
HEALTH, WORK HABITS AND PERFORMANCE OF PUBLIC ELEMENTARY SCHOOL TEACHERS TOWARDS A PROPOSED LEARNING DEVELOPMENT PROGRAM

Pascua, Berlina V.¹

Sampaga, Debora B.²

Aldersgate College Inc., Solano, Nueva Vizcaya

¹berlina.valdrez@deped.gov.ph ²deb.sampaga@aldersgate-college.com

ABSTRACT

This study investigated the health habits, work habits, and performance levels of 81 teachers during the 2022-2023 school year to develop a targeted learning and development program. Using descriptive and comparative-correlational methods, researchers collected data via adopted instruments and the official RPMS-IPCRF (DepEd Order No. 008, s. 2023). The teacher profile predominantly featured female, married, Teacher III staff, aged 25-35, with 1-10 years of service, often teaching Grade 6. Overall results indicated an Outstanding performance level among respondents, coupled with good physical and personal health and outstanding work habits (demonstrating strong efficacy and professional interest). Comparative analysis showed that performance level significantly differed only based on years of service and grade level taught. Likewise, health habits differed based on grade level taught, while work habits showed differences based on teaching position. Crucially, the study established a significant relationship between the respondents' level of performance and their health and work habits, highlighting that teacher well-being and professional practices are intertwined with achieving outstanding performance outcomes.

Keywords: *health habits, work habits, performance*

Introduction

The teaching profession, while fulfilling and essential for national development (especially in the Philippines which relies on quality teachers to produce holistic learners), is complex and often stressful. Teachers are responsible for imparting knowledge but also take on numerous roles (mentors, counselors, etc.) and face heavy workloads, administrative tasks, and challenges from external factors like the K-12 Reform, globalization, and the COVID-19 pandemic (Selvik & Herrebrøden, 2024). This overload can lead to stress, burnout, and career abandonment. As high-quality learning is directly related to high-quality teaching, research is essential to understand and improve the factors that support this. Given the strong link between teacher well-being (which includes health and lifestyle) and successful student outcomes, there is a critical need to assess teachers' current health and work habits (Rami, 2024). The study sought to address the physical manifestation and practical impact of health habits, work habits, and performance on the lives of Filipino teachers and subsequently to teaching quality. That high-quality learning depends on high-quality teaching, making the improvement of teacher well-being and performance crucial. The study is grounded in Herzberg's Motivator-Hygiene Theory (Kurt, 2021), which posits that job satisfaction is influenced by "motivator" factors (achievement, recognition) and "hygiene" factors (working conditions, policies), both of which are perceived to affect teacher performance and habits.

Problem Statement and Objectives

The main objective of the study was to determine the health and work habits and performance of public elementary school teachers of Bagabag II District, Nueva

Vizcaya, towards the development of a Learning and Development Program.

Specifically, the study aimed to answer the following questions:

1. Profile the teachers by age, gender, marital status, educational attainment, teaching position, years of service, and grade level taught.
2. Determine the level of performance of the teachers.
3. Determine the teachers' health habits (physical and personal health) and work habits (sense of efficacy, sense of community, and professional interest).
4. Determine if there are significant differences in performance, health habits, and work habits when teachers are grouped according to their profile variables.
5. Determine if there is a significant relationship between the level of performance and both health habits and work habits.

Methodology

The study utilized a quantitative research design to convert respondent characteristics into numerical data for subsequent statistical analysis. Specifically, descriptive quantitative methods were employed, including a descriptive-comparative approach to examine differences in teachers' performance, health habits, and work habits when grouped by profile variables (age, gender, marital status, educational attainment, teaching position, years of service, and grade level taught). Additionally, a descriptive-correlational method was used to ascertain the relationships among teachers' performance, health habits, and work

habits, while notably not establishing cause-and-effect. The study was carried out during the academic year 2022–2023 in the Bagabag II District, Bagabag, Nueva Vizcaya, encompassing 12 public elementary schools. The respondents consisted of 81 permanent public elementary school teachers from the district. A total enumeration sampling procedure was employed, meaning all 81 permanent teachers in the Bagabag II District were included as participants in the study. The primary instrument for data collection was a three-part questionnaire. Part I (Profile and Performance) collected demographic information and the teachers' RPMS-IPCRF performance ratings for SY 2022-2023, which were interpreted using a five-point scale based on DepEd Order No. 008, s. 2023.

The performance of the teachers was based on the RPMS-IPCRF (DepEd Order No. 008, s. 2023).

Rating	Description
4.50-5.00	Outstanding
3.50-4.49	Very Satisfactory
2.50-3.49	Satisfactory
1.50-2.49	Unsatisfactory
1.00-1.49	Poor

Part II (Health Habits), adopted from De Jesus & De Jesus (2020), measured health-related behaviors using a 1 to 5 scale.

Rating	Interpretation
5	Always
4	Often
3	Sometimes
2	Seldom
1	Never

Health habits were then interpreted as very poor to very good.

Rating	Health Habits
4.21-5.00	Very Good

3.41-4.20	Good
2.61-3.40	Satisfactory
1.81-2.60	Poor
1.00-1.80	Very Poor

Part III (Work Habits), adopted from Jimenez (2020), measured the degree of work habits (sense of efficacy, sense of community, professional interest) also using a 1 to 5 scale.

Rating	Interpretation
5	Always
4	Often
3	Sometimes
2	Seldom
1	Never

Work habits were described as very poor to very good.

Rating	Work Habits
4.21-5.00	Very Good
3.41-4.20	Good
2.61-3.40	Satisfactory
1.81-2.60	Poor
1.00-1.80	Very Poor

The questionnaires for both health and work habits were validated and their reliability was tested using Cronbach's alpha. Results indicated high internal consistency which suggested that the items are reliable and consistently measuring the same thing. The collected data were then analyzed using several statistical tools depending on the research purpose. The profile of the respondents was described using frequency, percentage and mean were used. The level of performance and health and work habits of the teacher-respondents were described using mean and standard deviation. For the test of difference on the level of performance and the profile of the teacher-respondents, frequency, mean, standard deviation, t-test and f-test were used. The same tests were used to test the differences between the level of health and work habits when

grouped according to the profile variables of the teacher-respondents. For the test of relationship between the performance rating and health and work habits of the respondents, Pearson's Product Moment Coefficient Correlation (Pearson's r) analysis of associations was used.

Results and Discussion

Profile of the Respondents

The study involved 81 public elementary school teachers from the Bagabag II District.

Table 1

Frequency and percentage distribution of respondents in terms age

Age	Frequency	Percentage
56 – 65	5	6.17
46 – 55	3	3.70
36 – 45	33	40.75
25 – 35	40	49.38
Total	81	100.00

The information in Table 2 is consistent with the conclusions of De Ocampo (2007), who found that instructors are dynamic, well-versed in knowledge, skills, and values, endowed with wisdom, and have reached middle age. As a result, they must carry out their responsibilities with the utmost skill and dedication.

Table 2

Frequency and percentage distribution of the respondents when grouped according to gender

Gender	Frequency	Percentage
Male	8	9.88
Female	73	90.12
Total	81	100

The study by Kindot (2014), which similarly depicts the trend in the teaching profession where the majority of personnel are female, especially in the Division of Nueva Vizcaya, supports the findings of this study.

This result is consistent with Apostol's (2008) study, which found that women continue to predominate in the field of education and that teaching remains an appealing career choice for women.

Furthermore, Cagungao (2000) reported that women are skilled participants in industries that were formerly dominated by men. In a competitive environment where women's intellectual prowess is discovered to be thrilling in transforming innovations into the application, their originality, shrewdness, and imagination shine since their brains matter more than their brute force.

Findings in Table 3 means that most of the public elementary school teachers in Bagabag II district have their own families as their responsibility aside from being teachers.

Table 3

Frequency and percentage distribution of the respondents when grouped according to marital status

Marital Status	Frequency	Percentage
Single	21	25.93
Married	59	72.84
Widow	1	1.23
Total	81	100

Therefore, the study's conclusion suggests that teachers should schedule time for both their families and their careers. This suggests that in addition to their job as educators, teachers also have additional

responsibilities to their families. It should be mentioned that teachers' health suffers as a result of the significant time they must devote to meeting their families' requirements while still carrying out their professional obligations.

Table 4

Frequency and percentage distribution of the respondents when grouped according to educational attainment

Highest Educational Attainment	Frequency	Percentage
Bachelor's Degree	75	92.59
Master's Degree	6	7.41
Doctorate's Degree	0	0.00
Total	81	100

Findings of the study reveal that most of the teachers in Bagabag II district have not finished their masters' and doctorate degree. It also means that only few of the teachers in Bagabag II district have finished their Master's Degree. The finding of this study implies that the teachers are too much occupied in dividing their time between their family and teaching profession that they do not have time in enrolling or finishing their masters' and doctorate degree.

Because post-educational learning is so important for teachers' exposure to new ideas and the enhancement of the teaching-learning process, this study suggests that the majority of teachers should pursue master's and doctoral degrees in order to support their professional and personal growth.

Furthermore, the evaluation and rating of teachers is heavily influenced by schooling. Therefore, it is imperative that educators enroll in and complete their master's degrees for the benefit of both themselves and the students. The results suggest that the responders should pursue more education.

Shelhouse, Spratley, and Suarez (2020), who noted curriculum, faculty support, and mentorship possibilities, corroborate the study's findings. They discovered that a graduate degree would either better prepare the teachers for their future professions or help them in their existing careers.

Table 5 reveals that that most of the teachers are occupying Teacher III position and only few have been promoted to Master Teacher I. This implies that the teachers in Bagabag II district need to continue their education in Masters' and even Doctorate Degree which could paved their way in promoting themselves especially that finishing the masters' degree and even doctorate degree has higher points along education in the new promotion scheme in the Department of Education.

Table 5

Frequency and percentage distribution of the respondents when grouped according to teaching position

Teaching Position	Frequency	Percentage
Teacher I	24	29.63
Teacher II	5	6.17
Teacher III	47	58.03
Master Teacher 1	5	6.17
Total	81	100

Furthermore, this study recommends that in order to support their professional and personal development, school administrators in the Bagabag II district should encourage public elementary school teachers to pursue master's and doctoral degrees.

Table 6

Frequency and percentage distribution of the respondents when grouped according to years of service

Years of Service	Frequency	Percentage
21 years & above	9	11.11
11 – 20	18	22.22
1 – 10	54	66.67
Total	81	100

Findings show that most of the public elementary school teachers in Bagabag II district are still new in the teaching profession.

Findings of this present study imply that the respondents are still young in the service. It could be noted that most of the respondents aged 25-35 years old.

This implies further that the public elementary school teachers in Bagabag II district still need to maintain their health and work habits in order to successfully fulfill their tasks for more years in their teaching professions.

Table 7

Frequency and percentage distribution of the respondents when grouped according to grade level taught

Grade Level Taught	Frequency	Percentage

Multi-Grade	6	7.40
Kindergarten	10	12.35
Grade 1	11	13.58
Grade 2	11	13.58
Grade 3	11	13.58
Grade 4	10	12.35
Grade 5	10	12.35
Grade 6	12	14.81
Total	81	100

Findings of the study imply that most of the public elementary school teachers in Bagabag II district handled grade 6 class. Since the teachers in Bagabag II district are on their twenties and thirties, it could be implied that the teachers can handle the grade 6 pupils and can adopt themselves in dealing with the grade 6 learners.

Table 8 shows that the public elementary school teachers of Bagabag II district have outstanding level of performance based from their Individual Performance Commitment and Review Form (IPCRF.) This implies that the teachers are able to reach the outstanding performance due to their committed in performing their duties and functions as teachers. They are committed to teach their pupils despite of their hectic schedule and many paper works. Further, the finding of the present study reveals that the teachers in Bagabag II district are committed in their chosen profession. This could be attributed to the fact that teachers are committed to work and they are very optimistic of the result of their work. As a result, their performance level is outstanding as prescribed in the Philippine Professional Standards for Teachers.

Table 8

Level of performance of public elementary school teachers of Bagabag II district

Performance	Over-All Mean	Description
Performance Rating (IPCRF)	4.64	Outstanding

DepEd Order No. 42, Section 1, is issued by the Department of Education (DepEd) in light of this essential responsibility of a teacher. 2017 was the year that the PPST, or Philippine Professional Standards for Teachers, were adopted and put into effect nationally. The DepEd acknowledges the significance of professional standards in the growth of teachers and their continued professional development, which is founded on the idea of lifelong learning.

DepEd Order No. 42, s. 2017 supports the finding of this study which stipulated that teacher quality in the Philippines is determined by the Philippine Professional Standards for Teachers. The standards outline the growing levels of knowledge, experience, and professional engagement expected of instructors. The seven domains that Filipino teachers must master in order to function well in the twenty-first century are detailed in the paragraphs that follow. In the Philippines, good teachers should have the following qualities: 1. recognize the importance of mastery of content knowledge and its interconnectedness within and across curriculum areas, coupled with a sound and critical understanding of the application of theories and principles of teaching and learning. 2. provide learning environments that are safe, secure, fair and supportive in order to promote learner responsibility and achievement. 3. establish learning environments that are responsive to learner diversity. 4. interact with the national and local curriculum requirements.

5. apply a variety of assessment tools and strategies in monitoring, evaluating, documenting and reporting learners' needs, progress and achievement. 6. establish school-community partnerships aimed at enriching the learning environment, as well as the community's engagement in the educative process. 7. value personal growth and professional development.

Meanwhile, the result of this present study is contrary to the study of Rodriguez & Cudiamat (2021) found that the teachers in Tuy District, Batangas, have very satisfactory ratings in their Individual Performance Commitment and Review Form (IPCRF).

Findings shown in Table 9 means that the public elementary school teachers in Bagabag II district have good level of health in terms of physical health which is indicated by the overall mean of 3.97. The finding implies that the respondents maintain their physical health as evidenced by buying vitamins as the teachers' protection and allocating budget for their monthly check up.

Table 9

Health habits of the respondents in terms of physical health

Indicators	Mean	Description
I pay health insurance.	4.60	Very Good
I usually buy medicine for my health maintenance.	4.10	Good
I buy vitamins as protection from illness.	4.23	Good

I allocate budget for monthly check up.	3.10	Satisfactory
Overall Mean	4.00	Good

Similarly, the finding of this study implies that public elementary school teachers of Bagabag II district develop and sustain their physical health in order for them to perform their duties especially that their teaching work requires good health since teaching requires standing and endurance in speaking.

This finding is supported by Kotera et al. (2019) who opined that in this generation, people are becoming more aware of protection, health, and shame aspects. It was also discovered that self-compassion, which was chosen as an exploratory variable for health, significantly correlated with healthy behavior.

Further, Perez & Madrigal (2021) pointed that in the process of teaching and learning, teachers play a crucial role. However, individuals can only remain productive if they keep up their physical and mental well-being. As a result, the goal of this phenomenological investigation is to learn more about the wellbeing of educators in Negros Occidental, Philippines. The results demonstrate that instructors were healthy, had enough energy to do their tasks, did not experience discomfort or weakness, and slept soundly. As a result, health problems were handled appropriately. Teachers also demonstrated how they check their weight, medical outcomes, food intake, and self-perception. Teachers also mentioned that one must believe one is healthy in order to be healthy. In order to improve their health and self-confidence, instructors most frequently adopt good nutrition, regular exercise, and adequate hydration. Teachers generally

emphasized taking into account one's physical state and concentrating on factors that promote health. Therefore, each person's estimate of their health status is unique. However, consistent engagement in healthy habits can preserve or even enhance health.

Similarly, De Jesus & De Jesus (2020) discovered that public school instructors lead simpler lives and prioritize wearing clothes that are required rather than opulent and luxury. Additionally, it demonstrates how money was set aside for the whole family as well as the teachers' personal expenses. Additionally, the respondents claim that because they are teachers, they purchase the essential clothing in order to look decent and professional. It came out that one of a person's most fundamental necessities is eating. Foods are obviously essential for the body to survive and function correctly. Without food, humans are powerless and unable to satisfy other demands. Respondents prioritize food needs more than others because of this. Food is one of a person's three fundamental requirements, along with clothing and shelter, and it comes first. It is significant because it sustains human life by nourishing the body (Josie, 2019). Along with physical health, the study found that respondents spent more on health insurance because the majority of individuals eventually require medical care. This expense was covered by health insurance, along with numerous other significant advantages. Health insurance offers protection against unforeseen large medical bills, according to respondents. Additionally, health insurance acts as an investment to address health concerns and issues that have arisen inside the family. As a safety net, having health insurance is crucial. Health insurance is available to help cover expenditures that a teacher is

likely unable to afford on his own if he or she becomes ill or injured unexpectedly as stated by Virginia Premier, 2019.

Table 10 reveals that the respondents have a "good" level of health habits along personal health which is essential for the teachers to perform their duties better. These observations are supported by the overall mean of 3.44.

As observed from the table, the order of the items based on their weighted means is as follows: First, "I spend money for necessary food." Second, "My family and I contribute for our food budget." Third, "I provide the whole family allowance for our family". Fourth, "I buy luxurious food." Fifth, "My family and I eat in a restaurant or fast-food." Sixth, "My family and I look for a snack a day."

Table 10

Health habits of the respondents in terms of personal health

Indicators	Mean	Description
I spend money for necessary food.	4.50	Very Good
I buy luxurious food.	3.00	Satisfactory
My family and I eat in a restaurant or fast-food.	2.80	Satisfactory
My family and I look a snack a day.	2.70	Satisfactory

My family and I contribute for our food budget.	3.81	Good
I provide the whole family allowance for our family.	3.80	Good
Over All Mean	3.44	Satisfactory

Data show that the public elementary school teachers in Bagabag II district have satisfactory personal health. This implies that the teachers need to eat healthy foods like vegetables and fruits that can give nutrients to the teachers as well as their families so that they will stay healthy as they perform their duties.

Further, the finding of the study also strengthen the benefits of eating healthy, maintaining healthy diet since the foods that people eat can develop or ruin ones' body, and engaging in exercises.

This finding is supported by Pael (2020) who found that the development of healthy lifestyles and teacher wellbeing calls for active engagement that includes mental and physical exercise, social interaction, and a sense of connection to the environment. A good attitude that may support teacher well-being is taking ownership and responsibility for one's activities.

According to the research of Pael (2022), when asked about how teachers saw health-related practices and behaviors, the respondents gave positive answers to questions about diet and healthy food intake, effective time management, and health-related habits. The respondent's opinion of the instructors' health was significantly influenced by their perceived age, which was directly related to their physical functioning. Regarding the value

of leisure time as a means of overcoming exhaustion, the respondents showed support for the widespread health-related behaviors and practices. Teachers frequently experience stress due to paperwork and other ancillary responsibilities. Teachers should be proactive in figuring out how to combine their teaching load with complying with paperwork related to their jobs. The teachers' daily lives have included healthy lifestyle practices. However, anger control is a strategy that requires more thought. In order to sustain positive behavior in the workplace, this might encourage constructive anger expression. It is necessary to start a regular and predefined self-evaluation of the instructors' individual wellness and health habits. Programs for managing stress and anger should also be a component of the school development strategy as part of the new normal.

Table 11 reveals that the respondents have a "very good" level of work habits in terms of sense of efficacy. These observations are supported by the overall mean of 4.60. While all the item means fall between 4.30 to 4.80, the order of importance of the statements can be arranged as follows: First, "I provide appropriate challenges for very capable students." Second, "I help students value learning." Third, "I develop students' creativity through varied activities." Fourth, "I formulate good questions for students." Fifth, "I give simple explanations when students are confused." Sixth, "I show competence at using a variety of assessment strategies." Seventh, "I get students to believe that they can do well in school," "I establish an effective classroom management system." Eighth, "I control disruptive behavior in the classroom." And ninth, "I believe that they can motivate students who show low interest in schoolwork."

Table 11

Work habits of the respondents in terms of sense of efficacy

Indicators	Mean	Description
I believe that they can motivate students who show low interest in schoolwork.	4.30	G
I control disruptive behavior in the classroom.	4.40	G
I get students to believe that they can do well in school.	4.60	VG
I help students value learning.	4.79	VG
I formulate good questions for students.	4.70	VG
I show competence at using a variety of assessment strategies.	4.65	VG
I establish an effective classroom management system.	4.60	VG
I give simple explanations when students are confused.	4.70	VG
I develop students'	4.72	VG

creativity through varied activities.		
I provide appropriate challenges for very capable students	4.80	VG
Overall Mean	4.60	VG

Findings reveal that the respondents possess very good level of work habits in terms of sense of efficacy in the sense that they prioritize the welfare of their learners by motivating the learners to prioritize their education, providing different activities in order to develop their creativity, providing further explanation for the learners to better understand the lessons, and encouraging the learners who lack interest.

The finding of this study implies that the public elementary school teachers in Bagabag II district are truly committed and very efficient in teaching the learners. They are truly unsung heroes worthy of emulation. Despite the fact that teachers do not have much salary, still the teachers in Bagabag II district are dedicated in providing quality education to all learners. Generally, the respondents have a well-developed work habits.

Work habits are a basic human need as well as a planned way to fulfill the demand, which makes the activity successful (Siregar, 2021). According to Paulus and Marhamah (2020), a teacher's work habits can be characterized by a variety of factors, including their participation in all teaching activities, their discipline in terms of upholding all school rules, their diligence in completing assigned tasks, their attention to the materials given to students, their administration's effectiveness and efficiency, and their development of skills

and competencies. This illustrates the importance of work habits and motivation because these elements, together with performance, are crucial for student development and the advancement of the classroom (Comighud and Arevalo, 2020).

Table 12

Work habits of public elementary school teachers of Bagabag II District in terms of sense of community

Indicators	Mean	Description
I believe that the school is a good place for them to work.	4.70	VG
In this school, we share the same desirable values.	4.68	VG
Colleagues work towards the same goal.	4.60	VG
I know each other well.	4.40	G
I feel at home in this institution.	4.20	G
I care about what their co-teachers and administrators think of their behavior.	4.91	VG
I contribute to what the school is like at present.	4.90	VG
I work cooperatively to solve problems that arise in school.	4.81	VG

I feel that working in this school is very important to them.	4.70	VG
I plan to work on this school for a long time	4.60	VG
Overall Mean	4.65	VG

Table 12 reveals that the respondents have a "very good" work habits in terms of sense of community. This is evidenced by the over-all mean of 4.65.

Based on the item weighted means, the top five statements on the level of work habits of public elementary school teachers of Bagabag II District in terms of sense of community can be ordered as follows: First, "I care about what their co-teachers and administrators think of their behavior." Second, "I contribute to what the school is like at present." Third, "I work cooperatively to solve problems that arise in school." Fourth, "I believe that the school is a good place for them to work," and "I feel that working in this school is very important to them." And fifth, "In this school, we share the same desirable values."

The very good finding on the level of work habits of public elementary school teachers in Bagabag II district along sense of community means that the respondents are satisfied and love their working environment that they consider their school as a community where they belong. Further, the finding of the study also implies that the respondents possess good work habits as they stay in their teaching station.

Furthermore, the study's findings suggest that the teachers in the Bagabag II district are truly passionate about what they do and are motivated by the Department of Education's mission and vision, which

states that it "dreams of Filipinos who passionately love their country and whose competencies and values enable them to realize their full potential and contribute meaningfully to building the nation".

In addition, the teachers are passionate enough to achieve the goal of the Department of Education which is to safeguard and to advance every Filipino's right to a high-quality, equitable, culture-based, and comprehensive basic education in which teachers foster learning and continuously support each student; administrators and staff act as the institution's stewards, ensuring that learning takes place in an environment that is safe, encouraging, and child-friendly; and family, community, and other stakeholders actively participate in and share responsibility for creating lifelong learners (Acio, 2016).

Further, work habit was found to have a strong and substantial association with work-family conflict, family-work conflict, work environment, work habits, and sentiments about work. Work habit is mainly influenced by how you feel about your job. Work-related habits, a positive work environment, decreased work-family and family-work conflict, and consistent work-life balance all contributed to the employees' job satisfaction (Pandu, 2017).

In addition to the work habits of teachers, the main responsibility of a teacher is to impart knowledge to students in the classroom. Teachers need to manage classroom supplies, navigate the curriculum effectively, plan effective classes, grade student work, provide feedback, and cooperate with other staff members in order to achieve this. But carrying out lesson plans is only one aspect of teaching. Teaching is a highly advanced job that frequently goes beyond the classroom. Teachers have several roles to

play in addition to ensuring that pupils succeed academically, including that of substitute parents, mentors, counselors, and even quasi-politicians. The number of jobs that a teacher can take on is essentially endless (Cox, 2020).

Cox (2020) also mentioned how important the teachers' work habits are to students' growth in elementary school. Teachers play a significant role in helping students identify who they will become as a result of their experiences throughout formative years. Because teachers play such a significant role in their students' lives, many form bonds with them that are nearly parental in nature. Teachers are expected to be great role models and mentors to their kids every day because of how long school is in session. Teachers educate students far more than just arithmetic, language arts, and social studies; they also teach them social skills including how to be kind to others and make friends, when to ask for help or be independent, how to tell right from wrong, and other life lessons that parents frequently repeat. Students frequently initially learn these ideas from their teachers.

Table 13

Work habits of the respondents in terms of sense of professional interest

Indicators of Work Habits	Mean	Description
I take initiative to help each other in performing school tasks.	4.60	VG
I maintain materials, equipment, and records of school	4.79	VG

in good order and condition.		
I accept and carry out responsibilities attached to the job.	5.00	VG
I practice good grooming and personal hygiene.	4.80	VG
I keep regular attendance during school days.	4.85	VG
I observe punctuality in work activities, meeting, and other appointments.	4.72	VG
I behave according to the Code of Ethics for Professional Teachers.	4.76	VG
I give constructive advice and suggestions to fellow teachers in school.	4.77	VG
I involve in formulating rules and implementing guidelines in school.	4.72	VG
I keep the classroom environment	4.68	VG

conducive to teaching and learning		
Overall Mean	4.79	VG

All the specific indicators to which the respondents assessed to be "very good" from the highest item mean to the lowest are: "I accept and carry out responsibilities attached to the job" ; "I keep regular attendance during school days"; "I practice good grooming and personal hygiene"; "I maintain materials, equipment, and records of school in good order and condition"; "I give constructive advice and suggestions to fellow teachers in school" ; "I behave according to the Code of Ethics for Professional Teachers"; "I observe punctuality in work activities, meeting, and other appointments" ; "I involve in formulating rules and implementing guidelines in school" ; "I keep the classroom environment conducive to teaching and learning" ; and "I take initiative to help each other in performing school tasks."

The respondents' "very good" level of work habits along sense of professional interest indicates that the respondents have upright work habits in their professional interest by accepting and carrying out responsibilities attached to their job; keeping regular attendance during school days; practicing good grooming and personal hygiene; maintaining materials, equipment, and records of school in good order and condition; giving constructive advice and suggestions to fellow teachers in school; behaving according to the Code of Ethics for Professional Teachers; observing punctuality in work activities, meeting, and other appointments; involving in formulating rules and implementing guidelines in school; keeping the classroom environment conducive to

teaching and learning; and taking initiative to help each other in performing school tasks.

Findings imply that the public elementary school teachers of Bagabag II district have developed excellent work habits with regard to their professional interest. This also implies that the teachers in Bagabag II district are always portraying the good image of teacher as role model in the community. Besides, this also implies that the respondents are always exhibiting professionalism as indicated in the Code of Ethics for Professional Teachers.

Findings of this study are supported by DepED Order No. 36, s. 2013 which stipulated that the task of a teacher is extensive and crucial; without it, the world simply would not be the same. Additionally, educators are essential in developing nations. The Philippines can produce holistic learners who are immersed in values, armed with 21st century skills, and capable of driving the nation to development and advancement through the use of qualified teachers. Creating "Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation" (DepED Order No. 36, s. 2013) is in line with the Department of Education's goal. There is little doubt in the evidence that effective teachers are essential to improving student accomplishment, i.e., high-quality learning depends on high-quality teaching. Therefore, improving teacher quality becomes crucial for sustained long-term nation building. Globalization, K-12 Reform, ASEAN Integration, and the shifting nature of 21st century learners are just a few of the national and international frameworks causing changes that call for improved and adaptable education as well

as a reconsideration of the current teacher standards.

Jimenez (2020) stated that the work habits of teachers were "very high" in terms of sense of efficacy, sense of community, and sense of professional interest. The respondents also received a "very satisfactory" rating for their teaching abilities. Significant relationships between teachers' work habits and their effectiveness as teachers were also discovered by the study. When the respondents' work attitudes were analyzed further and classified according to their gender, level of education, and length of service, substantial disparities were found.

Table 14

Significant difference on the level of performance of public elementary school teachers of Bagabag II district when grouped according to age

	Age	Mean	p-value
Perform ance Rating	29 & Below	4.43	.790 NS
	30 - 39	4.72	
	40 – 49	4.75	
	50 – 59	4.48	
	60 & above	4.43	

With a computed p-value of 0.790 which is greater than 0.05 level of significance, Table 14 reveals that the performance of the public elementary school teachers of Bagabag II district do not differ when they are grouped according to age. This means further that the level of performance of the teachers do not differ with regard to age, old or young can perform well.

Table 15

Significant difference on the level of performance of public elementary school teachers of Bagabag II district when grouped according to gender

	Gender	Mean	p-value
Perform ance Rating	Male	4.60	0.623
	Female	4.65	NS

It can be seen in Table 15 that there is no significant difference on the level of performance of public elementary school teachers at Bagabag II district when grouped according to gender as evidenced by the computed t-value (-.494) with the p-value (0.623).

This implies that the respondents can excel in their performance regardless of gender. Similarly, the finding of the present study implies that male or female can have high level of performance with the mean (4.60 for male) and (4.65 for female).

Hence, this study found that there is no significant difference on the level of performance of the public elementary school teachers in Bagabag II district when they are grouped according to gender.

According to Roberto & Madrigal's (2018) findings, when teachers were grouped by gender, there was no statistically significant difference in either teaching standards competency or performance, marital status, level of education, and employment position.

Table 16

Significant difference on the level of performance of public elementary school teachers of Bagabag II district when grouped according to marital status

	Marital Status	Mean	p-value
Performance Rating	Single	4.71	0.155 NS
	Married	4.61	
	Widow	4.91	

It can be gleaned from Table 16 that marital status does not significantly affect the level of performance of the public elementary school teachers of Bagabag II district. This is evidenced by the computed f-value (1.909) with the corresponding p-value (.155).

The findings of this study imply that the levels of performance is not determined by marital status.

In addition, the finding of the present study implies that whatever is the marital status of the teachers does not have any direct relationship on their level of performance as indicated on the table, whether single, married or widow can perform well in their teaching profession.

These findings mean further that the public elementary school teachers of Bagabag II district are really dedicated in performing their tasks as teachers whether single, married or widow, they are all committed to implement the mission and vision of the Department of Education in order to achieve quality education for the betterment of the learners.

Table 17

Significant difference on the level of performance of public elementary school teachers of Bagabag II district when grouped according to educational attainment

	Degree	Mean	p-value
--	--------	------	---------

Performance Rating	Bachelor's	4.64	0.463 NS
	Master's	4.72	

Findings of this study imply that there is no significant difference on the level of performance of public elementary school teachers of Bagabag II district when grouped according to educational attainment.

In addition, it implies that the educational attainment of the public elementary school teachers of Bagabag II do not significantly affect their level of performance. This implies that whether the teachers have finished their Master's Degree or not, the teachers still perform well in teaching the learners.

Also, the findings of this present study imply that the teachers in Bagabag II district are carrying out their functions Masteral degree holder or not.

Table 18

Significant difference on the level of performance of public elementary school teachers of Bagabag II district when grouped according to teaching position

	Teaching Position	Mean	p-value
Performance Rating	T I	4.60	0.140 NS
	T II	4.79	
	T III	4.63	
	MT I	4.87	

Table 18 shows that the levels of performance of the respondents have a p-value (.140) which is higher than 0.05 level

of significance when grouped according to teaching position such as Teacher I (4.60), Teacher II (4.79), Teacher III (4.63), and Master Teacher I (4.87).

The findings of the present study imply that the level of performance of the respondents is not affected by their teaching position.

This implies too that the public elementary school teachers of Bagabag II district teach well and perform best whatever their teaching position in school are.

Table 19

Significant difference on the level of performance of public elementary school teachers of Bagabag II district when grouped according to years of service

	Years of Service	Mean	p-value
Perform ance Rating	5 years & below	4.59	0.029 S
	6 - 10 years	4.62	
	11 - 15 years	4.82	
	16 - 20 years	4.79	
	20 years and above	4.66	

According to Table 19, the level of performance of the respondents significantly differ when grouped according to years of service as indicated by the p-value of .29 which is lesser than 0.05 level of significance with the mean 5 years & below (4.59), 6-10 years (4.62), 11-15 years (4.82), 16-20 years (4.79), and 20 years and above (4.66). Hence, there is

significant difference on the level of performance of the respondents when grouped according to years of service.

The significant difference on the level of performance of the respondents when grouped according to the years of service of the respondents implies that as the years of service the teachers increases, the more that the teachers will perform well since the teachers have already learned more knowledge and experiences on how to improve their level of performance. The finding of this study is supported by the notion that experience is the best teacher.

The results of this investigation conflict with Rosero's (2003) study. She emphasized that a person's level of performance is not affected by their years of service in comparison to another. According to her, the performance of those who served for one to five years is equivalent to that of those who served for twenty to twenty-five years.

Table 20

Significant difference on the level of performance of public elementary school teachers of Bagabag II district when grouped according to grade level taught

	Grade Level Taught	Mean	p-value
Perform ance Rating	Kinder	4.59	0.000 S
	Grade 1	4.70	
	Grade 2	4.56	
	Grade 3	4.80	
	Grade 4	4.61	
	Grade 5	4.79	
	Grade 6	4.76	

	Multigrade	4.08	
--	------------	------	--

The level of performance of the respondents significantly differ when grouped according to grade level taught as indicated by the p-value of .000 which is lesser than 0.05 level of significance with the following means: Kindergarten (4.59), Grade 1 (4.70), Grade 2 (4.56), Grade 3 (4.80), Grade 4 (4.61), Grade 5 (4.79), Grade 6 (4.76) and Multigrade (4.08). Hence, there is significant difference on the level of performance of the respondents when grouped according to grade level taught.

In addition to this, the level of performance of the respondents differ when grouped according to grade level taught. This implies that the grade level taught by the respondents has something to do with their performance since as the teachers handle higher grade level, their motivation to perform also increases since the teachers need to upgrade themselves in order to teach the competencies and the necessary skills in the higher levels. As the teachers handle higher grade level, the more that they need to perform more since the competencies included in the Most Essential Learning Competencies (MELC) are becoming complex. For instance, as they handle grade 6, the more that they need to perform more because they are handling higher grade level. Also, the teachers are encouraged to read and to explore more in order to provide the necessary activities to the higher grade levels.

Teachers' work attitudes and their performance as teachers were found to be significantly correlated by Jimenez (2020). When the respondents' work attitudes were analyzed further and classified according to

their gender, level of education, and length of service, grade level taught substantial disparities were found.

Also, according to Abalon (2008), there is a strong correlation between teachers' personal profile particularly grade level taught and their level of performance.

Table 21

Significant difference on the level of health and work habits of public elementary school teachers of Bagabag II district when grouped according to age

	Age	Mean	p-value
Health Habits	29 & Below	4.07	0.139 NS
	30 - 39	3.58	
	40 - 49	3.54	
	50 - 59	3.43	
	60 & above	3.66	
Work Habits	29 & Below	4.07	0.478 NS
	30 - 39	3.58	
	40 - 49	3.54	
	50 - 59	3.43	
	60 & above	3.66	

It can be gleaned from table 22 that the level of health habits of public elementary school teachers of Bagabag II district do not have significant difference when grouped according to age. This is manifested by the computed f-value (7.795) and p-value (.139) which is higher than 0.05 level of significance with the following mean: 29 & below (4.07), 30-39

(3.58), 40-49 (3.54), 50-59 (3.54) and 60 & above (3.66) for health habits.

This implies that the health habits of the respondents do not differ when grouped in terms of age. Also, the finding of the study implies that the public elementary school teachers of Bagabag II district are always aware of their health habits regardless of age.

The same table shows that there is no significant difference on the work habits of the respondents when grouped according to age. The finding is evidenced by the computed f-value (5.435) with the corresponding p-value (.478) which is higher than 0.05 level of significance.

Table 22

Significant difference on the level of health and work habits of public elementary school teachers of Bagabag II district when grouped according to gender

	Gender	Mean	p-value
Health Habits	Male	3.44	0.146
	Female	3.69	NS
Work Habits	Male	4.66	0.806
	Female	4.69	NS

As reflected in the Table 23, there is no significant difference on the level of health habits and work habits of public elementary school teachers of Bagabag II district when grouped according to gender. This is manifested by the computed 0.146 and 0.806, respectively.

Hence, the findings of the present study imply that gender of the public elementary school teachers of Bagabag II district does not cause any significant difference on their

level of health habits as well as in their work habits.

Table 23

Significant difference on the level of health and work habits of public elementary school teachers of Bagabag II district when grouped according to marital status

	Marital Status	Mean	p-value
Health Habits	Single	3.69	0.109 NS
	Married	3.67	
	Widow	2.70	
Work Habits	Single	4.64	0.486 NS
	Married	4.70	
	Widow	4.50	

As shown in Table 24, the level of health habits and work habits of public elementary school teachers of Bagabag II district do not significantly differ when grouped according to marital status as indicated by the computed p-values of .109 and .486, respectively.

Findings of the study imply that the level of health habits and work habits of the public elementary school teachers of Bagabag II district are not being affected by their marital status.

In addition, this means that either single, married or widow, the respondents have high regard with their health habits and work habits as teachers.

Table 24

Significant difference on the level of health and work habits of public elementary school teachers of Bagabag II district when grouped according to educational attainment

	Degree	Mean	p-value
Health Habits	Bachelor's	3.67	0.535 NS
	Master's	3.55	
Work Habits	Bachelor's	4.68	0.729 NS
	Master's	4.72	

As reflected in Table 24, the level of health habits and work habits of public elementary school teachers of Bagabag II district when grouped according to educational attainment do not significantly differ.

The said finding is manifested by the computed p-values of .535 and 0.729, respectively.

The findings of this study imply that the educational attainment of the public elementary school teachers of Bagabag II district does not influence their health habits and work habits.

Similarly, this implies that the public elementary school teachers of Bagabag II district are maintaining their health habits as well as their work habits regardless of their educational attainment.

Table 25

Significant difference on the level of health and work habits of public elementary school teachers of Bagabag II district when grouped according to teaching position

	Teaching Position	Mean	p-value
Health Habits	T I	3.55	0.135 NS
	T II	3.26	

	T III	3.78	
	MT I	3.56	
Work Habits	T I	4.68	0.037 S
	T II	4.55	
	T III	4.70	
	MT I	4.71	

It can be seen in Table 25 that among the profile variables included in this study, a significant difference exists on the level of work habits of public elementary school teachers of Bagabag II district when grouped according to their teaching position. This is evidenced by the p-value (.037) which is lesser than 0.05 level of significance. Hence, there is a significant difference on the level of work habits of public elementary school teachers of Bagabag II district when grouped according to their teaching position.

This implies that the higher the position the teachers have, the higher responsibility and the more that they need to develop their work habits. Besides, it implies that the higher the teaching position of the teachers, the more assignments, more coordinators are assigned to them which will also enhance their work habits.

Hence, the finding of the study implies that as the teachers reach higher position, the more that the teachers are motivated to develop more their work habits, the teachers become more dedicated and more inspired in performing their work.

The finding of this study is supported by Navas and Vijayakumar (2018) who found that workers in top positions perform at their best at work.

Table 26

Significant difference on the level of health and work habits of public elementary school teachers of Bagabag II district when grouped according to years of service

	Years of Service	Mean	p-value
Health Habits	5 years & below	3.67	0.598 NS
	6 - 10 years	3.70	
	11 - 15 years	3.20	
	16 - 20 years	4.12	
	20 years and above	3.80	
Work Habits	5 years & below	3.66	0.120 NS
	6 - 10 years	4.66	
	11 - 15 years	4.70	
	16 - 20 years	4.47	
	20 years and above	4.91	

It can be seen from Table 27 that health habits and work habits do not significantly differ when the respondents are grouped according to years of service as evidenced by the computed p-values of .598 and .120, respectively.

The result of the study implies that years of service of the public elementary school teachers of Bagabag II district does not

cause any significant difference on the health habits and work habits of the respondents.

This implies that regardless of years of service, the respondents value their health habits and work habits.

Table 27

Significant difference on the level of health and work habits of public elementary school teachers of Bagabag II district when grouped according to grade level taught

	Grade Level Taught	Mean	p-value
Health Habits	Kinder	3.55	0.000 S
	Grade 1	4.26	
	Grade 2	3.79	
	Grade 3	3.46	
	Grade 4	3.42	
	Grade 5	3.34	
	Grade 6	3.68	
Work Habits	Multigrade	3.83	0.079 NS
	Kinder	3.66	
	Grade 1	4.72	
	Grade 2	4.71	
	Grade 3	4.67	
	Grade 4	4.52	
	Grade 5	4.88	
	Grade 6	4.56	

	Multigrade	4.60	
--	------------	------	--

The table displays that the level of health habits of the respondents significantly differ when grouped according to grade level taught as indicated by the p-value (.000) which is lesser than 0.05 level of significance.

This implies that the level of health habits of the public elementary school teachers of Bagabag II district differs as they are grouped according to grade level taught. This is due to the reason that their health habits is being affected as they handle higher grade level since they need to spend more time in reading their lessons in order to deliver it well to the pupils. It could also be imply that the higher grade level that the teachers will handle, the more that they need additional time to prepare their lessons in all the 8 learning areas where in their health habits are being affected unlike in teaching lower grade level like kindergarten and grade 1, the teachers have more time for their health habits since they handle easier competencies and easier activities.

This implies too that the higher grade level that they handle, the more time is needed in the preparation of lessons and activities, as a result, the teachers do not have enough time to prepare healthy foods which eventually affect their health habits. For instance, if the teachers handle Grade 6, the more that the health habits of the teachers will be affected. Further, as the teachers handle higher grade levels, the more that they will pay attention to their health habits since they need more energy and effort in preparing instructional materials, power point presentation, and other related activities.

It could be noted further that the respondents in this study have good physical health, satisfactory personal health, and most of them handle grade 6 level. This study really prove that the grade level taught by the public elementary school teachers in Bagabag II district significantly affect their health habits and that the higher grade level taught, the more tendency that their health habits as well as their sleeping time are affected or the higher grade level taught, the higher level of health habits.

The finding of this study is supported by Jimenez (2022), Baluyos, Rivera & Baluyos (2019) who pointed that less than once a week, teachers experience sleep difficulties in terms of their health due to the preparation of their instructional materials. The well-being of teachers is both frequently and completely experienced virtually every day.

Table 28

Relationship between the level of performance and health habits of public elementary school teachers of Bagabag II District

Level of Performance Rating			
Health Habits	N	Pearson Correlation	p-value
	81	-.391*	.001
			S

Table 28 reveals that the level of performance rating significantly relate with the health habits of public elementary school teachers of Bagabag II district as verified by the p-value (.001), which is less than 0.05 level of significance. This implies that performance of the teachers directly

affect their health habits that if the performance of the teachers is high, the higher that they will improve their health habits since the teachers are inspired and motivated to maintain their personal and physical health which are very indispensable in performing their roles in the teaching arena.

Perez & Madrigal (2021), who highlighted the critical role teachers play in the teaching and learning process, corroborate the study's findings. Still, their efficacy and performance is contingent upon their preservation of health and vitality. Teachers who follow healthy diet, frequent exercise, and adequate hydration report that these habits have improved their health and self-confidence. Teachers generally stressed taking into account students' physical state and emphasizing activities that promote health. From now on, each person evaluates their health in a unique way. However, maintaining or improving health through consistent practice of healthy behaviors is necessary to function properly.

Additionally, one of the most fulfilling aspects of being a teacher is realizing how much of an impact teachers have on kids, even when they are not in the classroom. Unfortunately, it can be simple to become preoccupied with pupils and their demands to the point where a teacher loses sight of her own needs. Most people who have successfully juggled work and life will advise prioritizing health. This advice is frequently mentioned for a reason—a teacher who is ill or exhausted cannot assist students. A better teacher is ultimately one who maintains a healthy weight, consumes wholesome foods, and gets enough rest (Howell, 2022).

Jimenez's research from 2021 shows that, in terms of their health, teachers have trouble sleeping less than once a week; they almost always feel well but are

unconcerned about it; they also have a positive outlook on their health and are neutral in terms of recovering from setbacks. Teachers may feel it in terms of stress levels. To have a healthy mind and body, he advised instructors to keep a balanced wellness lifestyle, especially 7 to 9 hours of sleep each night. They might participate in wellness activities (like yoga, Zumba, etc.) to enhance their outlook on work. To better handle challenging situations, they should practice accepting gestures and reframed self-management techniques. It is encouraged to continuously create high-quality, readily available, contextualized, and timely learning resources based on the most recent developments in the field of education, particularly in this era of the new normal. School administrators should add health and stress management simulations during SLAC or INSET to assess teachers' behavioral competency and gauge their ability to cope with change or stress at work. A teachers' service center (TSC) should be established in schools to offer psychosocial support and promote health awareness. To preserve a healthy lifestyle and a positive outlook at work, school administrators and educational leaders should have clear plans on wellness, fitness, and lifestyle well-being of teachers and staff.

Table 29

Relationship between the level of performance and work habits of public elementary school teachers of Bagabag II district

Level of Performance Rating			
Work Habits	N	Pearson Correlation	P-value
	81	-.360*	.000

			S
--	--	--	---

The result of the test of relationship between the level of performance and work habits of public elementary school teachers of Bagabag II district reveals that the level of performance of the respondents significantly relate with their work habits as indicated by the p-value (.000) which is less than 0.05 level of significance. Hence, the null hypothesis is rejected.

The finding of this study implies that the higher performance that the teachers have, the more that the teachers will enhance their work habits. In contrast, the lower the level of the performance of the teachers, the lower work habits that the teachers will have. This is due to the reason that if the teachers have higher level of performance, the more that the teachers will be motivated to perform their work or vice versa, the higher work habits, the higher level of performance since all the works done by the teachers affect their level of performance as indicated in the Results-based Performance Management System (RPMS) - Individual Performance Commitment Review Form (IPRCF).

Megawati et al. (2020) defined a person's urge or capacity to accomplish a specific goal as their "teacher work habit." This suggests that ineffective teachers will have lower productivity (Comighud and Arevalo, 2020). It's crucial to concentrate on improving instructors' work habits. Teachers need to be responsible and productive in order to increase operational effectiveness and performance. Schools therefore require personnel that are committed to their work (Kocak and Nartgun, 2020). The nation's dreams and objectives can be realized in large part thanks to teachers. By contributing

significantly to educating the country's youth as best they can toward being balanced students and in conformity with the goals of the Ministry of Education, teachers must be held accountable for providing wholesome pupils (Som et al., 2020). Thus, this suggests that instructors are a key indicator of the development and effectiveness of a school.

Conclusion and Recommendation

1. Teachers in Bagabag II District generally exhibit outstanding performance and very good work habits, despite having only a satisfactory level of personal health.
2. Performance is significantly influenced by experience (years of service) and the demand of the grade level taught.
3. Both health habits and work habits are significantly correlated with performance, suggesting that maintaining physical and personal well-being, along with fostering professional commitment and teamwork, are critical drivers of teacher effectiveness.

Based on the findings, the following are recommended:

1. Professional Development: Encourage teachers to pursue Master's and Doctoral Degrees to aid in advancement.
2. Performance Maintenance: Teachers should maintain their exceptional performance by consistently improving against all indicators of the Philippine Professional Standards for Teachers' RPMS.
3. Health Improvement: Implement school-based wellness programs (e.g., daily exercise, health seminars) and request funding for

free health examinations from the Schools Division Office to raise the "satisfactory" personal health rating.

4. Work Habit Reinforcement: Conduct team-building exercises and INSET on work habits to maintain the very good sense of efficacy, community, and professional interest.
5. Strategic Assignment: Periodically reorganize grade level assignments to ensure all teachers gain experience with higher-grade levels, which was found to push them to perform better.

REFERENCE LIST

- Acio, W. (2016). Level of faculty engagement among secondary schools in Northern Nueva Vizcaya and their relationship to organizational health. Unpublished Dissertation. Nueva Vizcaya State University.
- Australian Bureau of Statistics (2017). Demographic variable. <https://tinyurl.com/mry26vk2>
- Baluyos, G., Rivera, H. & Baluyos, E. (2019). Teachers' Job Satisfaction and Work Performance. Open Journal of Social Sciences, Vol.7 No.8. DOI: 10.4236/jss.2019.78015
- Basierto, M. (2008). Personal profile and attitude of public secondary teachers towards their work performance in the Central Town of Northern Samar [Unpublished master's thesis]. University of Eastern Philippines.
- Bonfiglio, R. (2016). "Anticipating the future of mental health needs on campus." New Directions for Student Services, pp. 97-104.
- ChildHope Philippines (2021). Importance of health: Promoting health education amid the pandemic. <https://tinyurl.com/5c4s4umm>
- Comighud, S. and Arevalo, M. (2020). Motivation in relation to teachers' performance. Int. J. Sci. Res. Publications 10, 641–653.
- Consemino, E. (2011). Influence of human relations practices of school managers on the work attitude of teachers: A proposed intervention program [Unpublished doctoral dissertation]. EARIST State College.
- Cox, J. (2020). What is the role of a teacher? <https://tinyurl.com/ufz984tt>
- Cruz, L. (2022). 10 effective work habits – Examples and tips for a successful career <https://clickup.com/blog/work-habits/>
- David, C., et al. (2020). "Pressures on public school teachers and implications on quality." Philippine Institute for Development Studies Policy Notes, no. 2019–1.
- DepEd Order No. 042, s. 2017. National adoption and implementation of the Philippine professional standards for teachers. <https://tinyurl.com/uh77tvp>
- Doki, N. (2018). 11 habits of an effective teacher: a secret to success from helpline PH. <https://tinyurl.com/mtfz4mm5>
- Emerson, M. (2022). 10 routines every

- teacher needs.
https://www.youtube.com/watch?v=s-kg6rn_zro
- Folake, L. (2015) Self-perception of health and health promoting activities among the elderly. *American Research Journal of Humanities and Social Sciences*, 1(2).
- Frohard-Dourlent, H., Dobson, S., Clark, B.,
Doull, M. & Saewyc, E. (2017). "I would have preferred more options": Accounting for non-binary youth in health research. *Nursing Inquiry*, 24(1), e12150.
- Howard, C. (2022). 10 ways teachers can achieve better work-life balance. <https://tinyurl.com/54e6vk63>
- Jimenez, E. (2020). Emotional quotient, work attitude and teaching performance of secondary school teachers. *Journal of Pedagogical Sociology and Psychology*, <https://ssrn.com/abstract=3626971>
- Jimenez, E. (2021). Impact of mental health and stress level of teachers to learning resource development. *Shanlax International Journal of Education*, vol. 9, no. 2, pp. 1-11.
- Joshi, S. (2019) Food—more than an essential need. <https://nutritionmeetsfoodscience.com/2019/01/03/food-more-than-an-essential-need>
- Harshana, S. (2018). Work related stress: A literature review. *Ann Soc Sci Manage Sci*, 2(3).
- Karimi, M. & Brazier, J. (2016). Health, health-related quality of life, and quality of life: What is the difference? *Pharmaco Economics*, 34. doi: 10.1007/s40273-016-0389-9
- Kaya, Ç., Akman, M., Ünalın, P., Çifçili, S.,
Uzuner, A. & Akdeniz, E. (2019). Comparison of preventive health service provision before and after reorganization of primary care in Turkey: A community-based study. *Prim Health Care Res Dev*, 20 (119). doi: 10.1017/S1463423619000069.
- Kocak, S. and Nartgun, S. (2020). Relationship between teacher's work engagement and effectiveness of school. *Int. J. Hum. Sci.* 17, 792–811. doi: 10.14687/jhs.v17i3.5959
- Kotera, Y., et al. (2019). Mental health of UK university business students: Relationship with shame, motivation and self-compassion. *Journal of Education for Business*, vol. 94, no. 1, pp. 11-20.
- Kusumaningrum, D., Sumarsono, R. and Gunawan, I. (2019). Professional ethics and teacher teaching performance: measurement of teacher empowerment with a soft system methodology approach. *Int. J. Innov. Creat. Change* 5, 611–624.
- Mafukata, A. & Mudau, A. (2016). Exploring teacher mass resignation and early retirement from public schools. *Dirasat: Human and Social Sciences*, 43(5), 2243-2255.
- Meador, D. (2019). 7 factors that make teaching so challenging. <https://www.thoughtco.com/factors-that-make-teaching-challenging-and-hard-4035989>

- Megawati, F. (2020). Critical incidents: Exploring EFL prospective teachers' teaching experiences. *European Journal of Educational Research* 9(3):943-954. DOI:10.12973/eu-jer.9.3.943
- Michelle, M. (2022). 10 habits for healthy teachers. <https://teachsmartwithme.com/10-habits-for-healthy-teachers-free-printable/>
- Navas, M. & Vijayakumar, M. (2018). Emotional intelligence: A review of emotional intelligence effect on organizational commitment, job satisfaction and job stress. *International Journal of Advance Scientific Research & Development*, 5(6), 1-7.
- Nazim, F. and Mahmood, A. (2018) A study of relationship between leadership style and job satisfaction. *Journal of Research in Social Sciences*, 6, 165-181.
- Pael, K. (2020). Personal health and wellness practices of Negros Oriental high school teachers.
- Pandu, A. (2017) Sources Accountable for Work Life Stability among Married IT Women Employees and School Teachers in Chennai. *Journal of Organization and Human Behavior*, 6, 29-37.
- Paulus, K., and Marhamah, M. (2020). The relationship between personality and managerial ability of school principals with work motivation of elementary school teachers. *J. Educ. Soc. Res.* 10, 94–104. doi: 10.36941/jesr-2020-0068
- Perez, R. & Madrigal, D. (2021). Exploring the health conditions and practices of public school teachers: A phenomenological study. *Technium Social Sciences Journal*. Vol. 20. <https://doi.org/10.47577/tssj.v20i1.3520>
- Plotinsky, M. (2021). Staying Healthy: To-Do Checklist for Teachers from <https://www.educationworld.com/teachers/staying-healthy-do-checklist-teachers>
- Roberto, J. & Madrigal, D. (2018). Teacher quality in the light of the Philippine Professional Standards for Teachers. *Philippine Social Science Journal*, 1(1), 67-80. <https://doi.org/10.52006/main.v1i1.13>
- Robosa, J., Paras, N., Perante, L., Alvez, T. & Tus, J. (2021). The experiences and challenges faced of the public school teachers amidst the COVID-19 pandemic: A Phenomenological study in the Philippines. <https://tinyurl.com/3ybamd5x>
- Rodriguez, R. & Madrigal, D. (2021). Motivational factors influencing the teaching performance of teachers in Tuy District Batangas, Philippines. *IOER International Multidisciplinary Research Journal*, Vol. 3, No. 2
- Sachau, D. (2007) Resurrecting the motivation-hygiene theory: Herzberg and the positive psychology movement. *Human Resource Development Review*, 6, 377-393.

- Salerno, J. (2016). Effectiveness of universal school-based mental health awareness programs among youth in the United States: A systematic review. *Journal of School Health*, vol. 86, no. 12, 2016, pp. 922-931.
- Sevillano, S. (2022). Teachers uphold quality education amid challenges. <https://www.pna.gov.ph/articles/1185242?fbclid=IwAR0M7m8dMfvDbi5swhxKKKwRH7ZMAgVhzX3BDYlPhxVwHDSL1qRDfMVm6XQ>
- Siregar, M. (2021). The effect of teacher training and work motivation on teacher performance in SD and SMP Swasta Budi Murni 6 Medan. *J. Ilmiah Simantek* 5, 70–82.
- Som, M., Ghani, M., Jamaluddin, S., Ali, S., and Seman, M. (2020). Models of pedagogical reasoning practice and teaching action: A study of secondary school Physical Education teachers. *J. Kepimpinan Pendidikan* 7, 71–93.
- Statistics Canada (2021). Educational attainment of person. <https://www23.statcan.gc.ca/imdb/p3Var.pl?Function=DEC&Id=85134>
- Terrazola, V. (2018). .DepEd, DOH to Address Teacher Suicides. *Manila Bulletin*.
- Tov, W. (2018). Well-being concepts and components. In E. Diener, S. Oishi, & L. Tay (Eds.), *Handbook of well-being*. DEF Publishers. doi:nobascholar.com.
- Virginia Premier. (2019). What is health insurance and why it is important? <https://www.virginiapremier.com/wh-at-is-health-insurance-and-why-is-it-important>
- Wen, T., Ho, T., Kelana, B., Othman, R., and Syed, O. (2019). Leadership styles in influencing employees' job performances. *Int. J. Acad. Res. Bus. Soc. Sci.* 9, 55–65. doi: 10.6007/IJARBS/v9-i9/6269
- Xiang, C., Chen, X. P., and Lu, K. C. (2021). An empirical study on the effect of online teaching in colleges and universities and its influencing factors. *Higher Educ. China* 1, 93–99.
- Yerdelen, S., Sungur, S. and Klassen, R.M. (2016) Relationship between Turkish Elementary science teachers' occupational well-being and some contextual and demographic characteristics: A Multivariate analysis. *Egitim Ve Bilim*, 41, 147-161.
- Zhu, C., Wen, X., and Shen, S. (2022). Analyzing the characteristics of high-performing online teachers in primary and secondary schools: Investigation and research report III on online teaching in primary and secondary schools in Jiangsu Province. *J. East China Normal Univ.* 4, 43–60. doi: 10.16382/j.cnki.1000-5560.2022.04.004