

PROFESSIONAL WELL-BEING OF PUBLIC SCHOOL TEACHERS AND THEIR SCHOOL ORGANIZATIONAL HEALTH: INPUT FOR MINDFULNESS-BASED INTERVENTIONS PROGRAM

RESTY SAMOSA, PhD

Research Coordinator, Teacher Education Department, Cavite State University – Naic

MARK JEZREEL P. BLANQUISCO, MAT

Teacher I, Vicente Madrigal Integrated School

NANCY JOY MANGANSAT, PhD

Assistant Professor, Nueva Ecija University of Science and Technology

Abstract: This descriptive- correlational study was aimed to describe and analyze the well-being of public-school teachers in relation to their school organizational health. A total of 150 public school teachers were recruited for this study. An organizational health inventory survey for secondary by Hoy and Feldman was administered to respondents along with professional wellbeing self-assessment tool. Results showed that teachers' professional well-being in terms of perspective, self-management, supports, meaningfulness, self-care, practice competence and, and professional development showed that are indeed satisfied. More so, the school organizational health in terms of institutional integrity, teacher morale, academic emphasis, principal influence, consideration, initiating structure, and resource support was observed often occurs. The professional well-being of public-school teachers was significantly and high positive relationship related to their school organizational health. This study provided scientific bases for the development of mindfulness-based interventions program that improve the professional well-being of teachers and school organizational health. This piece of research concluded with thorough evidence that there is a need for further and stronger investment in public policies for the reform towards teachers' well- being and to improve the school organizational health.

Keywords— mindfulness-based interventions program; professional well-being; school organizational health

I. INTRODUCTION

Teachers have a significant impact on students' lives. They are the individuals in charge of motivating students and advancing their learning. Teachers are, in fact, the key internal school element influencing student performance, satisfaction, and achievement, according to empirical research. Education communities and systems have high expectations for teachers' work because of how vital they are to a child's growth and learning. The demands placed on teachers' labor and obligations are numerous and complex. The working circumstances for teachers and the procedures in the classroom are changing along with the increase in expectations.

Teaching undoubtedly has many gratifying and inspirational aspects, but there is also a chance that the pressures and demands could lead to a lot of stress. As is generally known, prolonged high levels of stress may be harmful to wellbeing and, in professional contexts, if untreated, can increase the risk of burnout and have significant effects on mental health, motivation, self-efficacy and job commitment (Viac & Fraser, 2020). Low levels of teachers' well-being can in turn affect the organization of educational systems as a whole through frequent turnover, low performance, absenteeism and efficiency costs (Albulescu and Tuşer, 2018). The quality of teachers' instruction and practice is also at risk, as stressed or burnt-out teachers can hardly operate effectively in the classroom (Skaalvik and Skaalvik, 2018). The strategies frequently recommended to minimize teacher stress typically center on the teacher's responsibility for self-care. The environment and structure of the school appear to give teachers a significant amount of stress. Self-care techniques like meditation, exercise, or joining a support group are affordable, simple to use, and most definitely have the potential to reduce the symptoms of stress. It is not surprising given this situation that teachers' well-being has grown to be a hot topic in public discourse and policy discussions in the school organization (Schleicher, 2018).

Meanwhile, organizational health has its goals within the environment that seeks to improve organizational performance and support teacher well-being. It is evident that effective teaching has its function to interrelationship between the teachers and other school personnel as well as community to which the school is situated. Improving organizational performance involves applying a system thinking approach at organization, process, and role levels, and

supporting employee well-being involves addressing both teacher satisfaction and teacher health (physical, mental, and social).

As such, Benevene et al (2019) that the happiness and self-esteem, as dispositional traits, on the organizational health of teachers, as well as of the role played by the working environment in generating positive affection, thus mediating between the dispositional traits and teachers' well-being.

In the Philippines, facing this current situation, teachers are obligated to make adjustments in the workplace not only on the pedagogical approaches but also on their own physical and social restrictions, which could present a high stress level (Espino-Diaz et al., 2020). Previous year, has seen a dramatic rise in the teachers' workload, from creating modules and supplementary materials, checking activity notebooks and performance tasks, and accomplishing ancillary duties. The transition of learning modalities, recognizing and sustaining the well-being of teachers and improving the organizational health in the school should be a key priority.

From this, study aims to builds further on this established link between professional well-being public school teachers to school organizational health that is still poorly addressed by the literature in this regard, therefore, addressing this topic might offer the opportunity for identifying effective measures to promote teachers' well-being and improves school organizational health. The relevance of deepening the knowledge is opportunities that increased awareness of this linked between professional well-being public school teachers to school organizational health and to provide a proposed mindfulness-based interventions program.

STATEMENT OF THE PROBLEM

This study aims to examined the professional well-being of public-school teachers and their school organizational health.

Specifically, it sought to answer the following questions:

1. How may the professional well-being of public-school teachers be described in terms of:
 - 1.1 Perspective;
 - 1.2 Self-Management;
 - 1.3 Supports;
 - 1.4 Meaningfulness;
 - 1.5 Self-Care;
 - 1.6 Practice Competence and;
 - 1.7 Professional Development?
2. How may the school health condition be described in terms of Organizational Health Inventory (OHI) dimensions as follow:
 - 2.1 Institutional Integrity;
 - 2.2 Teacher Morale;
 - 2.3 Academic Emphasis;
 - 2.4 Principal Influence;
 - 2.5 Consideration;
 - 2.6 Resource Supports and;
 - 2.7 Initiating Structure?
3. Do the professional well-being of public-school teachers significantly relate to the school organizational health?
4. What mindfulness-based interventions program may be proposed based on the findings of the study?

II. METHODOLOGY

The researchers utilized the quantitative method to present the data in this study. It is a systematic empirical investigation of observable phenomena via statistical techniques. Since the study focuses on the examined the professional well-being of public-school teachers and their school organizational health, the researchers employed a

descriptive- correlation research design. This design investigates the extent to which one factor corresponds with variations in one or more factors based on correlational coefficient (Samosa et al, 2021).

A convenience sampling method was used to administer questionnaires to one hundred fifty (150) public school teachers from the selected public schools in Bulacan, using the Organizational Health Inventory for Secondary (Hoy and Feldman, 1987) and the professional wellbeing self-assessment tool (Maslach, 2017), and the results were analyzed. Weighted mean was used to described the professional well-being of public-school teachers and their school organizational health. Pearson r was used test the relationship between professional well-being of public-school teachers and the school organizational health. If $P < 0.05$, there was statistical significance. The SPSS 20.0 software was used for statistical analysis.

Before the conduct of the study, the researchers will ask permission from the Schools of the Division to conduct a study. After getting the Division Superintendent’s approval, the researchers will send a letter to the school head or principal of the target school. Then the researcher personally administered the survey questionnaires to the public school teachers. The researchers ensure observance of DepED Order No. 9 s. 2005 re: “Instituting Measures to Increase Engaged Time-on-Task and Ensuring Compliance Therewith” and proper coordination with the school principal shall be arranged prior to the conduct of the said activity. The data gathering procedure must conformed with the RM No. 228, s. 2020- Policy Guidelines on the Adherence to Ethical Research Principles and Responsibilities in Studies Involving Teaching, Teaching-related, Non-teaching Personnel and Learners to safeguard data at the site of data collection, measures to protect the privacy and confidentiality of respondents, duration/period data will be stored online, measures on how the data transferred and destroy after the study has been completed.

III. RESULTS AND DISCUSSIONS

To ensure transparency and accuracy, the data obtained in this analysis was thoroughly analyzed and interpreted.

1. Professional Well-Being of Public School Teachers

Reflected on the following tables were the evaluation of professional well-being of public school teachers in terms of perspective, self-management, supports, meaningfulness, self-care, practice competence and, and professional development. A summary of the evaluation was also presented for a holistic discussion of the evaluation of professional well-being of public school teachers.

Table 1. Professional Well-Being of Public School Teachers in term of Perspective.

Reflected on table 1 was the professional well-being of public school teachers in term of perspective with five (5) indicators considered.

Perspective	WM	Verbal Interpretation
1. Looking forward to going to work.	3.37	Satisfied
2. Feeling calm.	3.59	Highly Satisfied
3. Enjoying my work with children and families, colleagues and other professionals.	2.47	Satisfied
4. Being flexible and open to change.	3.89	Highly Satisfied
5. Having a workplace culture that cares about children and families.	3.73	Highly Satisfied
Overall	3.41	Satisfied

Legend:

- 1 = 1.00 - 1.49 = Not Satisfied
- 2 = 1.50 - 2.49 = Moderately Satisfied
- 3 = 2.50 - 3.49 = Satisfied
- 4 = 3.50 - 4.00 = Highly Satisfied

As gleaned on the table 1, indicator 1 “Looking forward to going to work.” the computed weighted mean was 3.37, the value acquired posed a verbal interpretation of Satisfied. Meanwhile, indicator 2 “Feeling calm.” obtained a computed weighted mean of 3.59 and interpreted as Highly Satisfied. As such, indicator 3 “Enjoying my work with children and families, colleagues and other professionals.” the computed weighted mean gleaned 2.47, the value acquired posed a verbal interpretation of Satisfied. Looking forward, indicator 4 “Being flexible and open to change.” posed a weighted mean of 3.89 and interpreted as Highly Satisfied. In a way, indicator 5 “Having a workplace culture that cares about children and families.” got a weighted mean of 3.73 and interpreted as Highly Satisfied. As whole, the average combined weighted mean was posed at 3.41 and interpreted to be Satisfied.

From this, teachers with high levels of well-being in term of perspective are likely to report higher levels of self-efficacy and job satisfaction. They are also more likely to report open to change, and increased commitment to stay in the profession. Thus, it is important to acknowledge that improving working conditions can become an asset to retain and even attract teachers to the profession.

In line with Zee and Koomen (2016) it has been shown that self-efficacy can positively influence teachers’ sense of wellbeing. Another positive benefit of high self-efficacy is that when people are more confident in their professional roles, they are more likely to engage in teaching career, take calculated risks for growth, and be willing to experiment more in their teaching (Shin et al, 2023).

Table 2. Professional Well-Being of Public School Teachers in term of Self-management

Presented on table 2 was the professional well-being of public school teachers in term of self-management with five (5) indicators considered.

Self-management	WM	Verbal Interpretation
1. Making quiet time to complete tasks.	3.68	Highly Satisfied
2. Taking regular breaks during the workday.	2.35	Moderately Satisfied
3. Having a workspace that is comfortable and comforting.	2.68	Satisfied
4. Having influence in decisions affecting my job.	2.73	Satisfied
5. Maintaining clear personal-professional boundaries.	3.79	Highly Satisfied
Overall	3.05	Satisfied

Legend:

- 1 = 1.00 - 1.49 = Not Satisfied
- 2 = 1.50 - 2.49 = Moderately Satisfied
- 3 = 2.50 - 3.49 = Satisfied
- 4 = 3.50 - 4.00 = Highly Satisfied

Looking on table 2, indicator 1 “Making quiet time to complete tasks.” obtained a weighted mean of 3.68 and interpreted as Highly Satisfied. However, indicator 2 “Taking regular breaks during the workday.” gleaned a weighted mean of 2.35 and interpreted to be Moderately Satisfied. Consequently, indicator 3 “Having a workspace that is comfortable and comforting.” observed a weighted mean of 2.68 and interpreted to be Satisfied. Emergently, indicator 4 “Having influence in decisions affecting my job.” take a weighed mean of 2.73 and interpreted to be Satisfied. Taking aside, indicator 5 “Maintaining clear personal-professional boundaries.” acquired a weighted mean of 3.79 and interpreted to be Highly Satisfied. Hence, the total weighted mean of teacher- respondents was 3.05 which interpreted as Satisfied.

It was observed that notable challenge threatening the wellbeing of teachers stemmed from the tensions between additional commitments in work and their personal lives and their regular work responsibilities (Beigi, Shirmohammadi, & Stewart 2018). Thus, although these educators had positive psychological resources to draw strength from (self-efficacy, growth mindset, and a sense of meaning), the reality of their life circumstances and professional commitments also threatened their wellbeing (Manuel, Carter, and Dutton, 2018)

Table 3. Professional Well-Being of Public School Teachers in term of Supports

Gleaned on table 3 was the professional well-being of public school teachers in term of supports five (5) indicators considered.

Supports	WM	Verbal Interpretation
1. Having clear policies and procedures that support my work.	3.36	Satisfied
2. Having helpful and debriefing available.	2.78	Satisfied
3. Having the tools and resources to do a good job.	2.45	Moderately Satisfied
4. Laughing and having fun at work.	3.89	Highly Satisfied
5. Having personal and social supports.	3.42	Satisfied
Overall	3.18	Satisfied

Legend:

- 1 = 1.00 - 1.49 = Not Satisfied
- 2 = 1.50 - 2.49 = Moderately Satisfied
- 3 = 2.50 - 3.49 = Satisfied
- 4 = 3.50 - 4.00 = Highly Satisfied

Based on the data gathered, for indicator 1 “Having clear policies and procedures that support my work.” the computed weighted mean score was 3.36 which reflected as Satisfied. More so, indicator 2 “Having helpful and debriefing available.” The computed weighted mean was 2.78 and interpreted as Satisfied. Meanwhile, indicator 3 “Having the tools and resources to do a good job.” The computed weighted mean was 2.45 and interpreted as Moderately Satisfied. Concomitantly, indicator 4 “Laughing and having fun at work.” gleaned a weighted mean of 3.89 and interpreted as Highly Satisfied. Looking forward, indicator 5 “Having personal and social supports.” obtained a weighted mean of 3.42 and interpreted as Satisfied.

From this, supporting teachers’ wellbeing is the first step towards ensuring they can effectively respond to the diverse psychosocial and learning needs of students. The study of Langford and Crawford (2022) confirmed that experienced teacher’s professional lives, and what leaders might consider in order to help this particular teachers’ group thrive leading to sustainable careers. Schools can support teacher wellbeing by considering how the organizational climate, social interactions, and teachers’ individual actions all contribute to teacher wellbeing (Mérida-López & Extremera, 2017).

Table 4. Professional Well-Being of Public School Teachers in term of Meaningfulness

Looking on the table 4 was the professional well-being of public school teachers in term of meaningfulness with five (5) indicators considered.

Meaningfulness	WM	Verbal Interpretation
1. Feeling safe (physically, culturally and psychologically)	3.33	Satisfied
2. Work that fits in well with lifestyle	2.37	Moderately Satisfied
3. Being myself at work	3.44	Satisfied
4. Having energy for work	3.42	Satisfied
5. Values that are aligned with the organization and the profession	3.67	Highly Satisfied
Overall	3.25	Satisfied

Legend:

- 1 = 1.00 - 1.49 = Not Satisfied
- 2 = 1.50 - 2.49 = Moderately Satisfied
- 3 = 2.50 - 3.49 = Satisfied
- 4 = 3.50 - 4.00 = Highly Satisfied

As shown, indicator 1 “Feeling safe (physically, culturally and psychologically)”, teacher-respondents’ assessment 3.33 and interpreted to be Satisfied. Nevertheless, indicator 2 “Work that fits in well with lifestyle”, the teacher-respondents expressed Moderately Satisfied based on computed mean of 2.37. As such, indicator 3 “Being

myself at work”, the teacher – respondents were observed Satisfied as gleaned from computed weighted mean of 3.44. Relatively, indicator 4 “Having energy for work” the teacher – respondents showed Satisfied which was evidently from computed weighted mean of 3.42. Emergently, indicator 5 “Values that are aligned with the organization and the profession” the teacher- respondents manifested a Highly Satisfied based on the computed weighed of 3.67. The average combined weighted mean was posed at 3.25 and interpreted to be Satisfied.

It was observed that the wellbeing of teachers predicted their higher job engagement, commitment to teach and it has less motivation to leave the profession if their feeling was safe, happy and aligned with their professional values. This may impact on workers’ feelings of competence and consequently their wellbeing in the workplace.

Hussain et al (2022), purported a similar argument, that the happiness of a teacher is resonated with the common values and good working environment.

Table 5. Professional Well-Being of Public School Teachers in term of Self-Care

Looking on the table 5 was the professional well-being of public school teachers in term of self-care with five (5) indicators considered.

Self-Care	WM	Verbal Interpretation
1. Taking time at work to talk with co-workers	3.45	Satisfied
2. Work that meets my needs	3.30	Satisfied
3. Having regular breaks from work, including a longer one annually	3.41	Satisfied
4. Being fit and healthy	3.36	Satisfied
5. Earning sufficient money for my needs	2.45	Moderately Satisfied
	Overall 3.25	Satisfied

Legend:

- 1 = 1.00 - 1.49 = Not Satisfied
- 2 = 1.50 - 2.49 = Moderately Satisfied
- 3 = 2.50 - 3.49 = Satisfied
- 4 = 3.50 - 4.00 = Highly Satisfied

Shown on the table, it reflects that indicator 1 “Taking time at work to talk with co-workers”, the weighted mean was 3.45 which was Satisfied. Affirmatively, indicator 2 “Work that meets my needs”, the weighted mean was 3.30 which is Satisfied. In juxtaposition, indicator 3 “Having regular breaks from work, including a longer one annually” the weighted mean was 3.41 which is Satisfied. Similarly, indicator 4 “Being fit and healthy” the weighted mean for is 3.36 which is Satisfied. Nonetheless, indicator 5” Earning sufficient money for my needs” the teacher – respondents exhibited Moderately Satisfied as reflected in the computed weighed mean of 2.45. From this, the average combined weighted mean was posed at 3.25 likewise interpreted to be Satisfied.

It is importance and benefits of self-care extend to teaching profession. Teachers as caregiving positions often find it easier to tell others to take care of their health than to do so themselves.

Teacher is encouraged to focus so much energy on others and so little on themselves, self-care is necessary for teachers to maintain good mental health (Coaston, 2017). In particular, self-care can be a great way to prevent or treat teacher stress.

Table 6. Professional Well-Being of Public School Teachers in term of Practice Competence

Presented on the table 6 was the professional well-being of public school teachers in term of practice competence with five (5) indicators considered.

Practice Competence	WM	Verbal Interpretation
1. Being clear about my role and responsibilities.	3.33	Satisfied
2. Achieving planned outcomes with those I work with.	3.45	Satisfied
3. Contributing to prevention, social justice and social change.	3.23	Satisfied
4. Working professionally, ethically.	3.47	Satisfied
5. Being accountable professionally.	3.27	Satisfied
Overall	3.35	Satisfied

Legend:

- 1 = 1.00 - 1.49 = Not Satisfied
- 2 = 1.50 - 2.49 = Moderately Satisfied
- 3 = 2.50 - 3.49 = Satisfied
- 4 = 3.50 - 4.00 = Highly Satisfied

Considering the data presented on the table, it shows that indicator 1 “Being clear about my role and responsibilities” the teacher- respondents have a weighted mean of 3.33, Satisfied. Likewise, indicator 2 “Achieving planned outcomes with those I work with”, registers a weighted mean of 3.45 and interpreted as Satisfied. In addition, indicator 3 “Contributing to prevention, social justice and social change”, reflected 3.23 and interpreted as Satisfied. Affirmatively, indicator 4 “Working professionally, ethically”, the weighted mean was 3.47 which is considered as Satisfied. Engagingly, indicator 5 “Being accountable professionally.” it has 3.27, weighted means and interpreted as Satisfied.

From the above discussion, it may be plausible to argue that teachers feel about their own competencies such as their success in teaching responsibilities and generally how they feel about coming to work and being accountable professionally to contribute to change, justice and prevention in day-to-day, work-related activities in the school. If teachers do not experience a sense of well-being in their work and they feel they lack competence, this may result in high attrition rates (Hascher & Waber, 2021).

Table 7. Professional Well-Being of Public School Teachers in term of Professional Development

Presented on the table 7 was the professional well-being of public school teachers in term of professional development with five (5) indicators considered.

Professional Development	WM	Verbal Interpretation
1. Getting regular helpful supervision.	3.40	Satisfied
2. Having regular opportunities for learning and development.	3.35	Satisfied
3. Being professionally connected.	3.30	Satisfied
4. Getting regular constructive feedback.	3.23	Satisfied
5. Having goals or direction for my career.	3.28	Satisfied
Overall	3.31	Satisfied

Legend:

- 1 = 1.00 - 1.49 = Not Satisfied
- 2 = 1.50 - 2.49 = Moderately Satisfied
- 3 = 2.50 - 3.49 = Satisfied
- 4 = 3.50 - 4.00 = Highly Satisfied

Examining the indicator 1 “Getting regular helpful supervision.” gleaned a weighted mean of 3.40 and interpreted as Satisfied. Likewise, indicator 2 “Having regular opportunities for learning and development.” obtained a

weighted mean of 3.35 which indicated as Satisfied. Affirmatively, indicator 3 “Being professionally connected.” 3.30 was the calculated weighted mean and interpreted as Satisfied. Interconnectedly, indicator 4 “Getting regular constructive feedback.” the weighted mean was 3.23 which was Satisfied. Cognizant to, indicator 5 “Having goals or direction for my career.” 3.28 is their weighted mean average and was interpreted as Satisfied. The average combined weighted mean was posed at 3.31 likewise interpreted to be Satisfied.

Targeting the professional development as the holistic development of teachers can improved their teaching quality, a change in attitudes and practices to maintain their teachers’ long-term professional well-being.

This confirmed the study of Cicek et al (2016) that teachers with higher career commitment tend to report more satisfying work outcomes, thus improving their subjective career success. Supported with the finding Ingarianti et al, (2022) that teachers are also likely to perceive positive feelings about their career progress and goal attainment.

Table 8. Summary of the Professional Well-Being of Public School Teachers

Reflected on the table 8 was the summary of the evaluation of Professional Well-Being of Public School Teachers in terms of perspective, self-management, supports, meaningfulness, self-care, practice competence and, and professional development.

Variables	WM	Verbal Interpretation
1. Perspective	3.41	Satisfied
2. Self-management	3.05	Satisfied
3. Supports	3.18	Satisfied
4. Meaningfulness	3.25	Satisfied
5. Self-care	3.25	Satisfied
6. Practice Competence	3.35	Satisfied
7. Professional Development	3.31	Satisfied
Overall	3.25	Satisfied

Legend:

- 1 = 1.00 - 1.49 = Not Satisfied
- 2 = 1.50 - 2.49 = Moderately Satisfied
- 3 = 2.50 - 3.49 = Satisfied
- 4 = 3.50 - 4.00 = Highly Satisfied

As presented, for variable 1 “Perspective” the computed weighted mean for was 3.41 interpreted Satisfied. In juxtaposition, variable 2 “Self-management” teacher-respondents weighted mean was posted at 3.05 with an interpretation of Satisfied. More so, in terms of “Supports” weighted mean posed were 3.18 and interpreted to be Satisfied. Relatively, variable 4 “Meaningfulness”, computed weighted for teacher- respondents’ assessment was 3.25 which was interpreted to be Satisfied. In addition, variable 6 “Practice Competence”, obtained a weighted mean of 3.25 which indicated as Satisfied. Furthermore, variable 7 “Professional Development” the teacher – respondents’ assessment was 3.31 which stipulated as Satisfied. As such for, an over-all weighted mean for abovementioned variables the teacher - respondents were obtained a 3.25 which are interpreted as Satisfied.

From abovementioned discussion, showed that teachers are positively exhibited satisfaction towards professionally well -being. Teacher wellbeing relates to all aspects of working life, including the quality and safety of the daily environment, the climate at work and how teachers feel about both their school and the profession. Workload, relationships with colleagues, levels of connectedness and motivation, the work culture and physical environment, and sense of purpose can all help to shape a teacher’s wellbeing (Stark et al., 2022).

2. School Organizational Health

Presented on the following tables were the evaluation of school organizational health in terms of institutional integrity, teacher morale, academic emphasis, principal influence, consideration, initiating structure, and resource

support. A summary of the evaluation was also presented for a holistic discussion of the evaluation of school organizational health.

Table 9. School Organizational Health in term of Institutional Integrity

Presented on the table 9 was the school organizational health in term of institutional integrity with five (5) indicators considered.

Institutional Integrity	WM	Verbal Interpretation
1. Teachers are protected from unreasonable community and parental demands.	2.64	Sometimes Occurs
2. The school is vulnerable to outside pressures.	1.63	Sometimes Occurs
3. Teachers feel pressure from the community.	1.73	Sometimes Occurs
4. The school is open to the whims of the public.	2.35	Sometimes Occurs
5. A few vocal parents can change school policy.	3.43	Very Frequently Occurs
Overall	2.36	Sometimes Occurs

Legend:

- 1 = 1.00 - 1.49 = Rarely Occurs
- 2 = 1.50 - 2.49 = Sometimes Occurs
- 3 = 2.50 - 3.49 = Often Occurs
- 4 = 3.50 - 4.00 = Very Frequently Occurs

Considerably, based on the data gathered, indicator 1 “Teachers are protected from unreasonable community and parental demands.” showed a weighted mean of 2.64 and interpreted as Sometimes Occurs. Proportionally, indicator 2 “The school is vulnerable to outside pressures.” obtained a weighted mean of 1.63 and interpreted as Sometimes Occurs. Likewise, indicator 3 “Teachers feel pressure from the community.” The teacher-respondents exhibited Sometimes Occurs based on the computed weighted mean of 1.73. Cognizant to, indicator 4 “The school is open to the whims of the public.” the weighted mean of teacher - respondent is 2.35 which is Sometimes Occurs. Taking aside, indicator 5 “A few vocal parents can change school policy.” it resulted to 3.43 and Very Frequently. More so, based on the abovementioned indicators revealed that the overall weighted mean of teacher – respondents was 2.36 and interpreted to be Sometimes Occurs.

Based on the discussion, teachers are protected by the system against the out-of-school pressures, yet the fact that teachers are protected from the pressure outside the school does not necessarily mean that these interventions could be harmful, because institutional integrity does not discriminate between positive and negative forces. Interventions influencing educational and training activities in a positive way are also excluded. Providing opportunities for parents and school staff to interact, not only at the school which may inhibit parental involvement, but also in community settings where parents might feel more at ease.

Students, teachers and principals in healthy schools cooperate with the environment of the school. Teachers tend to take risks and try out new ideas. They will be more willing to convey their values and beliefs to the students. When teachers observe their colleagues’ exploring ways of overcoming challenging problems, they will be encouraged to apply their views about the desired future (Tsui & Cheng, 2019).

Table 10. School Organizational Health in term of Teacher Morale

Presented on the table 10 was the school organizational health in term of Teacher morale with five (5) indicators considered.

Teacher Morale	WM	Verbal Interpretation
1. Teachers do favors for each other.	3.45	Often Occurs
2. Teachers in this school like each other.	3.28	Often Occurs
3. Teachers exhibit friendliness to each other.	3.36	Often Occurs
4. Teachers in this school are cool and aloof to each other.	3.27	Often Occurs
5. Teachers accomplish their jobs with enthusiasm.	3.57	Very Frequently Occurs
Overall	3.39	Often Occurs

Legend:

- 1 = 1.00 - 1.49 = Rarely Occurs
- 2 = 1.50 - 2.49 = Sometimes Occurs
- 3 = 2.50 - 3.49 = Often Occurs
- 4 = 3.50 - 4.00 = Very Frequently Occurs

In a way, indicator 1 “Teachers do favors for each other.” it has 3.45 weighted mean were interpreted as Often Occurs. Moreover, “Teachers in this school like each other.” the weighted mean of teacher-respondents was 3.28 which Often Occurs. More than, indicator 3 “Teachers exhibit friendliness to each other.” has 3.23 and interpreted as Often Occurs. Connectedly, indicator 4 “Teachers in this school are cool and aloof to each other.” Teacher-respondents got a 3.27 weighted mean and interpreted as Often Occurs. Consequently, indicator 5 “Teachers accomplish their jobs with enthusiasm.” the weighted mean of the teacher-respondents registers at 3.57 which are deemed Very Frequently Occurs. To expound, an over-all weighted mean of 3.39 which is interpreted as Often Occurs.

Evidently regarding teacher-respondents morale has been recurring often occur which are significantly to school organizational health. Then, when a healthy school environment exists and teacher morale is high, “teachers feel good about each other and, at the same time, feel a sense of accomplishment from their jobs (Saksri et al., 2018).

Table 11. School Organizational Health in term of Academic Emphasis

Presented on the table 11 was the school organizational health in term of academic emphasis with five (5) indicators considered.

Academic Emphasis	WM	Verbal Interpretation
1. The students in this school can achieve the goals that have been set for them.	3.35	Often Occurs
2. The school sets high standards for academic performance.	3.05	Often Occurs
3. Students respect others who get good grades.	3.20	Often Occurs
4. Teachers in this school believe that their students have the ability to achieve academically.	3.15	Often Occurs
5. Academic achievement is recognized and acknowledged by the school.	3.18	Often Occurs
Overall	3.19	Often Occurs

Legend:

- 1 = 1.00 - 1.49 = Rarely Occurs
- 2 = 1.50 - 2.49 = Sometimes Occurs
- 3 = 2.50 - 3.49 = Often Occurs
- 4 = 3.50 - 4.00 = Very Frequently Occurs

In quest for indicator 1 “The students in this school can achieve the goals that have been [set](#) for them.” the teacher-respondents showed a weighted mean of 3.35 and interpreted as Often Occurs. Also, indicator 2 “The school

sets high standards for academic performance.” the teacher-respondents have a weighted mean which is also Often Occurs. Similarly, indicator 3 “Students respect others who get good grades.” teacher-respondents have Often Occurs interpretation because of their 3.20 weighted mean. More so, indicator 4 “Teachers in this school believe that their students have the ability to achieve academically.” register a weighted mean of 3.15 which is Often Occurs. More than, indicator 5 “Academic achievement is recognized and acknowledged by the school.” the teacher-respondents showed a 3.18 weighted mean and interpreted to be Often Occurs. Taking aside, an over-all weighted means of 3.19 which is interpreted as Often Occurs.

Therefore, schools can help improve their student learning process and academic attainment by improving the health of their organizational environment. These findings are consistent with those of other researchers - that a healthy school climate promotes high student achievement (Alqarni, 2016).

Table 12. School Organizational Health in term of Principal Influence

Presented on the table 12 was the school organizational health in term of principal influence with five (5) indicators considered.

Principal Influence	WM	Verbal Interpretation
1. The principal gets what he or she asks for from superiors.	3.03	Often Occurs
2. The principal is able to influence the actions of his or her superiors.	3.11	Often Occurs
3. The principal is able to work well with the superintendent.	3.23	Often Occurs
4. The principal’s recommendations are given serious consideration by his or her superiors.	3.30	Often Occurs
5. The principal is impeded by the superiors.	3.39	Often Occurs
	Overall 3.21	Often Occurs

Legend:

- 1 = 1.00 - 1.49 = Rarely Occurs
- 2 = 1.50 - 2.49 = Sometimes Occurs
- 3 = 2.50 - 3.49 = Often Occurs
- 4 = 3.50 - 4.00 = Very Frequently Occurs

As reflected, for indicator 1 “The principal gets what he or she asks for from superiors.” teacher-respondents weighted mean was posted at 3.03 which interpreted to be Often Occurs. Likewise, indicator 2 “The principal is able to influence the actions of his or her superiors.” it gleaned that the weighted mean was 3.11 interpreted to be Often Occurs. Also, indicator 3 “The principal is able to work well with the superintendent.” the results of the weighted mean for teacher - respondents was 3.23 interpreted to be Often Occurs. Similarly, indicator 4 “The principal’s recommendations are given serious consideration by his or her superiors.” register a weighted mean of 3.30 and interpreted to be Often Occurs. Relatively, indicator 5 “The principal is impeded by the superiors.” the data revealed that the computed average weighted mean for teacher-respondents was 3.39 interpreted to be Often Occurs. Emergently, for an over-all weighted mean for abovementioned indicators the teacher-respondents were 3.21, which is interpreted as Often Occurs.

It can also be a result of not only the fact that teachers are affected by the individual efforts of the principal but also of the fact that their level of organizational loyalty has increased. As Anderson (2019) states, the managerial quality of the school principal plays an important role in developing the school and the success of the school.

Table 13. School Organizational Health in term of Consideration

Presented on the table 13 was the school organizational health in term of consideration with five (5) indicators considered.

Consideration	WM	Verbal Interpretation
1. The principal is friendly and approachable.	3.25	Often Occurs
2. The principal treats all faculty members as his or her equal.	3.03	Often Occurs
3. The principal puts suggestions made by the faculty into operation.	3.30	Often Occurs
4. The principal is willing to make changes.	3.45	Often Occurs
5. The principal looks out for the personal welfare of faculty members.	3.11	Often Occurs
Overall	3.23	Often Occurs

Legend:

- 1 = 1.00 - 1.49 = Rarely Occurs
- 2 = 1.50 - 2.49 = Sometimes Occurs
- 3 = 2.50 - 3.49 = Often Occurs
- 4 = 3.50 - 4.00 = Very Frequently Occurs

Considerably, based on the data gathered, indicator 1 “The principal is friendly and approachable.” assessment of teacher- respondents posed 3.25 at interpreted to be Often Occurs. Relatively, indicator 2 “The principal treats all faculty members as his or her equal.” the teacher - respondents showed 3.03 then interpreted as Often Occurs. Interconnectedly, indicator 3 “The principal puts suggestions made by the faculty into operation.” teacher- respondents exhibited a computed weighted mean of 3.30 has interpreted as Often Occurs. Proportionally, indicator 4 “The principal is willing to make changes.” teacher - respondents revealed the computed weighted mean of 3.45 then interpreted as Often Occurs. Affirmatively, indicator 5 “The principal looks out for the personal welfare of faculty members.” posed 3.11 at interpreted to be Often Occurs. Emergently, for an over-all weighted mean for abovementioned indicators the teacher-respondents were 3.23 which is interpreted as Often Occurs.

Table 14. School Organizational Health in term of Resource Supports

Presented on the table 14 was the school organizational health in term of resource supports with five (5) indicators considered.

Resource Supports	WM	Verbal Interpretation
1. Extra materials are available if requested.	2.23	Sometimes Occurs
2. Teachers are provided with adequate materials for their classrooms.	2.33	Sometimes Occurs
3. Teachers receive necessary classroom supplies.	2.43	Sometimes Occurs
4. Supplementary materials are available for classroom use.	1.34	Sometimes Occurs
5. Extra materials are available if requested.	2.37	Sometimes Occurs
Overall	2.14	Sometimes Occurs

Legend:

- 1 = 1.00 - 1.49 = Rarely Occurs
- 2 = 1.50 - 2.49 = Sometimes Occurs
- 3 = 2.50 - 3.49 = Often Occurs
- 4 = 3.50 - 4.00 = Very Frequently Occurs

Looking forward to indicator 1 “Extra materials are available if requested.” The teacher-respondents have 2.23 as weighted mean which is interpreted as Sometimes Occurs. More so, indicator 2 “Teachers are provided with adequate materials for their classrooms.” the teacher- respondents showed a 2.33, weighted mean and interpreted as Sometimes Occurs. In juxtaposition, indicator 3 “Teachers receive necessary classroom supplies.” The teacher-

respondents have 2.43 as weighted mean which is interpreted as Sometimes Occurs. Similarly, indicator 4 “Supplementary materials are available for classroom use.” Teacher - respondents got a 1.34 weighted mean interpreted as Sometimes Occurs. Relatively, indicator 5 “Extra materials are available if requested.” has 2.37 weighted mean for teacher-respondents, Sometimes Occurs. Sustainably, based on the abovementioned indicators revealed that the over-all weighted mean of was 2.14 and interpreted as Sometimes Occurs.

Teachers may believe that the already-existing resources - either the instructional materials or other supplementary materials, are not sufficient to help them carry out their duties efficiently. It can be argued that the impact of the richness of sources and materials at the school, have positive impacts on the organizational health of schools (İnceler & Güneşli, 2021).

Table 15. School Organizational Health in term of Initiating Structure

Presented on the table 15 was the school organizational health in term of initiating structure with five (5) indicators considered.

Initiating Structure	WM	Verbal Interpretation
1. The principal asks that faculty members follow standard rules and regulations.	3.43	Sometimes Occurs
2. The principal maintains definite standards of performance.	3.23	Sometimes Occurs
3. The principal makes his or her attitudes clear to the school.	3.30	Sometimes Occurs
4. The principal lets faculty know what is expected of them.	3.25	Sometimes Occurs
5. There is a feeling of trust and confidence among the staff.	3.01	Sometimes Occurs
Overall	3.24	Sometimes Occurs

Legend:

- 1 = 1.00 - 1.49 = Rarely Occurs
- 2 = 1.50 - 2.49 = Sometimes Occurs
- 3 = 2.50 - 3.49 = Often Occurs
- 4 = 3.50 - 4.00 = Very Frequently Occurs

Examining the indicator 1 “The principal asks that faculty members follow standard rules and regulations.” it has 3.43 weighted mean and interpreted as Sometimes Occurs. Affirmatively, indicator 2 “The principal maintains definite standards of performance.” the weighted mean is 3.23 which is Sometimes Occurs. Relatively, indicator 3 “The principal makes his or her attitudes clear to the school.” it resulted to 3.30 Sometimes Occurs weighted mean for teacher-respondents. Engagingly, indicator 4 “The principal lets faculty know what is expected of them.” has 3.25 weighted mean for teacher-respondents, Sometimes Occurs. Connectedly, indicator 5 “There is a feeling of trust and confidence among the staff.” Teacher - respondents got a 3.01 weighted mean and interpreted as Sometimes Occurs. Hence, the over-all weighted mean of 3.24 also has the same interpretation which is Sometimes Occurs.

Table 16. Summary of the School Organizational Health

Reflected on the table 8 was the summary of the evaluation of School Organizational Health in terms of institutional integrity, teacher morale, academic emphasis, principal influence, consideration, initiating structure, and resource support.

Variables	WM	Verbal Interpretation
1. Institutional Integrity	2.36	Sometimes Occurs
2. Teacher Morale	3.39	Often Occurs
3. Academic Emphasis	3.19	Often Occurs
4. Principal Influence	3.21	Often Occurs
5. Consideration	3.23	Often Occurs
6. Initiating Structure	2.14	Sometimes Occurs
7. Resource Support	3.24	Sometimes Occurs
Overall	2.96	Often Occurs

Legend:

- 1 = 1.00 - 1.49 = Rarely Occurs
- 2 = 1.50 - 2.49 = Sometimes Occurs
- 3 = 2.50 - 3.49 = Often Occurs
- 4 = 3.50 - 4.00 = Very Frequently Occurs

As reflected, for variable 1 “Institutional Integrity” the computed weighted mean was 2.36 interpreted to be Sometimes Occurs. Meanwhile, variable 2 “Teacher Morale” it gleaned that the weighted mean was 3.39 interpreted to be Sometimes Occurs. In addition, variable 3 “Academic Emphasis” teacher-respondents the weighted mean posted was at 3.19, likewise interpreted to be Sometimes Occurs. Relatively, variable 4 “Principal Influence”, the results of the weighted mean were 3.21 interpreted to be Sometimes Occurs. Cognizant to, variable 5 “Consideration” teacher-respondents the weighted mean posted was at 3.23 likewise interpreted to be Sometimes Occurs. Concomitantly, variable 6 “Initiating Structure” the data revealed that the computed weighted mean was 2.14 interpreted to be Sometimes Occurs. In juxtaposition, variable 7 “Resource Support” teacher - respondents the weighted mean posted was at 3.24 likewise interpreted to be Moderately Observed. In a way, for an over-all weighted mean for abovementioned variables were 2.96 which are interpreted as Often Occurs.

Table 17. Test of significant relationship between professional well-being of public-school teachers and the school organizational health.

Presented on the table is the relationship between the professional well-being of public-school teachers and the school organizational health. As shown on table 16, the two measures summarize the strength of a linear relationship in samples only. However, the researchers want to draw conclusions about populations, not just samples, thus the need to conduct a hypothesis test or calculate a p-value will be utilized to test hypothesis for the population correlation to understand the linear association between the significant relationship between the professional well-being of public-school teachers and the school organizational health. Thus, presented are the Pearson relation in terms of the strength of correlation of the two variables and the p – value statistics to address the hypothesis.

Variable	rx _y	p-value	Relationship	Decision
Professional well-being of public-school teachers and the school organizational health	.89	.00	High positive relationship	There is a significant relationship

Considerably, based on the data gathered, the computed r_{xy} value of .89 reflects a high positive strength of relationship. Moreover, the significant relationship between professional well-being of public-school teachers and the

school organizational health is reflected by the p – value 0.00, this shows that the null hypothesis is rejected, thus there is a significant relationship professional well-being of public-school teachers and the school organizational health. Henceforth, that high positive strength indicates that, although professional well-being of public-school teachers and the school organizational health tend to go up in response to one another, the relationship very strong.

It also portrayed in the study of Lee et al (2020) showed a high degree of correlation between school organizational health and teacher well – being.

Proposed mindfulness-based interventions program

The following are the proposed interventions and programs to reduce teacher stress and ensure that school environments are healthier for teachers. These include such programs as mentoring, staff wellness and mindfulness programs. Here are some other ways teachers and staff can help promote teachers’ well- being and organizational health.

Intervention	Details
Cultivating Awareness and Resilience in Education (CARE)	<p>Purpose: To reduce teacher, staff, and administrator stress and improve performance</p> <p>Length: typically, two sessions with mentoring in between and follow-up support</p> <p>Components: emotional skill training, mindfulness practices, empathy and compassion exercises.</p>
Community Approach to Learning Mindfully (CALM)	<p>Purpose: To equip school staff and caretakers with practices and tools to manage stress, emotions, and focus.</p> <p>Length: ongoing, daily mindfulness practice, typically occurring for 20 minutes during a morning staff meeting</p> <p>Components: breathing exercises, gentle yoga, mindful awareness, intention setting</p>
Stress Management and Relaxation Techniques (SMART)	<p>Purpose: To help teachers reconnect to personal and professional purpose and improve social emotional, physical, and mental health.</p> <p>Length: seven- To eight-week course for two hours per week with a one-day retreat.</p> <p>Components: stretching and gentle exercises, visualizations, intension setting, breathing exercises, discussions, anger and awareness exercises, reflections, meditations.</p>

CONCLUSIONS

In view of this study, the following conclusions were made:

1. The professional well-being of public school teachers in terms of perspective, self-management, supports, meaningfulness, self-care, practice competence and, and professional development showed that are indeed satisfied.
2. Since the resulting data revealed that school organizational health in terms of institutional integrity, teacher morale, academic emphasis, principal influence, consideration, initiating structure, and resource support was observed often occurs.

3. There is significant high positive relationship between professional well-being of public-school teachers and the school organizational health. It may probably be attributed to the fact that teachers' professional well-being, as far they are concerned, believed that their school organizational health affects.

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