacher.

7. Classrooms do not just run on lesson plans—they run on learners. At the center of it all stands the teacher, who's well-being quietly shapes every corner of the learning environment. This study shines a spotlight on a powerful yet often overlooked connection: how a teacher's emotional and mental health can influence, and even predict, the behavior of their students. When teachers are mentally strong, emotionally supported, and professionally fulfilled, they are more equipped to respond calmly and confidently to student misbehavior. They model emotional control, create positive relationships, and set a tone that promotes respect and engagement. But when teachers are drained—burned out by stress, overwhelmed by demands, lacking support, or facing personal problems—the classroom climate can shift. Teachers become impatient, responses become reactive, and student misbehavior can spiral.

8. Behavioral challenges in students such as defiance, disruptions, and emotional outbursts do not happen in a vacuum. They often reflect not only personal issues or peer dynamics but also the emotional environment shaped by the teacher. In other words, the way students behave can mirror how the teacher feels. This research explores the deep and dynamic relationship between teacher well-being and challenges in student behavior.

1.2. Statement of the Problem

9. This study aims to determine the teacher well-being, and the challenges related to student behavior at Patalon Elementary School. Specifically, the study sought to answer the following questions:

1. What is the level of teacher well-being in terms of:
 - 1.1. Physical well-being
 - 1.2. Emotional well-being
 - 1.3. Social well-being
2. What are the challenges encountered by teachers in managing students with behavioral problems?
3. Is there a significant relationship between teacher well-being and the challenges they face in managing students with behavioral problems?

1.3. Significance of the Study

10. The results of the study on teacher well-being and the challenges of student behavior will benefit the following:

- **Teachers.** The research will directly benefit teachers by identifying specific challenges they face in managing student behavior and its impact on their well-being. This understanding can lead to the development of support systems, professional development opportunities, and resources to help teachers cope with stress and improve their overall well-being.
- **Students.** By improving teacher well-being, teachers who are supported and well-equipped to manage challenging behaviors can create a more positive and productive learning environment, leading to improved academic outcomes and overall student well-being.
- **School Administrators.** The findings will provide valuable insights for school administrators to develop effective policies and strategies to support teachers and improve the school climate. This may include implementing new behavior management programs, providing additional resources for

teachers, or creating a more supportive work environment.

- **Parents.** A positive school environment fostered by supported and well-functioning teachers' benefits parents by creating a more conducive learning environment for their children. Improved teacher well-being can lead to better communication and collaboration between teachers and parents.
- **Future Researchers and Educators.** This research will be a useful reference for future researchers who plan to conduct related studies on teacher well-being and student behavior. It may also contribute to the development of evidence-based practices in education.

1.4. Scope and Delimitation of the Study

11. This research focuses on the well-being of elementary teachers and the challenges they face due to student behaviors such as discipline issues, classroom management, and student engagement. The study aims to identify common challenges encountered by teachers in managing student behavior and examine how these challenges affect their overall well-being, including aspects such as job satisfaction, stress levels, and teaching effectiveness.

12. The research specifically covers the experiences of 30 elementary teachers from Patalon Elementary School and is limited to the current academic year. It will explore the correlation between teacher well-being and specific student behavioral challenges within this defined context.

2. Review of Related Literature and Studies

13. This chapter presents a review of related literature and studies, which serves as a basis for constructing the research hypothesis, selecting the variables of the study, and supporting the interpretation of its findings.

2.1. Related Literature

14. Teacher well-being has become an essential area of concern in the field of education due to its significant impact on teaching effectiveness and student outcomes. According to Acton and Glasgow (2015), teacher well-being encompasses emotional, psychological, and physical health, all of which contribute to job satisfaction and professional fulfillment. Research shows that teachers with higher well-being are more likely to create supportive learning environments and sustain long-term careers in education (Collie et al., 2012).

15. Factors affecting teacher well-being include workload, administrative support, collegial relationships, and access to professional development. A study by Harding et al. (2019) found that teachers working in schools with strong leadership and collaborative cultures reported lower levels of stress and burnout. Furthermore, the presence of a positive school climate has been linked to improved emotional resilience among educators (McCallum & Price, 2016).

16. Student behavior is another critical determinant of the classroom environment and plays a pivotal role in shaping teacher experiences. Disruptive behavior, defiance, lack of motivation, and aggression are common challenges faced by teachers globally (Marzano & Marzano, 2003). These behaviors can lead to increased stress levels, emotional exhaustion, and even attrition among educators.

17. Managing student behavior remains one of the most demanding aspects of the teaching profession. In a study conducted by Simonsen et al. (2014), teachers identified behavior management as a top professional development need. The lack of consistent behavioral policies, insufficient training, and large class sizes further exacerbate the problem, making it difficult for teachers to implement effective strategies.

18. The dynamic interaction between teacher well-being and student behavior is reciprocal. Not only does student behavior affect teacher well-being, but a teacher's emotional state can also influence student behavior. According to Herman et al. (2020), teachers experiencing high levels of stress are less effective in implementing proactive behavioral interventions, leading to a cycle of negative interactions.

19. The relationship between teacher well-being and student behavior is bidirectional and dynamic. Teachers with poor well-being often struggle to manage classrooms effectively, which may result in an increase in behavioral issues. Conversely, consistent behavioral problems among students can deteriorate a teacher's mental and emotional health. Jennings and Greenberg (2009) highlighted that teachers under chronic stress

are more likely to exhibit negative classroom behaviors themselves, further exacerbating discipline problems. 20. Additionally, Herman et al. (2020) argued that teacher well-being is a key predictor of classroom management success. Teachers who maintain a calm and composed demeanor are more capable of implementing proactive discipline strategies. When educators are equipped with emotional regulation skills and institutional support, they are better positioned to respond constructively to student misbehavior.

2.2. Related Studies

2.2.1. International Studies

21. Factors affecting teacher well-being include workload, administrative support, collegial relationships, and access to professional development. A study by Harding et al. (2019) found that teachers working in schools with strong leadership and collaborative cultures reported lower levels of stress and burnout. Furthermore, the presence of a positive school climate has been linked to improved emotional resilience among educators (McCallum & Price, 2016).

22. A study by Jennings and Greenberg (2009) emphasized the link between student misbehavior and teacher burnout. Teachers frequently exposed to disciplinary problems tend to report feelings of helplessness and a decrease in teaching motivation. Likewise, research by Clunies-Ross, Little, and Kienhuis (2008) found that increased behavioral disruptions correlate with higher teacher cortisol levels, suggesting biological stress responses caused by classroom challenges.

23. Studies also suggest that teacher well-being programs can have a direct impact on student outcomes. For instance, a study by Roeser et al. (2013) demonstrated that mindfulness-based interventions for teachers reduced stress levels and improved classroom management skills. Their longitudinal study further revealed that teachers who engaged in such interventions responded more positively to student misbehavior.

24. Additionally, Harding et al. (2019) found that institutional strategies, such as mentoring and collaborative classroom management policies, directly contributed to better teacher emotional health and improved student conduct. Simonsen et al. (2014) stressed the importance of professional development in behavior management. Teachers who received continuous training were better prepared to handle diverse student needs and reported fewer incidences of stress and burnout.

2.2.2. Local Context and Studies

25. In the Philippine context, Reyes (2017) found that many public-school teachers face frequent challenges related to large class sizes, inadequate facilities, and behavioral issues among students. These problems are intensified by a lack of sufficient training in classroom management and mental health support. Teachers often report high levels of stress, with student behavior being one of the main contributors.

26. Similarly, a study by Dela Cruz (2019) concluded that teacher well-being in urban public schools is significantly affected by disruptive student behavior and limited administrative support. The study emphasized the need for school-based wellness programs and more responsive behavioral intervention frameworks to ease the pressure on teachers.

2.3. Theoretical Framework

27. This study is grounded in three contemporary theoretical perspectives: the **Job Demands–Resources (JD-R) Model**, **PERMA Well-being Theory**, and **Ecological Systems Theory**. Together, these theories provide a comprehensive framework for understanding how student behavioral challenges affect teacher well-being and how various personal and environmental factors influence this relationship.

2.3.1. Job Demands–Resources (JD-R) Model

28. (Demerouti et al., 2001; Bakker & Demerouti, 2007)

29. The JD-R model asserts that every occupation has its own unique job demands and job resources. In the teaching profession, student behavioral issues represent a significant job demand that can lead to emotional exhaustion, stress, and burnout. Conversely, resources such as supportive colleagues, effective leadership, access to professional development, and emotional coping strategies can buffer the negative effects of these

demands.

30. This model frames the challenges teachers face (e.g., disruptive behavior, classroom management) and links them to well-being outcomes, depending on the availability and use of internal and external support systems.

2.3.2. PERMA Model of Well-being

31. (Seligman, 2011)

32. PERMA stands for Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment—the five pillars of well-being in the Positive Psychology framework. This theory emphasizes that well-being is not simply the absence of stress or burnout, but the presence of positive experiences and fulfillment.

33. In the context of this study, teachers' well-being can be supported not only by reducing stress, but also by enhancing their sense of purpose, fostering positive classroom interactions, increasing engagement in teaching, and reinforcing feelings of accomplishment, even when managing behavioral challenges.

2.3.3. Ecological Systems Theory

34. (Bronfenbrenner, updated interpretations)

35. This theory views individuals as being influenced by multiple layers of environmental systems—from immediate settings like the classroom (microsystem), to broader school policies (exosystem), and societal expectations (macrosystem). Contemporary interpretations highlight the interconnectedness of these systems.

36. Applied to this study, teachers' experiences with student behavior are shaped not only by the students themselves, but also by school culture, administrative support, parent involvement, and community values. Understanding these systemic influences helps contextualize the behavioral challenges teachers face and their coping responses.

2.4. Conceptual Framework

37. This study explores the relationship between teacher well-being and the challenges posed by student behavior in the classroom. The conceptual framework is anchored on the idea that the psychological and emotional state of teachers can be significantly influenced by the behavioral dynamics they encounter among their students. At the same time, a teacher's level of well-being may affect how they perceive, respond to, and manage student behavior.

38. This framework assumes that frequent or intense student behavior issues serve as stressors that directly affect teacher well-being. However, the impact of these stressors may be moderated by the teacher's coping strategies and the presence (or absence) of support systems within the school. If teachers are equipped with the right resources, the negative effects on their well-being may be minimized.

39. *Insert conceptual framework diagram here if required (optional for visual journals).*

2.5. Research Hypothesis

40. The following hypothesis was tested at the **0.05 level of significance**:

- **Null Hypothesis (H₀):** There is no significant relationship between teacher well-being and the challenges they face in teaching students with behavioral problems.

2.6. Operational Definition of Key Variables

41. To ensure clarity of terms and concepts used in this study, the following variables are defined operationally:

- **Teacher's Well-Being** – The overall state of a teacher's mental, emotional, physical, and social health, as influenced by their work environment and student interactions. This is measured through self-report surveys using validated tools such as the Teacher Subjective Well-Being Questionnaire.
- **Physical Well-Being** – Refers to a teacher's physical health, energy levels, and absence of illness or fatigue that may affect job performance. It includes aspects like sleep quality, physical activity, and general health status. Measured using items related to frequency of illness, energy during work, and perceived physical condition.

- **Emotional Well-Being** – Denotes the teacher's ability to manage emotions, cope with stress, and maintain a positive mindset while fulfilling teaching duties. This will be assessed using questions related to mood, emotional exhaustion, stress levels, and coping mechanisms.
- **Social Well-Being** – Describes the quality of a teacher's relationships with colleagues, students, and the school community. This will be evaluated based on reported levels of support, collaboration, and interpersonal satisfaction.
- **Student Behavior** – Refers to the observable actions and conduct of students in the classroom that affect teaching effectiveness and teacher stress. This includes behaviors such as discipline, attentiveness, respect, and engagement. Measured through teacher-reported checklists and behavior rating scales.
- **Challenges in Student Behavior** – Specific difficulties encountered by teachers due to students' behavioral problems, including defiance, inattention, aggression, and lack of motivation. Measured using structured survey items and open-ended responses on the frequency, type, and impact of these behaviors.

3. Research Methodology

42. This chapter outlines the methodology used in conducting the study. It includes the research design, locale, population and sampling procedure, data gathering process, research instruments, and statistical tools used in analyzing the data.

3.1. Research Design

43. This study utilized a **descriptive-quantitative approach** to investigate the relationship between teacher well-being and the challenges faced when teaching students with behavioral problems. The study employed **Likert-scale survey questionnaires** to assess teacher well-being and behavioral challenges.

44. As cited by Alberto (2011), the **descriptive method** is also known as statistical research. It is used to describe data and characteristics about the population being studied and is appropriate for generating frequencies, averages, and other statistical measures relevant to the objectives of this research.

3.2. Research Locale

45. The study was conducted at **Patalon Elementary School**, located in Purok 4, Patalon, Zamboanga City, Zamboanga del Sur. The school has:

- 46 functional classrooms
- 18 comfort rooms
- 2 non-teaching personnel
- 46 teachers
- 1,473 enrolled students

46. This school was purposively selected due to its diverse teaching environments and staff. The presence of teachers with varying years of experience offered a well-rounded perspective of the behavioral and emotional challenges teachers face in maintaining well-being.

3.3. Population and Sampling

47. The population consisted of **30 elementary teachers** from Patalon Elementary School. The **simple random sampling technique** was used to select the respondents. While the sample size may limit the generalizability of the results, it was deemed sufficient for identifying trends and relationships within the given context.

3.4. Research Instrument

48. The primary research instrument was a **structured survey questionnaire**, adapted from validated five-point Likert scale tools. The instrument had two main parts:

- **Part I:** Respondent profile, including basic demographic information such as Name, Sex, Age, and Length of Teaching Experience.
- **Part II:** Items on teacher well-being, challenges in student behavior, coping strategies, and perceived support systems.

3.5. Validity and Reliability

49. The questionnaire's content and structure were validated by **three Master Teachers**, experts in the field of teaching. Their feedback ensured that the items were appropriate, relevant, and aligned with the objectives of the study.

50. To test for reliability, a **pilot test** was conducted involving **15 teachers** who were not part of the actual study. The questionnaire was administered personally, with an average completion time of 15–20 minutes. Collection was done immediately after answering.

51. To assess internal consistency, **Cronbach's Alpha** was calculated. According to educational research standards, a reliability coefficient of $\alpha \geq 0.70$ is considered acceptable and indicates good instrument reliability.

3.6. Data Gathering Procedure

52. Upon approval of the data-gathering process, a letter of permission was prepared and signed by the research adviser. The researcher also secured approval from the **principal of Patalon Elementary School** to administer the survey among selected elementary teachers.

53. The questionnaires were personally distributed by the researcher to the respondents. Data were collected using a **five-point Likert scale questionnaire** designed to measure:

- **Teacher well-being** – including stress levels, job satisfaction, and emotional exhaustion
- **Challenges in student behavior** – such as disruptive actions, aggression, and lack of engagement

54. Before the actual administration, the instrument underwent a **pilot test** to ensure clarity, validity, and reliability. The finalized version of the questionnaire was then administered to the target participants.

55. After data collection, the responses were tabulated and prepared for statistical analysis. All ethical considerations, including **informed consent**, **confidentiality**, and **voluntary participation**, were strictly observed throughout the research process.

3.7. Statistical Tools

56. To analyze the data, the following statistical methods were employed using the **Statistical Package for the Social Sciences (SPSS)**:

- **Descriptive Statistics** – Used to calculate the **mean**, **standard deviation**, and **frequency distribution** for each variable. This provided a profile of the teacher respondents and described the level of well-being and behavioral challenges.
- **Correlation Analysis (Pearson Product-Moment Correlation)** – Applied to determine the **relationship between teacher well-being and student behavioral challenges**.
- **Significance Testing** – All analyses were conducted at a **0.05 level of significance (two-tailed)** to test the research hypothesis.

4.

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the data gathered from the respondents, followed by an analysis and interpretation based on the research questions. It begins with the first research problem:

Research Problem 1:

What is the level of teacher's well-being in terms of:

1.1 Physical Well-being

1.2 Emotional Well-being

1.3 Social Well-being

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

Statement	Mean	Interpretation
1. I feel physically energized while teaching.	3.96	Agree
2. I do get enough rest like sleeping for eight hours every day.	2.60	Disagree
3. I boost my physical well-being through participating in fitness activities.	3.10	Neutral
4. I enjoy good health, consistently maintaining excellent attendance at work.	4.00	Agree
5. I am aware of my posture and body language.	3.66	Agree
6. I stay mindful of my appearance and energy levels.	4.00	Agree
7. I focus on reducing discomfort in areas like my back, neck.	3.40	Neutral
8. I focus on eating balanced meals regularly.	3.46	Agree

Legend:

1.00–1.80 – Strongly Disagree

1.81–2.60 – Disagree

2.61–3.40 – Neutral

3.41–4.20 – Agree

4.21–5.00 – Strongly Agree

Discussion of Findings: Physical Well-being

Table 1 presents the level of teacher well-being in terms of **physical health and self-care practices**. Most teachers reported **positive physical well-being**, particularly in areas such as maintaining good health and attendance (Mean = 4.00), staying mindful of appearance (Mean = 4.00), and feeling energized while teaching (Mean = 3.96). These results suggest that a majority of teachers consider themselves physically capable of performing their duties effectively.

However, the lowest-rated statement—**“I do get enough rest like sleeping for eight hours every day”** (Mean = 2.60)—indicates a significant concern regarding rest and recovery. This falls under the **Disagree** category, suggesting that insufficient rest may be a **common issue** that could negatively impact teacher performance and increase the risk of burnout.

Two items received **Neutral** ratings: participation in fitness activities (Mean = 3.10) and reducing physical discomfort (Mean = 3.40). This indicates variability in how teachers manage physical wellness beyond their basic duties.

Overall, while teachers report generally good physical well-being, **rest and physical activity** are areas that may benefit from targeted wellness interventions.

Table 2. Level of Teacher's Well-being in Terms of Emotional Well-being

Statement	Mean	Interpretation
1. I consistently maintain a positive mood.	3.73	Agree
2. I manage stress effectively by using healthy coping strategies.	4.56	Strongly Agree
3. I find my job rewarding, staying focused on continuous growth.	3.73	Agree
4. I feel confident, using challenges as opportunities.	3.90	Agree
5. I maintain emotional resilience, overcoming classroom challenges.	3.76	Agree
6. I express my emotions constructively, fostering understanding.	3.66	Agree
7. I have a supportive network of colleagues, friends, and family that foster connection.	4.00	Agree
8. I prioritize my emotional well-being by maintaining a healthy work-life balance.	3.83	Agree

Legend:

- 1.00–1.80 – Strongly Disagree
- 1.81–2.60 – Disagree
- 2.61–3.40 – Neutral
- 3.41–4.20 – Agree
- 4.21–5.00 – Strongly Agree

Discussion of Findings: Emotional Well-being

Based on Table 2, teachers reported **generally high emotional well-being**. Most items fall under the **Agree** category, indicating that teachers maintain a positive mindset, emotional balance, and support networks.

A standout result is **Item 2: “I manage stress effectively using healthy coping strategies”**, which recorded a **mean of 4.56**, falling under **Strongly Agree**. This suggests that most teachers feel confident in their ability to **handle emotional stress**, a critical factor in classroom management and resilience.

The rest of the items, such as maintaining emotional resilience (Mean = 3.76), expressing emotions constructively (Mean = 3.66), and achieving work-life balance (Mean = 3.83),

support the finding that teachers in this context tend to be emotionally equipped for the challenges they face.

Contrary to what your raw table said earlier ("Strongly Disagree" for 4.56), the correct label **should be "Strongly Agree"**, based on your legend. I have corrected this for accuracy.

Discussion of Findings: Teacher's Well-Being in Terms of Emotional Well-Being

57. Table 2 presents the data on the emotional well-being of teachers based on eight self-assessed indicators. The results indicate that most teachers demonstrate a **generally positive emotional state**, with multiple items falling under the **Agree** category.

58. The **highest-rated item** was:

- *"I manage stress effectively by using healthy coping strategies"* (Mean = **4.56**) – interpreted as **Strongly Agree**.
This shows that teachers **possess strong emotional regulation and stress-management skills**, a crucial trait in navigating the daily demands of the teaching profession.

59. Other items with **Agree** interpretations include:

- "I consistently maintain a positive mood" (Mean = 3.73)
- "I find my job rewarding, staying focused on continuous growth" (Mean = 3.73)
- "I maintain emotional resilience, overcoming classroom challenges" (Mean = 3.76)
- "I express my emotions constructively, fostering understanding" (Mean = 3.66)
- "I have a supportive network of colleagues, friends, family that foster connection" (Mean = 4.00)
- "I prioritize my emotional well-being by maintaining a healthy work-life balance" (Mean = 3.83)

60. These results indicate that the respondents are generally **emotionally stable, professionally fulfilled, and socially supported**, which positively impacts classroom management and teacher-student interactions.

61. However, the statement:

- *"I feel confident, using challenges as opportunities"* received a **Mean of 3.90**, close to the **Neutral** threshold.
This may imply that **some teachers still experience occasional self-doubt**, especially when facing difficult behavioral issues, suggesting a **potential area for mentoring or psychological support programs**.

Table 3. Level of Teacher's Well-being in Terms of Social Well-being

Statement	Mean	Interpretation
1. I build positive, supportive relationships with my colleagues.	4.03	Agree
2. I receive consistent support from my colleagues.	4.56	Strongly Agree
3. I feel like a valued member of the school community.	3.90	Agree
4. I respect students, parents, and colleagues to support shared goals.	4.16	Agree
5. I actively participate in social activities and events.	3.93	Agree
6. I feel a strong sense of belonging in my school environment.	3.96	Agree
7. I value honest communication, which builds strong connections with others.	4.03	Agree
8. I actively nurture a social life outside of work.	3.73	Agree

62. Legend:

- 1.00–1.80 – Strongly Disagree
- 1.81–2.60 – Disagree
- 2.61–3.40 – Neutral
- 3.41–4.20 – Agree
- 4.21–5.00 – Strongly Agree

Discussion of Findings: Teacher's Well-Being in Terms of Social Well-Being

63. The data from Table 3 reflects **positive perceptions of teachers regarding their social well-being**. The **highest-rated statement**, “*I receive consistent support from my colleagues*” (Mean = 4.56), falls under **Strongly Agree**, showing that **peer support is a key contributor to teachers’ morale and connectedness** at work.

64. Other statements such as:

- “I build positive, supportive relationships with my colleagues” (Mean = 4.03)
- “I value honest communication...” (Mean = 4.03)
- “I feel a strong sense of belonging...” (Mean = 3.96)
- “I actively participate in social activities...” (Mean = 3.93)

65. ...were all interpreted as **Agree**, indicating a **healthy and collaborative social climate** in the school environment.

66. Interestingly, the item:

- “I feel like a valued member of the school community” received a **Mean of 3.90**, which although still under “Agree,” suggests **room for improvement** in how institutional recognition and appreciation are communicated.

67. The lowest (but still positive) score was:

- “*I actively nurture a social life outside of work*” (Mean = 3.73) — which may reflect **time constraints or workload issues** affecting teachers' ability to socialize beyond school.

68. Overall, the findings suggest that **teachers in Patalon Elementary School have access to strong interpersonal support**, contributing significantly to their sense of social well-being.

Discussion of Findings: Teacher’s Well-Being in Terms of Social Well-Being

69. Table 3 illustrates the responses of teachers regarding their social well-being, which reflects their sense of connection, support, and interaction within and outside the school environment. The data shows that, overall, teachers demonstrate a **high level of social well-being**, as most indicators fall under the *Agree* or *Strongly Agree* interpretation.

70. The **highest-rated statement** was:

- “*I receive consistent support from my colleagues*” (Mean = **4.56**) – interpreted as **Strongly Agree**.

This suggests that teachers feel **highly supported by their peers**, pointing to a collaborative and encouraging professional culture. Such collegial support can enhance job satisfaction, emotional security, and resilience in facing classroom challenges.

71. Several other indicators received **Agree** interpretations:

- “*I build positive, supportive relationships with my colleagues*” (Mean = 4.03)
- “*I respect students, parents, and colleagues to support shared goals*” (Mean = 4.16)
- “*I actively participate in social activities and events*” (Mean = 3.93)
- “*I feel a strong sense of belonging in my school environment*” (Mean = 3.96)

- “I value honest communication, which builds strong connections with others” (Mean = 4.03)
- “I actively nurture a social life outside of work” (Mean = 3.73)

72. These responses reflect the teachers' **strong interpersonal skills, willingness to engage in social activities**, and ability to maintain healthy relationships both within and beyond the school context. Such qualities are essential for promoting a sense of community, emotional support, and professional satisfaction.

73. However, the item:

- “I feel like a valued member of the school community” received a **mean of 3.90**, which, while still under *Agree*, is **relatively lower** than other indicators and borders the *Neutral* interpretation.

74. This suggests that **some teachers may feel under-recognized or overlooked** despite being part of a collaborative environment. As a recommendation, **school administrators may consider implementing teacher recognition programs, feedback loops, and inclusive decision-making processes** to foster a deeper sense of value and belonging among all staff.

Research Problem 2: What Are the Challenges Encountered by Teachers in Teaching Students with Behavioral Problems?

Table 4: Challenges Encountered by Teachers in Teaching Students with Behavioral Problems

Statement	Mean	Interpretation
1. I struggle to deliver lessons to students due to behavioral issues.	3.36	Neutral
2. I dedicate a significant amount of time managing behavioral issues.	3.50	Agree
3. I feel unprepared to handle certain behaviors due to insufficient training.	3.10	Neutral
4. I find daily challenging behavior emotionally draining.	3.40	Neutral
5. I feel frustrated by inadequate support for behavioral expectations.	3.16	Neutral
6. I struggle to balance fair discipline with understanding students' backgrounds.	3.00	Neutral
7. I worry about one student's behavior affecting the whole class.	3.46	Agree
8. I have felt unsafe due to a student's aggressive behavior.	3.43	Agree

Statement	Mean Interpretation
9. I pause my lesson plans to address student behavior.	3.70 Agree
10. I sometimes struggle to understand students when they shut down.	3.36 Neutral

75. Legend:

- 1.00–1.80 = Strongly Disagree
- 1.81–2.60 = Disagree
- 2.61–3.40 = Neutral
- 3.41–4.20 = Agree
- 4.21–5.00 = Strongly Agree

Discussion of Findings: Challenges Encountered by Teachers in Teaching Students with Behavioral Problems

76. Table 4 presents the challenges experienced by teachers in managing students with behavioral issues. The findings indicate that while several concerns are **acknowledged as real and impactful**, many areas still fall within the **Neutral** interpretation range—suggesting mixed experiences, varied frequency, or a moderate level of perceived severity.

77. The **highest-rated items** were:

- *“I dedicate a significant amount of time managing behavioral issues”* (Mean = **3.50**),
- *“I worry about one student's behavior affecting the whole class”* (Mean = **3.46**), and
- *“I have felt unsafe due to a student's aggressive behavior”* (Mean = **3.43**).

78. All three fall under the **Agree** category, implying that **behavioral disruptions, safety concerns, and time lost due to management of misbehavior are common classroom realities**. These findings reflect a real strain on instructional flow and may contribute to **teacher burnout**, emotional exhaustion, and decreased teaching effectiveness.

79. Another item that received an **Agree** rating is:

- *“I pause my lesson plans to address student behavior”* (Mean = **3.70**), which emphasizes how behavioral incidents often **interrupt lesson continuity** and hinder planned teaching activities.

80. Meanwhile, several items fell under the **Neutral** category:

- *“I struggle to deliver lessons due to behavioral issues”* (Mean = 3.36),
- *“I feel unprepared to handle certain behaviors due to insufficient training”* (Mean = 3.10),
- *“I find daily challenging behavior emotionally draining”* (Mean = 3.40),
- *“I feel frustrated by inadequate support for behavioral expectations”* (Mean = 3.16),
- *“I struggle to balance fair discipline with understanding students' backgrounds”* (Mean = 3.00),
- *“I sometimes struggle to understand students when they shut down”* (Mean = 3.36).

81. These Neutral responses may indicate **inconsistency in how frequently or severely teachers face these issues**, or **a lack of strong opinion or awareness**. Alternatively, it may reflect **adaptation** or **resignation** to the challenges, or the **need for enhanced teacher training and support mechanisms**.

82. Overall, the data suggests that **behavioral challenges are real but vary in impact**, depending on teacher experience, institutional support, and student context. The pattern reveals a **clear need for ongoing training in behavior management**, stronger institutional support, and systems that **reduce teacher vulnerability to burnout**.

Table 5: Teacher Well-Being Scores and Corresponding Challenges

Teacher	Physical Well-being	Emotional Well-being	Social Well-being	Challenges Score
1	4.25	4.88	4.75	3.8
2	3.75	3.25	4.12	3.5
3	3.62	4.00	4.00	3.2
4	4.00	4.38	4.38	2.5
5	4.00	4.00	5.00	4.0
6	3.75	4.00	4.00	4.0
7	3.62	4.00	4.00	3.62
8	2.75	3.50	4.25	3.2
9	4.00	4.50	4.88	2.7
10	3.62	3.50	4.50	3.7
...	...	...	...	...
30	3.50	4.25	4.00	3.4

83. (Note: Full table truncated for brevity. Analysis was based on all 30 participants.)

Discussion of Findings:

84. Table 5 presents the results of the **Pearson Product-Moment Correlation** used to determine the relationship between the three dimensions of teacher well-being (physical, emotional, and social) and the challenges they face when managing student behavioral problems.

1. Physical Well-being vs. Challenges

- **Correlation coefficient (r) = 0.44**
- **p-value = 0.015**
- **Interpretation:** A **moderate, positive, and statistically significant** relationship exists. This suggests that teachers with better physical well-being might experience—or at least report—**more behavioral challenges**. This could be because physically healthier teachers may be **more engaged and present in the classroom**, leading to increased awareness or exposure to behavioral dynamics.

2. Emotional Well-being vs. Challenges

- **Correlation coefficient (r) = 0.56**
- **p-value = 0.001**
- **Interpretation:** There is a **strong, positive, and statistically significant** correlation. Teachers with higher emotional well-being are more likely to be **emotionally attuned** and **resilient**, which may enhance their ability to identify and respond to behavioral challenges—thus **increasing their reporting** or recognition of such challenges.

3. Social Well-being vs. Challenges

- **Correlation coefficient (r) = 0.59**
- **p-value < 0.001**
- **Interpretation:** A **strong and highly significant** positive relationship was observed. Teachers who are socially well-connected may engage in **frequent collaboration, communication**, and community interactions, thereby increasing their **exposure to behavioral concerns** or promoting a culture of open reporting and sharing of classroom experiences.

Conclusion:

85. The findings indicate that **there is a significant positive relationship between teacher well-being and the challenges they encounter with student behavior**. Teachers who report **higher physical, emotional, and social well-being** also tend to **report more behavioral challenges**—not because they are struggling more, but possibly because they are **more active, alert, and responsive** to what is happening in their classrooms.

86. Among the three dimensions, **emotional and social well-being** showed the **strongest correlations**, highlighting their vital role in shaping how teachers perceive, manage, and respond to student behavioral issues. These insights suggest that **supporting teacher well-being—especially emotionally and socially—can lead to better awareness, resilience, and proactive classroom management**.

Summary of Findings

87. This study aimed to determine the level of teachers' well-being and the challenges they encounter when teaching students with behavioral problems at Patalon Elementary School. The major findings are summarized as follows:

1. Level of Teachers' Well-Being

- **Physical Well-Being:** Teachers generally agreed they maintain good physical health. However, many reported insufficient sleep (Mean = 2.60) and minimal engagement in physical activities (Mean = 3.10), which suggests areas for improvement.
- **Emotional Well-Being:** Teachers reported managing stress effectively (Mean = 4.56) and maintaining a positive mood, emotional resilience, and work-life balance. However, their confidence in facing challenges was only moderate (Mean = 3.90).
- **Social Well-Being:** Teachers showed high levels of social support, especially from colleagues (Mean = 4.56). Most agreed they engage positively with peers, students, and parents. Still, some felt less recognized within the school community (Mean = 3.90).

2. Challenges in Teaching Students with Behavioral Problems

- Teachers agreed that managing behavioral problems consumes teaching time (Mean = 3.50) and affects the classroom climate.

- Concerns about student aggression (Mean = 3.43) and its effect on the whole class (Mean = 3.46) were notable.
- Several responses fell under "Neutral," including emotional exhaustion, lack of training, and the complexity of fair discipline, suggesting mixed experiences or a lack of clear support in these areas.

3. Relationship Between Teacher Well-Being and Behavioral Challenges

- Statistical analysis using Pearson Product-Moment Correlation revealed **significant positive relationships** between all dimensions of teacher well-being (physical, emotional, and social) and the challenges they face in managing student behavior.
- Notably, **emotional and social well-being** showed stronger correlations with behavioral challenges, indicating that more socially and emotionally well-equipped teachers may be more perceptive or affected by such issues.

Conclusions

88. Based on the findings, the following conclusions were drawn:

1. **Teachers generally exhibit a good level of well-being**, though issues such as lack of sleep, physical activity, and full recognition within the school require attention.
2. **Behavioral problems remain a major classroom challenge**, causing instructional disruptions, stress, and at times, safety concerns.
3. **There is a strong connection between teacher well-being and their experience of behavioral challenges**. Emotional and social aspects of well-being significantly influence how teachers perceive and respond to behavioral issues.
4. **Enhanced training, support systems, and well-being interventions** are essential to help teachers manage student behavior effectively while protecting their personal and professional health.

Recommendations

89. Considering the findings and conclusions, the following recommendations are proposed:

1. **Professional Development Programs**
Conduct regular training focused on classroom management, behavioral interventions, mental health first aid, and inclusive education strategies.
2. **Strengthen Support Systems**
School administrators should foster peer mentoring, responsive leadership, and easy access to counseling services to reduce teacher stress and isolation.
3. **Implement Teacher Wellness Programs**
Initiatives should address teachers' physical and emotional needs—such as sleep hygiene education, fitness activities, mindfulness training, and support groups.
4. **Enhance Teacher Recognition and Inclusion**
Create systems that recognize teacher contributions, promote a sense of belonging, and celebrate successes to enhance morale and engagement.
5. **Encourage Ongoing Research**
Future studies should include qualitative methods, such as interviews or focus groups, to capture deeper experiences and suggest context-specific solutions.
6. **Develop Targeted Wellness Interventions**
Design programs that specifically address the correlation between teacher well-being and classroom behavior—tailored to the emotional and social dimensions of teaching.
7. **Introduce Wellness Initiatives Focused on Emotional Resilience and Social Connectedness**
Schools should prioritize teacher wellness by providing opportunities for emotional support and social engagement. These may include:
 8. Access to **counseling services** and mental health support professionals.
 9. Formation of **peer support groups** where teachers can share experiences and coping strategies.
 10. Organization of **regular team-building activities** to foster collaboration, trust, and morale among staff.
11. **Provide Training on Behavior Management**
Since teacher well-being is closely tied to how effectively they can handle behavioral challenges, schools should offer continuous professional development focused on:
 12. **Positive discipline techniques** that promote respectful and effective classroom management.
 13. **Trauma-informed teaching approaches** that help teachers understand and support students affected by adverse experiences.
 14. **De-escalation strategies** that empower teachers to manage conflicts and disruptions calmly and effectively.

15. **Strengthen Administrative and Peer Support**

School leadership plays a vital role in shaping a supportive environment. To enhance support systems:

16. **Administrators should conduct regular check-ins** with teachers to assess their needs and well-being.
17. Promote **open and safe discussions** about classroom challenges during faculty meetings or informal gatherings.
18. Encourage **collaborative problem-solving**, especially in addressing student behavior and workload concerns.
19. **Encourage a Whole-School Approach to Student Behavior**
Addressing behavioral issues should not be left solely to classroom teachers. A coordinated approach involving all stakeholders is essential:
20. **Engage guidance counselors** in developing student support plans.
21. Foster **active parent involvement** through orientations and regular communication.
22. Implement **clear behavioral intervention frameworks** to ensure consistency in addressing misconduct.
23. **Further Research**
To deepen understanding and develop more targeted interventions:
24. Conduct studies that **examine the link between improved teacher emotional/social well-being and classroom management outcomes**.
25. Explore **longitudinal interventions** such as mindfulness training or mentorship programs and assess their impact on both **teacher resilience** and **student behavioral improvement** over time.

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