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## Caring for Teachers, Building Performance: A Psychosocial Support in Public Elementary Schools

Ricardo Cruz Ahillon Jr

Greenville College, Pasig City Metro Manila, the Philippines Correspondence: E-mail: ricardoahillonjr101515@gmail.com

#### **ABSTRACT**

This study examined the effects of psychosocial support mechanisms on the work performance of teachers in selected public elementary schools under the Cardona Sub-Office, Division of Rizal, during SY 2024-2025. Using a descriptive survey design, 181 teachers were selected through simple random sampling. Data were gathered using a researcher-made questionnaire and documentary analysis of Individual Performance Commitment and Review (IPCR) ratings. Statistical tools included frequency, percentage, mean, ANOVA, and Pearson correlation. Findings revealed that teachers perceived psychosocial support mechanisms to have a "Very Much Effect" across physical, mental, emotional, and social aspects. Significant differences were noted in civil status and in-service trainings, while no differences emerged for age, sex, educational attainment, position, and length of service. Teachers' work performance was generally rated "Very Satisfactory." However, no significant relationship was established psychosocial support mechanisms and work performance. An action plan was proposed to enhance support systems and further strengthen teacher well-being and effectiveness.

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#### 1. INTRODUCTION

Education is a continuous process of imparting and supporting the acquisition of knowledge, skills, ideas, attitudes, and behaviors within a community, primarily through formal instruction in schools. It equips individuals with the capacity to adapt, compete, and endure life's challenges. Beyond personal growth, education serves as a vital social instrument that provides learners with the competencies, values, and dispositions needed to actively participate as responsible citizens of the nation (Halverson *et al.*, 2024). It is a fundamental experience through which every individual gains essential knowledge and life skills to navigate and respond to the complexities of the world (De Felice *et al.*, 2023)

As emphasized in the 1987 Philippine Constitution, Article XIV, Section 5 (4 and 5), the State recognizes its responsibility to uphold the right of teachers to professional advancement. It mandates that education be given the highest budgetary priority and ensures that teaching remains an attractive profession by providing adequate compensation, job satisfaction, and growth opportunities.

This provision highlights education as a top priority of the government and underscores the importance of safeguarding teachers' welfare. Teachers (van Laar et al., 2020), regarded as second parents in schools, play a crucial role in facilitating the holistic growth and development of children. In recognition of this responsibility, the government provides avenues for professional development to help teachers remain competent and committed to their vocation.

Despite these efforts, the Philippine education system has faced pressing challenges, particularly in the wake of the COVID-19 pandemic. The shift to new modes of learning under the "new normal" brought about drastic changes, requiring strategies to sustain quality education amidst restrictions such as lockdowns and community quarantines (Barrot *et al.*, 2021).

In response, the Department of Education issued Department Order No. 34, series of 2022, mandating the conduct of psychosocial support activities. Item 3 of the Order affirms that transitions in education demand adjustments in managing both positive and difficult emotions, thereby making psychosocial support a necessity for safeguarding the well-being of both teachers and learners.

The provision shows the priority of teachers' and students' welfare within a child-centered educational approach. To ensure quality learning experiences for children, teachers must be adequately supported in addressing the stressors that affect their performance (Hoferichter et al., 2022). Teachers' work is inherently demanding, with numerous tasks and responsibilities that often lead to stress and strain. In today's highly competitive environment (Robinsons et al., 2022), teachers, like many professionals, devote much of their time to work-related obligations (Cho et al., 2023). This reality frequently diminishes their awareness of the pressures they face, which in turn affects their health, interpersonal relationships, and communication.

Psychosocial support mechanisms have become increasingly important in addressing these challenges. Teachers remain among the professionals reporting the highest levels of work-related stress globally (Nwoko *et al.*, 2023). Contributing factors include role overload (Lagawid *et al.*, 2024), large class sizes (Konstantopoulos *et al.*, 2023), increased administrative responsibilities (Hoque *et al.*, 2023), and classroom behavioral issues. Stress in education is not confined to specific contexts; it is an inevitable part of teaching and must therefore be managed with sufficient time, resources, and support.

Observations in public elementary schools within the Cardona Sub-Office reveal that teachers utilize various psychosocial support mechanisms to cope with challenges such as student behavior (Yimer et al., 2022), workplace conditions (Bidi et al., 2024), family issues (Emeljanovas et al., 2023), task demands (Rajesh et al., 2022), and financial concerns (Hidalgo-Andrade et al., 2021). Effective coping strategies allow teachers to manage stress in ways that safeguard their mental and physical health. Such mechanisms not only improve focus and performance but also strengthen interpersonal relationships, enabling teachers to thrive in both their personal and professional lives.

Motivated by these observations, the researcher seeks to explore the extent to which psychosocial support mechanisms influence the work performance of public elementary school teachers in the Cardona Sub-Office. The study aims to identify potential solutions to the issues teachers face in fulfilling their professional roles and to highlight the importance of providing them with adequate psychosocial support for improved well-being and productivity.

#### 2. METHODS

The study aimed to determine the extent of effects of psychosocial support mechanisms of teachers in public elementary schools in Cardona Sub-Office during the School Year 2024-2025.

The respondents of the study were thirty percent (30%) of the total population of teachers in public elementary schools in the said sub-office. These consist of one hundred eighty-one teachers (181) out of 600 teachers. They were described in terms of age, sex, civil status, educational attainment, position title, length of service, and in-service training attended.

They were chosen utilizing a simple random sampling technique. A descriptive survey research design was applied, utilizing a researcher-made questionnaire checklist as a tool in gathering the needed data on the extent of effects of psychosocial support mechanisms with respect to physical, mental, emotional, and social. The scale in **Table 1** was used.

Table 1. Scale and Verbal Interpretation of Weighted Mean

Scale	Range	Verbal Interpretation
5	4.50-5.00	Always (Very High Effect)
4	3.50-4.49	Often (High Effect)
3	2.50-3.49	Sometimes (Moderate Effect)
2	1.50-2.49	Seldom (Less Effect)
1	1.00-1.49	Never (Least Effect)

Moreover, documentary analysis was applied since the latest rating of teachers, as revealed in their Individual Performance Commitment and Review (IPCR), was obtained as a basis for their level of work performance, and the scale in **Table 2** was used.

**Table 2.** Scale and Verbal Interpretation of Weighted Mean.

Range	<b>Verbal Interpretation</b>
4.500-5.000	Outstanding
3.500-4.499	Very Satisfactory
2.500-3.499	Satisfactory
1.500-2.499	Unsatisfactory
1.000-1.499	Poor

#### 3. RESULTS AND DISCUSSION

#### 3.1. Profile of the Respondents

**Table 3** shows the data. Out of 181 teacher-respondents, 28.7% are 35-44 years old and 23.2% are 25-34 years old. The rest are aged 45 years old and above. In terms of sex, most of them are females with 90.1%. As to their civil status, the majority of them are married, with 78.5%. About their educational attainment, most of the respondents are pursuing graduate education, with 43.1% having earned MA units, while 24.9% have finished their Master's degree. As to their position title, most of them are Teacher I with 50.8%. In terms of length of service, most of them have been in the service for 20 years or above, with 58 or 32.0% followed by 19.9% for 10-14 years, and 5-9 years. As regards in-service trainings attended, 35.4% have attended at the school level, 29.3% at the division level, and the rest have attended at the national and international levels.

**Table 3.** Frequency and Percentage Distribution based on the Selected Variables.

Age	Frequency	Percentage
56 years old and above	20	11.0
50 – 55 years old	35	19.13
45 – 49 years old	32	17.7
35– 44 years old	52	28.7
25 – 34 years old	42	23.2
Total	181	100.0
Sex		
Male	18	9.9
Female	163	90.1
Total	181	100.0
Civil Status		
Single	30	16.6
Married	142	78.5
Widow/Widower	9	5.0
Total	181	100.0
<b>Educational Attainment</b>		
Doctorate Degree	4	2.2
With Units (Ed. D./Ph. D.)	9	5.0
Master's Degree	45	24.9
With MA Units	78	43.1
Baccalaureate Degree	45	24.9
Total	181	100.0
Position Title		
Master Teacher II	1	0.6
Master Teacher I	8	4.4
Teacher III	58	32.0
Teacher II	22	12.2
Teacher I	92	50.8
Total	181	100.0
Length of Service		
20 years or more	58	32.0
15- 19 years	22	12.2
10- 14 years	36	19.9
5 - 9 years	36	19.9
below 5 years	29	16.0
Total	181	100.0

**Table 3 (continue).** Frequency and Percentage Distribution based on the Selected Variables.

Age	Frequency	Percentage
In-Service Trainings Attended		
International Level	8	4.4
National Level	37	20.4
Division Level	53	29.3
District Level	19	10.5
School Level	64	35.4
Total	181	100.0

## 3.2. Psychosocial Support Mechanisms of Teachers as Perceived by Themselves with Respect to the Different Aspects

This implies that psychosocial support mechanisms are imperative in promoting, protecting, and prioritizing the teachers' socio-emotional well-being. Findings in **Table 4** further imply that psychosocial support mechanisms promote a sense of safety, calming, self-efficacy, social connectedness, and hope. This relates to the previous ideas (Kunzler *et al.*, 2021), that psychosocial support is a process of facilitating resilience within individuals, families, and communities by respecting the independence, dignity, and coping mechanisms of individuals and communities. It promotes restoration of social cohesion and infrastructure. Psychosocial support can be both preventive and curative. It is preventive when it decreases the risk of developing mental health problems (Smith *et al.*, 2021). These interventions are aimed at promoting mental health and well-being, and/or to prevent and responding to the mental health conditions of children, adolescents, teachers, and caregivers

**Table 4.** Overall Mean of Different Aspects.

Aspects	Overall W $\overline{X}$	Verbal Interpretation
Physical	4.56	Always (Very High Effect)
Mental	4.60	Always (Very High Effect)
Emotional	4.58	Always (Very High Effect)
Social	4.66	Always (Very High Effect)
Composite $W\overline{X}$	4.60	Always (Very High Effect)

## 3.3. Extent of Effects of Psychosocial Support Mechanisms of Teachers as Perceived by Themselves with Respect to the Different Aspects in Terms of Their Profile

The findings in **Table 5** show that civil rank and attendance at in-service trainings have a substantial impact on teachers' perceptions of the magnitude of the effects of psychosocial mechanisms on many elements (de Andrés-Sánchez et al., 2023). However, age, gender, educational achievement, length of service, and position title are not significant. The findings suggest that being married or single influences the effects of psychosocial support mechanisms on teachers (Zhang et al., 2023). The findings also imply that age, gender, educational attainment, length of service, and position title of instructors had little bearing on their perceptions (Wadmare et al., 2022).

**Table 5.** Significant Difference on the Extent of Effects of Psychosocial Support Mechanisms of Teachers as Perceived by Themselves with Respect to the Different Aspects in Terms of Their Profile.

Aspects/Profile	F-value	p-value	Но	Verbal Interpretation
Age				
Physical	1.540	0.193	Failed to reject	Not Significant
Mental	2.035	0.092	Failed to reject	Not Significant
Emotional	1.460	0.217	Failed to reject	Not Significant
Social	0.999	0.410	Failed to reject	Not Significant
Sex				
Physical	0.072	0.789	Failed to reject	Not Significant
Mental	1.058	0.305	Failed to reject	Not Significant
Emotional	2.007	0.158	Failed to reject	Not Significant
Social	1.124	0.290	Failed to reject	Not Significant
Civil Status				
Physical	3.348	0.002	Rejected	Significant
Mental	5.330	0.006	Rejected	Significant
Emotional	4.679	0.010	Rejected	Significant
Social	5.236	0.006	Rejected	Significant
<b>Educational Attainment</b>				
Physical	1.161	0.330	Failed to reject	Not Significant
Mental	1.279	0.280	Failed to reject	Not Significant
Emotional	0.476	0.754	Failed to reject	Not Significant
Social	0.276	0.893	Failed to reject	Not Significant
Position Title				
Physical	0.319	0.865	Failed to reject	Not Significant
Mental	0.823	0.512	Failed to reject	Not Significant
Emotional	1.067	0.375	Failed to reject	Not Significant
Social	1.203	0.311	Failed to reject	Not Significant
Length of Service				
Physical	0.334	0.855	Failed to reject	Not Significant
Mental	0.833	0.506	Failed to reject	Not Significant
Emotional	1.376	0.244	Failed to reject	Not Significant
Social	0.773	0.544	Failed to reject	Not Significant
<b>In-Service Trainings Attended</b>				
Physical	3.263	0.013	Rejected	Significant
Mental	4.427	0.027	Rejected	Significant
Emotional	2.44	0.049	Rejected	Significant
Social	3.111	0.017	Rejected	Significant

### 3.4. Level of Performance of Teachers as Revealed by Their Latest Rating in the Individual Performance Commitment and Review

The findings in **Table 6** show that most teachers perform very satisfactorily. This signifies that teachers are striving to be excellent teachers and facilitators of learning. This suggests that teachers exhibit a good set of activities, attitudes, and behaviors in the classroom that lead to pupils meeting educational objectives (Aas *et al.*, 2024). Furthermore, good teachers are crucial to their students' development and academic performance, and they possess a wide range of skills in communication, teamwork, time management, and problem-solving (Alhawiti, 2023).

This is consistent with previous studies (Kumar, 2023) that teacher job performance plays an important role in students' learning processes. Teachers perform an essential and dynamic

role in the education system. Teachers perform an essential and dynamic role in the education system. Teacher job performance is defined as the duties completed by a teacher within a specific period in the educational system to achieve organizational goals (González-Fernández et al., 2024).

**Table 6.** Frequency and Percentage Distribution of Performance of Teachers as Revealed by Their Latest Rating in the Individual Performance Commitment and Review.

Rating	Verbal Interpretation	Frequency	Percentage
4.50 - 5.00	Outstanding	8	4.4
3.50 - 4.49	Very Satisfactory	137	75.7
2.50 - 3.49	Satisfactory	36	19.9
1.50 - 2.49	Unsatisfactory	-	-
1.00 - 1.49	Poor	-	-
Total		181	100.0

## 3.5. Extent of Effects of Psychosocial Support Mechanisms of Teachers and Their Level of Work Performance

The results in **Table 7** show that the perceived effect of psychosocial support systems is not significantly related to teachers' work performance. This means that instructors carry out their tasks and responsibilities despite the problems they face. This indicates that teachers deal with life's obstacles and do their tasks appropriately. This suggests that there may be additional elements that influence teachers' work performance. This is consistent with the previous findings (Saloviita *et al.*, 2021), which found that there is moderate work-related stress, with subcomponent demand being a significant contribution to the stress. In the previous report (Gándara *et al.*, 2022), gender and position were both favorable indicators of teaching success, with female teachers and those in higher teaching positions performing better. On the other hand, other reports (Impuesto *et al.*, 2024) seminars attended in relation to stress and demand, a subset of work-related stress, are strong negative predictors of teaching performance.

**Table 7.** Computed r-values on Significant Relationship Between the Perceived Extent of Effects of Psychosocial Support Mechanisms of Teachers and Their Level of Work Performance.

Aspects	r-values	p-values	Hypothesis	Verbal
				Interpretation
Physical	-0.106	0.157	Failed to reject	Not Significant
Mental	-0.056	0.450	Failed to reject	Not Significant
Emotional	-0.100	0.179	Failed to reject	Not Significant
Social	-0.039	0.603	Failed to reject	Not Significant

#### 4. CONCLUSION

According to the study's findings, teachers' perceptions of psychosocial support systems in the social, mental, emotional, and physical domains are greatly influenced by their civil status and in-service training. Other demographic characteristics, including age, sex, level of education, length of service, and job title, however, have little bearing on these opinions. The results also showed that although instructors felt that psychosocial support systems had a

significant impact on their lives, their IPCR scores did not show any appreciable gains in their ability to do their jobs. The majority of teachers continued to perform at a "Very Satisfactory" level, indicating that they carried out their professional responsibilities despite psychosocial difficulties. This suggests that psychosocial support alone may not have as much of an impact on teacher effectiveness as other internal or external elements.

To create evidence-based programs, administrators are urged to work with educators to perform action research on psychosocial support mechanisms. On the other side, educators should make time for their own professional and personal development by actively attending international conferences, workshops, and seminars on psychological well-being. It is also advised to consistently participate in capacity-building and professional development events to maintain and improve teaching performance. Furthermore, implementing the suggested action plan is essential to bolstering psychosocial support networks and enhancing general job performance. To provide a more thorough understanding of the factors influencing teacher effectiveness, it is recommended that future studies incorporate more variables and larger responder groups.

#### 5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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