



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

Ricardo Cruz Ahillon Jr. *

Greenville College, Pasig City, Metro Manila, 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 School Year 2024–2025. Using a descriptive survey design, the study involved 181 teachers selected through simple random sampling. Data were collected using a researcher-made questionnaire and documentary analysis of teachers' Individual Performance Commitment and Review ratings. Statistical tools included frequency, percentage, weighted mean, analysis of variance, and Pearson correlation. Teachers perceived psychosocial support mechanisms to have a very high effect across physical, mental, emotional, and social aspects. Significant differences were found when respondents were grouped according to civil status and in-service training, while no significant differences were found according to age, sex, educational attainment, position title, and length of service. Teachers' work performance was generally rated very satisfactory. However, no significant relationship was found between perceived psychosocial support mechanisms and work performance. The study recommends strengthening psychosocial support programs, professional development, and school-based well-being initiatives to sustain teacher effectiveness.

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1. INTRODUCTION

Education is a continuous process of developing knowledge, skills, values, attitudes, and behaviors that help individuals participate meaningfully in society. It supports personal growth and prepares learners to respond to social, economic, and cultural challenges. In schools, this process depends greatly on teachers, who guide students' learning, character formation, and holistic development. Teachers are therefore central to educational quality and national development (Halverson *et al.*, 2025; De Felice *et al.*, 2023).

In the Philippine context, the importance of teachers is recognized in the 1987 Philippine Constitution, which emphasizes the State's responsibility to support professional advancement, adequate compensation, job satisfaction, and career growth among teachers. This constitutional mandate highlights that teacher welfare is not only an employment concern but also a national educational priority. When teachers are supported professionally and personally, they are more capable of sustaining effective classroom instruction and positive relationships with learners. However, teaching is a demanding profession. Teachers are required to manage instruction, assessment, classroom behavior, administrative tasks, family communication, and professional development. These responsibilities may create physical, mental, emotional, and social strain, especially when teachers face large class sizes, workload pressure, role overload, and changing educational expectations (Konstantopoulos and Shen, 2023; Hoque *et al.*, 2023; Lagawid, 2024). Teacher stress became more visible during and after the COVID-19 pandemic, when schools shifted to new learning modalities, and teachers had to adjust to online, blended, and flexible learning environments (Barrot *et al.*, 2021; Robinson *et al.*, 2023).

These adjustments also require teachers to manage digital demands, work-life boundaries, and social relationships within the school environment. Digital competence has become increasingly important for teachers and workers in contemporary education systems, while work-life balance influences teachers' work-related outcomes. Support from teachers and classmates has also been associated with stress and academic adjustment, showing that social support is important in educational settings (van Laar *et al.*, 2020; Cho *et al.*, 2025; Hoferichter *et al.*, 2022).

Psychosocial support has therefore become important in promoting teachers' well-being and sustaining their professional effectiveness. Psychosocial support refers to mechanisms that help individuals manage stress, maintain emotional balance, strengthen coping strategies, and build social connectedness. In school settings, such support may include mental health programs, peer support, counseling, administrative assistance, professional development, workload management, and activities that promote resilience. Teachers remain among the professionals who experience high levels of occupational stress, and their well-being is influenced by coping strategies, workplace support, emotional health, and job demands (Nwoko *et al.*, 2023; Emeljanovas *et al.*, 2023; Bidi *et al.*, 2024; Rajesh *et al.*, 2022).

Access to reliable information and support networks is also important in shaping how individuals understand psychosocial risks and adopt appropriate coping responses. Although studies on health-related behavior often focus on adolescents, they show that information sources can influence perceptions, attitudes, and preventive actions toward well-being-related issues (De Andrés-Sánchez *et al.*, 2024). In school settings, this insight suggests that teachers also need clear, credible, and accessible information about mental health, stress

management, and psychosocial support so that support programs are not only available but also understood and used effectively.

In response to the need for teacher and learner well-being, the Department of Education issued Department Order No. 34, series of 2022, which emphasized the conduct of psychosocial support activities. This policy recognizes that educational transitions require emotional adjustment and that both teachers and learners need support in managing positive and difficult emotions. Psychosocial support is therefore necessary not only for crisis response but also for sustaining healthy, inclusive, and effective school communities.

Teachers in public elementary schools under the Cardona Sub-Office face various stressors related to student behavior, workplace conditions, family concerns, task demands, and financial pressures. These challenges may affect their health, motivation, interpersonal relationships, and work performance. At the same time, teachers are expected to maintain satisfactory performance based on the Individual Performance Commitment and Review system. This makes it important to examine whether psychosocial support mechanisms influence teachers' work performance.

These stressors may be intensified by classroom misbehavior, teachers' coping capacity, mental health challenges, and the need to understand learners' difficulties more accurately. Previous studies show that teacher coping styles are related to classroom management strategies, teachers' mental health is shaped by coping practices during crisis conditions, and teachers' perceptions of learners' difficulties can influence classroom support and instructional responses (Yimer, 2022; Hidalgo-Andrade et al., 2021; Wadmare et al., 2022).

This study examines the effects of psychosocial support mechanisms on the work performance of public elementary school teachers in the Cardona Sub-Office, Division of Rizal, during School Year 2024–2025. Specifically, it explores teachers' perceptions of psychosocial support in physical, mental, emotional, and social aspects; differences in these perceptions according to selected profile variables; teachers' work performance based on IPCR ratings; and the relationship between psychosocial support mechanisms and work performance. The study aims to provide evidence for improving teacher well-being, strengthening school support systems, and sustaining effective teaching performance.

2. METHODS

This study used a descriptive survey research design to determine the effects of psychosocial support mechanisms on the work performance of teachers in public elementary schools under the Cardona Sub-Office, Division of Rizal, during School Year 2024–2025. This design was appropriate because the study aimed to describe teachers' perceptions, compare responses according to profile variables, and examine the relationship between psychosocial support and work performance. The respondents consisted of 181 public elementary school teachers, representing 30% of the total population of 600 teachers in the sub-office. They were selected through simple random sampling. The respondents were described according to age, sex, civil status, educational attainment, position title, length of service, and in-service training attended. Data were gathered using a researcher-made questionnaire checklist that measured the perceived effects of psychosocial support mechanisms in four aspects: physical, mental, emotional, and social. Responses were interpreted using the scale shown in **Table 1**. In addition, documentary analysis was used to obtain teachers' latest Individual Performance Commitment and Review ratings as the basis for determining their level of work performance.

The interpretation scale for work performance is shown in **Table 2**. The data were analyzed using frequency, percentage, weighted mean, analysis of variance, and Pearson correlation. Frequency and percentage were used to describe the respondents' profiles and work performance levels. The weighted mean was used to determine the perceived effects of psychosocial support mechanisms. Analysis of variance was used to test significant differences in perceptions when respondents were grouped according to profile variables. Pearson correlation was used to determine the relationship between perceived psychosocial support mechanisms and teachers' work performance.

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

Table 2. Scale and verbal interpretation of work performance.

RANGE	VERBAL INTERPRETATION
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 summarizes the dominant demographic and professional characteristics of the teacher-respondents. Most respondents were female, married, had MA units, held Teacher I positions, had 20 years or more of teaching experience, and attended mostly school-level in-service training. The respondents represented a diverse teaching group in terms of age, educational attainment, teaching experience, and training exposure. This profile is important because psychosocial support needs may vary depending on personal responsibilities, professional rank, years of service, and access to professional development. Teachers with long service may have stronger coping experience, while younger teachers may need more mentoring and emotional support. Similarly, teachers with more training exposure may be more aware of well-being strategies and institutional support mechanisms.

Table 3. Summary of dominant demographic and professional characteristics of respondents.

PROFILE VARIABLE	DOMINANT CATEGORY	FREQUENCY / PERCENTAGE	INTERPRETATION
Age	35–44 years old	52 / 28.7%	Most respondents were in the mid-career age group.
Sex	Female	163 / 90.1%	The sample was predominantly female.
Civil status	Married	142 / 78.5%	Most respondents had family responsibilities.

Educational attainment	With MA units	78 / 43.1%	Many teachers were pursuing graduate education.
Position title	Teacher I	92 / 50.8%	Most respondents were classroom teachers at the entry rank.
Length of service	20 years or more	58 / 32.0%	Many respondents had long teaching experience.
In-service training	School level	64 / 35.4%	Most training participation occurred at the school level.

3.2. Perceived Effects of Psychosocial Support Mechanisms

As shown in **Table 4**, psychosocial support mechanisms were perceived as highly beneficial in all measured dimensions. The highest rating in the social aspect suggests that teachers value interpersonal connection, peer support, collegial relationships, and a sense of belonging within the school community. This is important because teaching is not only an individual task but also a socially embedded profession. Teachers rely on colleagues, administrators, learners, and families to perform their roles effectively.

The high rating in the mental aspect indicates that psychosocial support helps teachers manage cognitive and psychological demands. Teachers often deal with lesson preparation, classroom decision-making, student behavior, documentation, and administrative work. Support mechanisms may help them maintain focus, reduce stress, and develop resilience. Psychosocial support can promote mental health, resilience, and coping in demanding contexts (Kunzler *et al.*, 2021; Smith *et al.*, 2021). The emotional aspect was also rated very highly. Teachers perceive psychosocial support as helpful in managing emotional strain, anxiety, frustration, and fatigue. Teaching requires emotional labor because teachers must respond to students' academic needs, behavioral concerns, and social-emotional challenges. Without adequate emotional support, teachers may experience burnout or reduced motivation. Studies on teachers' emotional health and coping strategies similarly show that emotional well-being is strongly related to how teachers manage stress and professional demands (Emeljanovas *et al.*, 2023; Rajesh *et al.*, 2022). The physical aspect also received a very high rating. Teachers recognize the connection between psychosocial well-being and physical health. Work-related stress may contribute to fatigue, sleep difficulties, and reduced energy. Psychosocial support can help teachers manage physical strain by encouraging rest, balance, health awareness, and workload regulation. Thus, support programs should address teacher well-being holistically, not only through mental health interventions but also through physical, emotional, and social support.

Table 4. Overall mean of psychosocial support mechanisms across different aspects.

ASPECT	OVERALL WEIGHTED MEAN	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 mean	4.60	Always / Very High Effect

3.3. Differences in Psychosocial Support Perceptions According to Profile Variables

Table 5 summarizes the significant differences in teachers' perceptions of psychosocial support mechanisms according to selected profile variables. Civil status significantly influenced teachers' perceptions of psychosocial support mechanisms. This may be because

teachers with different family situations experience stress and support needs differently. Married teachers, single teachers, and widowed teachers may have different responsibilities, emotional demands, and sources of support. For example, married teachers may need to balance classroom duties with family responsibilities, while single teachers may rely more heavily on workplace relationships or professional networks. Personal and family-related contexts can shape well-being and satisfaction (Zhang and Liang, 2023).

In-service training also showed significant differences. Teachers who attended different levels of training may perceive psychosocial support mechanisms differently. Training can increase awareness of stress management, mental health, professional coping, and support-seeking behaviors. Teachers who participate in seminars and professional development activities may become more capable of recognizing and using psychosocial support strategies. This finding highlights the importance of continuous training, not only for instructional improvement but also for teacher well-being. On the other hand, age, sex, educational attainment, position title, and length of service did not show significant differences. The perceived need for psychosocial support cuts across teacher groups. Regardless of age, rank, or years of experience, teachers may experience stressors related to workload, classroom management, student needs, and institutional expectations. This supports the idea that psychosocial support should be available to all teachers, rather than limited to specific groups.

Table 5. Summary of significant differences in perceived effects of psychosocial support mechanisms according to profile variables.

PROFILE VARIABLE	RESULT	INTERPRETATION
Age	NS	Teachers across age groups had similar perceptions of psychosocial support.
Sex	NS	Male and female teachers did not differ significantly in perceptions.
Civil status	S	Perceptions differed according to teachers' civil status.
Educational attainment	NS	Educational level did not significantly affect perceptions.
Position title	NS	Teacher rank did not significantly affect perceptions.
Length of service	NS	Years of service did not significantly affect perceptions.
In-service training attended	S	Training exposure influenced perceptions of psychosocial support.

Note: NS = not significant; S = significant

3.4. Teachers' Work Performance Based on IPCR Ratings

As shown in **Table 6**, the majority of teachers performed at a very satisfactory level. Teachers were generally able to meet their professional responsibilities despite work-related pressures. Public elementary school teachers in the Cardona Sub-Office maintained strong work performance despite challenges related to workload, student behavior, administrative duties, and psychosocial demands.

Table 6. Frequency and percentage distribution of teachers' work performance based on IPCR ratings.

RATING RANGE	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	0	0.0
1.00–1.49	Poor	0	0.0
Total		181	100.0

Teacher performance is influenced by many factors, including professional competence, classroom management, communication skills, work motivation, administrative support, and school environment. Teachers' professional competence and performance are important for student learning and school effectiveness (Aas *et al.*, 2024; Alhawiti, 2023; González-Fernández *et al.*, 2024). The very satisfactory ratings found in this study may reflect teachers' commitment, resilience, and ability to fulfill institutional expectations. However, the fact that most teachers were rated as very satisfactory does not mean that psychosocial support is unnecessary. Teachers may continue to perform well even while experiencing stress. This can happen because teachers are professionally committed and may feel responsible for maintaining performance despite personal or emotional strain. Therefore, teacher performance should not be interpreted only through output indicators. It should also be understood alongside well-being, workload, emotional health, and support systems.

3.5. Relationship Between Psychosocial Support Mechanisms and Work Performance

As shown in **Table 7**, none of the psychosocial support aspects had a statistically significant relationship with teachers' work performance. Although teachers perceived psychosocial support mechanisms as having a very high effect on their well-being, these perceptions were not directly associated with higher IPCR ratings.

Table 7. Relationship between perceived psychosocial support mechanisms and teachers' work performance.

ASPECT	R-VALUE	P-VALUE	INTERPRETATION
Physical	-0.106	0.157	Not significant
Mental	-0.056	0.450	Not significant
Emotional	-0.100	0.179	Not significant
Social	-0.039	0.603	Not significant

Work performance may be influenced by other factors beyond psychosocial support. These may include teaching competence, leadership, workload, available resources, classroom conditions, student behavior, assessment requirements, and institutional expectations. Teacher performance and stress are influenced by multiple factors, including work demands, organizational conditions, gender, position, and work-related stress (Saloviita and Pakarinen, 2021; Gándara and Laesecke, 2022; Impuesto, 2024). The non-significant relationship may also be explained by the nature of performance ratings. IPCR ratings measure formal work outcomes and professional accomplishments, while psychosocial support measures teachers' perceived well-being. A teacher may receive a very satisfactory performance rating even if psychosocial support is limited, because performance assessment may focus more on compliance, deliverables, classroom outputs, and institutional criteria. Conversely, strong psychosocial support may improve well-being without immediately producing measurable changes in formal performance scores. This finding is important because teacher well-being and teacher performance should both be monitored, but they should not be treated as identical. Psychosocial support may not directly increase IPCR ratings, but it can still help teachers sustain motivation, manage stress, build resilience, and remain engaged in the profession. Therefore, schools should continue strengthening psychosocial support programs as part of teacher welfare and institutional care.

3.6. Implications for Teacher Well-Being and School Support Systems

Psychosocial support should be strengthened because teachers perceived it as highly beneficial for their physical, mental, emotional, and social well-being. School administrators should provide wellness activities, peer support, counseling access, stress management programs, and professional development focused on teacher resilience. Support programs should also consider teachers' personal contexts, especially civil status, and their exposure to in-service training. Teachers with different family responsibilities may need different forms of support, while training can improve awareness of coping strategies and well-being practices. Although psychosocial support was not significantly related to IPCR-based work performance, it remains important for sustaining teacher motivation, emotional balance, and professional commitment. Therefore, schools should combine psychosocial care with broader support for workload management, leadership, teaching resources, and classroom conditions.

4. CONCLUSION

Psychosocial support mechanisms have a very high perceived effect on teachers' physical, mental, emotional, and social well-being. Teachers' work performance was generally rated Very Satisfactory, but no significant relationship was found between psychosocial support mechanisms and work performance. While psychosocial support is important for teacher well-being, performance may also be influenced by other factors such as workload, leadership, resources, and professional competence. Therefore, schools should continue strengthening wellness activities, peer support, counseling access, stress management, and professional development to sustain teacher resilience and effectiveness.

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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