

SOCIAL Support and Its Relationship to Psychological Well-Being of Teachers: Basis for Faculty Development PROGRAM

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ABSTRACT

This study examined the relationship between social support and the psychological well-being of private school teachers as the basis for the faculty development program. A quantitative descriptive correlational design was employed. The researcher gathered the research data through the use of adapted questionnaires validated by the panel of experts. These questionnaires were administered to the teachers from selected private secondary schools in Davao City. The gathered data were analyzed using mean, standard deviation, and Pearson product-moment correlation coefficient. Results revealed that the levels of social support and psychological well-being of the teachers were both very high. Further, there was a positive moderate relationship between social support and teachers' psychological well-being. The findings have resulted in the formulation of the Faculty Development Program.

KEYWORDS: *Education, social support, psychological well-being, private secondary schools, development program, descriptive correlation, Philippines*

INTRODUCTION

Psychological well-being (PWB) is an important topic of concern in educational circles. It is a condition of individuals who can determine their life decisions independently. These are individuals who can establish positive relationships with others and develop their potential continuously from time to time (Dominadoz & Valdez, 2021). Also, the competitive conditions of today's global world put workers under a lot of stress. Consequently, this stress influences their psychological well-being. Teachers, as workers, also feel the influences of this stress. They feel burned-out, unhappy, dull, or unsatisfied

because of factors such as high teacher-student ratio, inconvenient or inefficient physical school conditions, and low salaries (Maraşlı, 2005). Further, the teaching profession can cause a high level of stress, leading to diminished job satisfaction, work performance and be highly stressful, and ultimately burnout.

Globally, as reported by the Federation of Teachers based on a survey of over 30,000 educators in the United States, 73 percent of teachers say that their work is often stressful, while 26 percent reported having poor levels of mental health (American Federation of Teachers, 2015). In addition, the research study conducted by Rey et al. (2020) revealed that weeks of lockdown period in Spain had brought alarming results on the well-being of teachers. The study reported that 34.19 percent of teachers experienced moderate to severe anxiety symptoms, and 24.18 percent experienced moderate to severe stress. Regarding the effect of the pandemic and lockdown, 50.43 percent of the teachers experienced moderate to severe effects on their psychological well-being.

Similarly, in Malaysia, the Minister of Education confirmed that over 420,000 teachers across the country are experiencing the same issue of occupational stress, which has eventually affected the teachers' performance in their work and has put emphasis on forming a committee to address the issue (Osman, 2015). Considering these, it only verified the things about the teaching profession as it was listed among the professions that brought high levels of stress to working professionals (Kyriacou, 2001).

In the Philippines, public school teachers face numerous paperwork and workloads. The previous Department of Education Secretary Leonor Briones said that not only teachers who are working in the government are the ones suffering from these heavy workloads, but she also emphasized that everyone in the government is overworked and has experienced tremendous pressure (Terrazola, 2018). Also, the Organization for Economic Cooperation and Development (2020) report shows that 62 percent of the teacher-respondents in the Philippines believed that the new work scheme protocols contribute to high levels of stress in teaching jobs, which would significantly decrease their work attitude.

Notably, a study by Vargas and Oros (2021) in Region 8 reported that 60 percent of teachers at all levels are experiencing high and moderately high levels of psychological wellness downfall starting the onset of the pandemic while pointing to the issues of uncertainty and work overload at their workplace as leading causes of burnout.

On this note, a review of some recent studies revealed some gaps that the researcher wanted to fill in. There were studies conducted relating to work stress and psychological well-being focused on the bivariate association of psychological well-being (Kapoor et al., 2021) and self-awareness and psychological well-being (Wilson et al., 2020). Hence, a dearth of investigations of these factors on psychological well-being and social support. Furthermore, the previous studies focus on other groups of professionals such as health workers and those working in industries (Bhagat & Simbak, 2018). Thus, less has been done among academic professionals such as teachers.

This study is a good output for school leaders to provide programs and activities that include the well-being of teachers' mental health in developing learning resources. For the completion of the primary purpose, which is the crafting of the Faculty Development Program guided by its independent and dependent variables, the result of this study may be disseminated to all teachers and school leaders of the participating schools.

Theoretical Lens

This study was anchored on the Wellness Theory of Ansbaugh (2006) as well as Lazarus and Folkman's Theory of the Transactional Model of Stress (1984). The Wellness Theory places a strong emphasis on a person's relationship to wellness and how it relates to overall health. Accordingly, wellness is the active process of becoming aware of and making choices toward a more successful existence. Wellness promotion augments health, which in turn, can lead to the enrichment of one's quality of life. The phenomenon of wellness signifies the relationship between quality of life and health. It has been claimed that stress manifests itself in many ways and has an impact on people from many walks of life. This may suggest that stress is a natural element of existence.

The second theory was the Theory of the Transactional Model of Stress. This hypothesizes that stress is caused by an imbalance between demands and resources, therefore individuals experience stress when demands and pressure exceed their capacity to handle them, but the same individuals have also the ability to cope and mediate stress. At the same time, this theory helps categorize the different variables that moderate the resulting imbalances in the demands and resources that the teachers are experiencing. The term psychological well-being relates to a person's assessment of their long-term happiness, pleasure, and mental health. It also refers to a variety of psychosocial characteristics, including job satisfaction. According to Sisask et al. (2014), teachers' psychological

wellness is the level of workplace happiness among teachers, which has an impact on their ability to function professionally.

In this study, stress is associated with teachers' psychological well-being as the teacher respondents have revealed in the survey. More precisely, the well-being of teacher-respondents was relevant in the context of this study because they believed that if they are appropriately encouraged and supported, their natural performance and commitment will also flourish.

METHODS

Research Design

This study utilized quantitative research, specifically descriptive correlational design. According to Creswell (2014), quantitative research emphasizes objective measurement to gather numeric data that is used to answer questions. Quantitative research focuses on accumulating numerical data and producing it across populations, a specific phenomenon. Therefore, it is a type of study that is deductive in which it infers from the tests and surveys undertaken by the researcher about the characteristics of the population being studied. In addition, according to Bhandari (2020), quantitative research is the process of gathering and examining numerical data. It can spot patterns and averages, make forecasts, haphazardly test relationships, and extrapolate results to bigger populations.

Research Locale

This study was conducted and participated in by the private school teachers in Region XI specifically in Davao City. It is a coastal commercial center of Region XI and is known for its colorful indigenous sculpture and lighted fountain Peoples' Park, home of the Philippine Eagle and the Durian Capital of the country. (Life is Here in Davao, 2018).

Research Respondents

The respondents of this study were the 150 teachers from the selected private schools in Davao City who were teaching in the school year 2022-2023. As calculated by Raosoft, a population size of 150 is a minimum recommended size of 109, set with a 5 percent margin of error, a 95 percent confidence level, and a 50 percent response distribution. The sampling technique that was used is purposive sampling technique particularly a homogeneous sample since the researcher targets only the selected private school teachers as respondents. The researcher also believes that these respondents fit the objectives and purpose of

the study.

RESULTS

Level of Social Support of Teachers

Table 1

Level of Social Support of Private School Teachers

	Mean	SD	Description
Principal			
1. going out of their way as their principal to do things to make the teachers’ work life easier.	4.06	.84	High
2. relying on their principal when things get tough at work.	4.01	.89	High
3. being easy for them to talk with their principal.	4.01	.88	High
4. having a principal who is willing to listen to our problems.	4.16	.96	Very High
Category Mean	4.06	.78	High
Colleagues			
1. going out of their way to do so as their colleagues things to make their work life easier.	4.27	.66	Very High
2. relying on their colleagues when things get tough at work.	4.20	.65	Very High
3. being easy for them to talk with their colleagues.	4.35	.66	Very High
4. having colleagues who are willing to listen to their problems.	4.30	.85	Very High
Category Mean	4.28	.56	Very High
Family			
1. being with a family who tries to help them.	4.56	.65	Very High
2. getting the emotional help and support they need from their family	4.51	.66	Very High
3. talking about their problems with their family.	4.45	.69	Very High

4. having a family who is willing to help them make decisions.	4.47	.68	Very High
Category Mean	4.50	.59	Very High
Friends			
1. being with non-colleague friends who try to help them.	4.23	.71	Very High
2. counting on their non-colleague friends when things go wrong.	4.12	.74	High
3. having friends with whom they can share their joys and sorrows.	4.39	.67	Very High
4. talking about their problems with their non- colleague friends	4.28	.69	Very High
Category	4.25	.58	Very High
Overall Mean	4.27	.41	Very High

Table 1 shows the level of social support of private school teachers which reveals an overall mean of 4.27, which is described as very high. It means that the social support of private school teachers is always demonstrated. This implies that teachers are getting the emotional help and support they need from their family, friends with whom they can share their joys and sorrows, colleagues who are willing to help them make decisions, and most of all having a principal who is willing to listen to their problems and make their work easier. The result revealed that the overall standard deviation is .41 which is less than one denoting that the respondents have ratings that are clustered around the mean.

The Level of Psychological Well-being of Teachers

Table 2
Level of Psychological Well-being of Private School Teachers

	Mean	SD	Description
Autonomy			
1. having confidence in their opinions even if they are contrary to the consensus.	3.88	.60	High
2. being not afraid to voice their opinions, even in opposition to most people’s opinions.	3.73	.65	High
3. voicing their opinions on controversial matters.	3.65	.75	High

4.	being not influenced by people with strong opinions.	3.79	.79	High
5.	judging myself by what they think is important, not by what others think is important.	4.10	.74	High

Category Mean		3.83	.50	High
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Environmental Mastery

1.	being good at managing the many responsibilities of their daily life.	4.25	.63	Very High
2.	arranging their life in a way that is satisfying to them	4.28	.62	Very High
3.	creating a lifestyle for themselves that is much to their liking.	4.20	.67	Very High
4.	feeling that generally, they are in charge of the situation in which they live.	4.16	.79	High
5.	having been challenged by the demands of everyday life.	4.34	.71	Very High

Category Mean		4.24	.51	Very High
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Personal Growth

1.	sensing that they have developed a lot as a person over time.	4.32	.54	Very High
2.	improving as a person over the years.	4.41	.64	Very High
3.	having new experiences that challenge how they think about themselves, and the world is important.	4.45	.55	Very High
4.	being with a life that has been a continuous process of learning, changing, and growing.	4.54	.60	Very High
5.	making big improvements in their life along time ago	4.38	.56	Very High

Category Mean		4.42	.43	Very High
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Positive Relations

1.	feeling content even with few close friends with whom to share their concerns.	4.46	.68	Very High
2.	feeling all right even if other people have more friends than they do.	4.50	.62	Very High

3.	being described by people as a giving person, willing to share their time with others.	4.16	.69	High
4.	maintaining close relationships has been easy and inspiring for me.	4.22	.72	Very High
5.	having experienced many warm and trusting relationships with others.	4.21	.74	Very High
6.	enjoying personal and mutual conversations with family members and friends.	4.45	.61	Very High
Category Mean		4.31	.55	Very High

Purpose in Life

1.	actively carrying out the plans they set for themselves.	4.29	.63	Very High
2.	having a good sense of what it is they are trying to accomplish in life.	4.33	.58	Very High
3.	managing still to have many things to do in life.	4.65	.52	Very High
4.	setting goals for themselves that are essential.	4.52	.54	Very High
5.	living one day at a time, and they think about the future.	4.46	.62	Very High
6.	being not one of those people who wander through life	4.06	.71	High
Category Mean		4.38	.41	Very High

Self-acceptance

1.	feeling confident and positive in general about themselves	4.31	.62	Very High
2.	making them feel good about who they are, when they compare themselves with their friends and acquaintances	4.03	.89	High
3.	feeling satisfied in many ways about their achievements in life	4.29	.68	Very High
4.	being pleased with how things have turned out when they look at the story of their life	4.32	.63	Very High
5.	liking most aspects of their personality.	4.23	.65	Very High
Category Mean		4.24	.51	Very High
Overall Mean		4.24	.36	Very High

Table 2 shows the very high level of psychological well-being of private school teachers revealing an overall mean of 4.24, which means that the well-being of private school teachers is always evident. This indicates that teachers have the autonomy to express their opinions even if they are contrary to the consensus. Likewise, they are in good disposition at managing the many responsibilities of their daily lives and sensing that they have developed a lot as a person over time. Similarly, they are being described by people as giving people, willing to share their time with others and actively carrying out the plans for themselves. Also, they are resilient in the midst of challenges by demands of the nature of their work as educators. Feeling confident and positive in general about themselves. In addition, the overall standard deviation is .36 which is less than one denoting that the respondents have ratings that are clustered around the mean.

The findings affirm the result of the study by Pöysä et al. (2021) who claimed that the psychological well-being of the teachers is also very high and optimized for their potential and professional development. Also, this finding agrees with the study of Keyes (1998) that the well-being of teachers relates to social life, solidarity, and receiving social approval. Added on, this result aligns with the finding of the study by Fredrickson and Joiner (2002) that the total well-being of individuals produces positive thoughts, feelings, and behaviors and improves cognitive capacity. This is also accentuated by Seligman (2011) about well-being which is also connected to making life worth living. According to this notion, psychological well-being is a positive outlook toward life's existential challenges (Ryff, 2002).

Significance of the Relationship between Social Support and Psychological Well-being of Teachers

Table 3 shows the relationship between social support and the psychological well-being of private school teachers. It shows that social support positive moderate relationship with psychological well-being with an R-value of .48. Also, it shows a p-value of .00 which is less than the alpha set at .05. (two-tailed) which is significant. It means that as the level of social support increases the level of psychological well-being also significantly increases.

In this regard, after thorough research and data gathering, the school administrators must prepare a faculty development program and activities for teachers' psychological well-being based on the findings that will strengthen their commitment to this noble profession for the sake of education. The researcher's goal and motivation are to support the teachers' selfless work in the mission of the private schools. The research study on social support has a

relationship with the psychological well-being of private school teachers.

Table 3
Significance of Relationship between Social Support and Psychological Well-being of Private School Teachers

Psychological Well-being of Private School Teachers			
	r	p-value	
Social Support	.48**	.00	Significant

** . Correlation is Significant at the 0.01 level (2-tailed)

Since there is a significant relationship between social support and the psychological well-being of private school teachers, this Faculty Development Program on the psychological well-being of private school teachers is hereby crafted.

CONCLUSION

The following conclusions were drawn from the findings:

1. The social support of private schools is always demonstrated. This can be inferred that these teachers were being cared for, encouraged to succeed, and loved by their principals, colleagues, friends, and family members. These feelings have contributed to one's judgments of esteem and value. Hence, teachers with a psychological knowledge of social support from the school community uphold a stronger sense of worth and belongingness.
2. The level of psychological well-being of private school teachers was always evident. This suggests the need to sustain the interrelatedness of the indicators of the psychological well-being of teachers to ensure their total well-being, abilities, personality traits, and possibilities for professional growth for them to sustain their enthusiasm to undertake various instructional tasks.
3. There was a positive moderate relationship between social support and the psychological well-being of private school teachers. As the level of social support increases the level of psychological well-being of private school teachers also significantly increases. This can be inferred that receipt of social support may strengthen employees' psychological well-being and hence promote success in schoolwork processes.

4. Based on the data on the levels of social support and psychological well-being of private school teachers, and its relationship, thus, a Faculty Development Program was crafted to sustain the receipt of social support from the school's stakeholders and help address the psychological well-being concerns of the teachers.

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