

Wellness Status And Teaching Performance Of Faculty Members In Congressional District I, Batangas Province

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Abstract

Faculty members play a critical role in sustaining quality education; however, increasing workload, stress, and limited wellness support may negatively affect their wellness and teaching performance. Understanding the relationship between wellness status and teaching performance is essential in developing appropriate interventions to promote teacher effectiveness and prevent burnout.

This study aimed to assess the wellness status and teaching performance of faculty members in Congressional District I, Batangas Province, determine the relationship between wellness dimensions and teaching performance, identify challenges encountered, and propose intervention activities to strengthen wellness and sustain high teaching performance.

A descriptive-correlational research design was utilized. The respondents were 172 full-time faculty members selected through stratified random sampling from higher education institutions in Congressional District I, Batangas Province. A validated Likert-scale questionnaire was used to measure wellness status (physical, emotional, intellectual, social, spiritual, and occupational), teaching performance (planning and preparation, classroom environment, instruction, and professional responsibilities), and challenges affecting wellness and performance. Data were analyzed using weighted mean, ranking, and Pearson's r correlation.

Findings revealed that faculty members demonstrated good to very good wellness status, with physical wellness rated as Good, emotional wellness as Good, and intellectual wellness as Good. Social wellness, spiritual wellness, and occupational wellness were rated Very Good. Teaching performance was rated High in all domains: planning and preparation, classroom environment, instruction, and professional responsibilities. Correlation analysis showed significant positive relationships between wellness dimensions and teaching performance,



particularly emotional, intellectual, and social wellness. Major challenges identified were insufficient budget allocation for wellness programs, stress and emotional exhaustion, and difficulty in monitoring wellness program outcomes.

Faculty members generally demonstrate favorable wellness status and high teaching performance, and wellness is significantly associated with teaching effectiveness. Strengthening institutional wellness programs through financial support, stress management interventions, and monitoring systems is recommended to sustain performance and promote faculty well-being.

Keywords: *Wellness Status, Teaching Performance, Physical Wellness, Emotional Wellness, Intellectual Wellness, Social Wellness, Spiritual Wellness, Occupational Wellness, Faculty Members, Higher Education Institutions*

Introduction

Faculty members play a vital role in delivering quality education and in shaping students' knowledge, competence, and lifelong wellness practices. However, teachers in higher education institutions often face heavy workloads, administrative responsibilities, limited resources, and high-performance expectations. These conditions may negatively affect their physical, emotional, and occupational well-being, leading to stress, fatigue, burnout, and reduced teaching effectiveness.

In the Philippines, the Magna Carta for Public School Teachers (Republic Act No. 4670) highlights the importance of promoting teachers' welfare, fair working conditions, and wellness support. Likewise, the United Nations Sustainable Development Goal 4 emphasizes quality education, which is closely connected to the wellness and effectiveness of educators. Ensuring faculty wellness is therefore essential for sustaining high teaching performance and improving student outcomes.

This study investigated the wellness status of faculty members in Congressional District I, Batangas Province and examined its influence on teaching performance. It aimed to provide evidence-based findings that can guide school administrators and policymakers in strengthening wellness programs and supporting faculty development.

Related studies emphasize that teachers commonly experience stress, physical fatigue, and emotional exhaustion due to long working hours, multiple responsibilities, and workplace demands. Such challenges may lead to health concerns including musculoskeletal issues, reduced motivation, and burnout. Literature suggests that wellness affects teacher effectiveness, particularly in lesson planning, classroom management, instructional delivery, and professional responsibilities.

EDCOM II (2024) highlights that teacher specialization and continuous professional development contribute to improved teaching competence and performance. Similarly, wellness research emphasizes the importance of institutional wellness support and evidence-based interventions to strengthen faculty resilience and promote long-term professional sustainability.

Statement of the Problem

This study determined the wellness status of faculty members and its influence on their teaching performance in higher education institutions in Congressional District I, Batangas Province.

Objectives of the Study

Specifically, the study sought to:

1. Determine the degree of wellness status of faculty members in terms of:
 1. physical
 2. emotional
 3. intellectual
 4. social
 5. spiritual
 6. occupational
2. Assess the level of teaching performance of faculty members relative to:
 1. planning and preparation
 2. classroom environment
 3. instruction
 4. professional responsibilities
3. Determine if there is a significant relationship between wellness status and teaching performance.
4. Identify challenges faced by faculty members related to wellness and teaching performance.
5. Propose intervention activities to improve faculty wellness and sustain teaching performance.

Materials and Methods

Research Design

This study utilized a descriptive-quantitative correlational research design to determine the wellness status and teaching performance of faculty members and examine the relationship between the two variables.

Participants

The respondents consisted of 172 full-time faculty members from higher education institutions in Congressional District I, Batangas Province. The total population was 307 faculty members, and the sample size was determined using the Raosoft Sampling Calculator with a 5% margin of error.

The study employed stratified random sampling to ensure proportional representation of faculty members from each institution.

Instruments

A **validated survey questionnaire** was used as the primary data gathering instrument. It consisted of Likert-scale items that measured:

- wellness status in six dimensions (physical, emotional, intellectual, social, spiritual, occupational)
- teaching performance in four domains (planning and preparation, classroom environment, instruction, professional responsibilities)
- challenges affecting wellness improvement and teaching performance

The instrument was subjected to expert validation for relevance, clarity, and appropriateness.

Procedure

Approval was obtained from school authorities before the conduct of the study. After securing permission, the questionnaires were distributed to the selected respondents in printed or digital form. After collection, the responses were tabulated, encoded, and prepared for statistical analysis. Confidentiality and anonymity were ensured.

Data Analysis

Data were analyzed using the Statistical Package for Social Sciences (SPSS). The following statistical tools were used:

- Weighted Mean to determine the degree of wellness status and teaching performance
- Ranking to determine the most significant indicators and challenges
- Pearson's r to determine the relationship between wellness status and teaching performance
- Frequency and Percentage to describe respondent distribution

Results

Table 1. Summary of Wellness Status of Faculty Members

Dimension of Wellness	Composite Mean	Verbal Interpretation
Physical Wellness	3.10	Good
Emotional Wellness	3.25	Good
Intellectual Wellness	3.12	Good
Social Wellness	3.87	Very Good
Spiritual Wellness	3.99	Very Good
Occupational Wellness	3.86	Very Good

Faculty members demonstrated Good to Very Good wellness status. The strongest dimensions were spiritual wellness (3.99) and social wellness (3.87), while physical wellness (3.10) was the weakest area.

Table 2. Summary of Teaching Performance of Faculty Members

Domain of Teaching Performance	Composite Mean	Verbal Interpretation
Planning and Preparation	3.82	High
Classroom Environment	3.82	High
Instruction	3.93	High
Professional Responsibilities	3.80	High

Faculty members demonstrated a High level of teaching performance across all performance domains, with the highest rating observed in instruction (3.93).

Table 3. Relationship Between Physical Wellness and Teaching Performance

Performance Domain	r-value	p-value	Interpretation	Decision on Ho
Planning and Preparation	0.361	0.000	Moderate Positive	Reject Ho
Classroom Environment	0.140	0.068	Weak Positive	Fail to Reject Ho
Instruction	0.103	0.177	Very Weak Positive	Fail to Reject Ho
Professional Responsibilities	0.170	0.025	Weak Positive	Reject Ho

Physical wellness was significantly related to planning and preparation and professional responsibilities, but not significantly related to classroom environment and instruction.

Table 4. Relationship Between Emotional Wellness and Teaching Performance

Performance Domain	r-value	p-value	Interpretation	Decision on Ho
Planning and Preparation	0.372	0.000	Moderate Positive	Reject Ho
Classroom Environment	0.197	0.010	Weak Positive	Reject Ho
Instruction	0.270	0.000	Moderate Positive	Reject Ho
Professional Responsibilities	0.278	0.000	Moderate Positive	Reject Ho

Emotional wellness was significantly related to all domains of teaching performance.

Table 5. Relationship Between Intellectual Wellness and Teaching Performance

Performance Domain	r-value	p-value	Interpretation	Decision on Ho
Planning and Preparation	0.301	0.000	Moderate Positive	Reject Ho
Classroom Environment	0.243	0.001	Weak Positive	Reject Ho
Instruction	0.255	0.001	Moderate Positive	Reject Ho
Professional Responsibilities	0.284	0.000	Moderate Positive	Reject Ho

Intellectual wellness was significantly related to all teaching performance domains.

Table 6. Relationship Between Social Wellness and Teaching Performance

Performance Domain	r-value	p-value	Interpretation	Decision on Ho
Planning and Preparation	0.256	0.001	Moderate Positive	Reject Ho
Classroom Environment	0.201	0.008	Weak Positive	Reject Ho
Instruction	0.175	0.022	Weak Positive	Reject Ho
Professional Responsibilities	0.175	0.021	Weak Positive	Reject Ho

Social wellness showed significant relationships with all domains of teaching performance.

Table 7. Relationship Between Spiritual Wellness and Teaching Performance

Performance Domain	r-value	p-value	Interpretation	Decision on Ho
Planning and Preparation	0.345	0.001	Moderate	Reject Ho

Performance Domain	r-value	p-value	Interpretation	Decision on Ho
			Positive	
Classroom Environment	0.152	0.047	Weak Positive	Reject Ho
Instruction	0.148	0.052	Weak Positive	Fail to Reject Ho
Professional Responsibilities	0.297	0.000	Moderate Positive	Reject Ho

Spiritual wellness was significantly related to planning and preparation, classroom environment, and professional responsibilities, but not significantly related to instruction.

Table 8. Relationship Between Occupational Wellness and Teaching Performance

Performance Domain	r-value	p-value	Interpretation	Decision on Ho
Planning and Preparation	0.310	0.000	Moderate Positive	Reject Ho
Classroom Environment	0.127	0.098	Weak Positive	Fail to Reject Ho
Instruction	0.213	0.005	Weak Positive	Reject Ho
Professional Responsibilities	0.266	0.000	Moderate Positive	Reject Ho

Occupational wellness was significantly related to planning and preparation, instruction, and professional responsibilities, but not significantly related to classroom environment.

Table 9. Challenges Faced by Faculty Members

Challenges	Weighted Mean	Verbal Interpretation	Rank
Insufficient budget allocated for wellness programs	3.75	Strongly Agree	1
Stress and emotional exhaustion related to teaching responsibilities	3.64	Strongly Agree	2
Monitoring and evaluating wellness program outcomes is challenging	3.63	Strongly Agree	3
Heavy teaching loads limit ability to implement wellness programs	3.55	Strongly Agree	4
Institution lacks adequate facilities and equipment	3.49	Agree	5
Non-teaching responsibilities interfere with instruction	3.43	Agree	6
Differences in students' fitness levels make instruction challenging	3.34	Agree	7
Administrative support is limited	3.26	Agree	8
Students show low motivation toward activities	3.20	Agree	9
Physical fatigue due to workload	3.17	Agree	10

Composite Mean: 3.44 (Agree)

Faculty members generally agreed that they face challenges in improving wellness and sustaining teaching performance. The top concerns were lack of budget, emotional exhaustion, and difficulty in monitoring wellness programs.

Discussion

The findings indicate that faculty members possess favorable wellness status, with very good ratings in spiritual, social, and occupational wellness. This suggests that faculty members benefit from strong interpersonal relationships, supportive work environments, and spiritual practices that strengthen motivation and resilience. These findings support existing literature emphasizing that social and spiritual support systems help teachers cope with stress and maintain professional engagement.

However, physical wellness obtained the lowest rating, indicating that energy management and fatigue remain concerns among faculty members. This implies that teachers may still be vulnerable to physical strain due to heavy workloads and physically demanding responsibilities. This supports previous studies stating that physical fatigue and lack of rest may affect long-term teacher productivity.

Teaching performance was rated high in all domains, reflecting that faculty members remain effective in lesson planning, classroom management, instruction, and professional responsibilities. The high instructional performance suggests that teachers are capable of using varied strategies and reflective practices to improve student learning outcomes.

Correlation results further confirm that wellness status contributes significantly to teaching performance. Emotional wellness showed consistent significant relationships with all performance domains, highlighting the importance of emotional stability and stress regulation in effective teaching. Intellectual wellness was also significantly related to performance, emphasizing the role of continuous learning and reflective practice in teaching competence.

The identified challenges reveal that limited budget support, stress-related exhaustion, and weak evaluation systems hinder wellness improvement initiatives. These concerns indicate the need for institutional interventions, such as increased funding, wellness monitoring mechanisms, and workload management programs.

The study was limited to full-time faculty members in higher education institutions in Congressional District I, Batangas Province. It excluded elementary and secondary teachers. The results were based on self-reported data, which may involve response bias. The study was also limited to one academic year and did not measure long-term changes in wellness and teaching performance.

Conclusion

The study concludes that faculty members demonstrate good to very good wellness status and high teaching performance. Spiritual, social, and occupational wellness emerged as the strongest dimensions, while physical wellness remains the weakest area requiring improvement. Faculty members consistently exhibited high performance in planning and preparation, classroom environment, instruction, and professional responsibilities.

The study also concludes that wellness status is significantly related to teaching performance, meaning that healthier and more emotionally stable faculty members tend to perform better in their professional roles. Challenges such as insufficient budget allocation, emotional exhaustion, and limited monitoring of wellness programs hinder wellness development.



Therefore, a structured intervention such as the proposed Wellness Integration Program is recommended to strengthen faculty wellness support systems, reduce stress, and sustain high teaching performance.

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