

Subjective Well-Being of Teachers in the Distance Learning Mode of Delivery: The Case of a Private School Institution

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Abstract— When teachers are faring well and feeling motivated to teach, they are more effective in their teaching. This study measures teacher well-being in terms of satisfaction of economic situation in the last year, state of mind and emotions, satisfaction with work and job performance, and satisfaction of life in general and by areas of life as perceived by teachers in a private school. Among a sample of 44 practicing teachers, the findings showed that teacher well-being was stable over time. They experienced agreeableness despite the pandemic, wherein the majority of the respondents have an overall satisfaction with the four well-being constructs of this study. A significant relationship exists between age, number of children, educational attainment, work designation, and monthly income in relation to the respondents' subjective well-being. Further, age has a significant relationship with satisfaction with work and job performance and state of mind and emotions. Moreover, a number of children also has a significant relationship with satisfaction with work and job performance. In contrast, educational attainment has a significant relationship with work and job performance satisfaction and with state of mind and emotions. Lastly, monthly income also significantly correlates with the satisfaction of life in general, satisfaction with work and job performance, and economic situation in the last year. Findings help improve our understanding of the highly important variables of teacher well-being which served as a reference for school administrators to enhance the well-being of teachers in the new normal educational setting.

Keywords— Well-being, satisfaction, job performance, new normal.

I. INTRODUCTION

The subjective well-being (SWB) of teachers has gained considerable consideration for the previous few years because of the significant upsurge in sick leave, including job vacating amongst educators through diverse values and nations (Benevene & Fiorilli, 2015). SWB of teachers denotes personal and job-related resources and the lack of bodily and intellectual injury, which produce a healthy dealing in the work setting (Diener & Tov, 2012; Fiorilli et al., 2015; Benevene et al., 2018; Diener et al., 2018). The Mental Health Act, otherwise known as Republic Act No. 11036, points out the right of persons to soundwell-being. The law intends to create a national policy on mental health focused on improving the school population, workstations, and societies, underlining the fundamentalright to mental health among Filipinos. It also emphasized the balanced mental health services provider, emphasizing individuals with health needs related to psychiatric, neurologic, and psychosocial, towards overcoming Society's behavioral

challenges that they may live free from disgrace and discrimination (Lally et al., 2019). Furthermore, in order for the school to instill right behavior in pupils, it must first be able to model good behavior by examining the structure of its institutional support and determining if the school's rules and regulations were adequately accounted for. Both environmental and personal factors influenced behavior, according to the social cognitive theory. Environmental factors are those observed by individuals in their environment, such as whether rules are implemented and misbehaviors are effectively regulated, or whether they are tolerated and misused. The climate of the school is also a factor that influences conduct. The presence of a robust institutional support and service unit in school can be used to describe a healthy school climate. Personal elements include the ability to demonstrate self-discipline, a sense of responsibility, and participation (Tinapay & Tirol, 2021).

Mental health is defined as "welfare in which every person recognizes their capabilities, be able to manage with life's typical stresses, be able to work effectively and productively, and be able to provide help to their community. The importance of the school environment as a model of correct behavior cannot be overstated. Frequently, schools establish rules and regulations for pupils to obey, as well as repercussions for wrongdoing. Although actions are governed by their consequences, in the case of behavior rand/or environmental influences, the controlling environment is frequently altered by the behavior, as psychological functioning is a continuous reciprocal interaction between controlling conditions and behavior. Both reinforcements and punishments have potential in the environment, but they are only fulfilled by certain patterns of behavior that we have hierarchically constructed within it (Tinapay & Tirol, 2022). The significance of mental health was highlighted in the World Health Organization. It is included in their descriptionof health as "a state of whole bodily, intellectual and societal welfare and not just the nonexistence of ailment or infirmity (WHO, 2016). Economically and culturally, work is considered a necessary practice for the reproduction of life. Various senses and meanings are ascribed to it. Empirically during life, work can mean being a means (temporary) or theaim (mission) of life (Cadena, 2015). In both cases, emotions and emotional states generated, of either accomplishing a goal or not, should be understood as physiological andcultural processes because what might be

considered agreeable in one culture might not seem so in another (Calderon, 2012).

Education, population demographics, and student routines are all converging these days to motivate students to become self-directed, life-long learners who make meaning equally, independently, and socially. These challenges, when considered together, need a cultural shift in higher education that is both essential and difficult for instructors and students. If this were still the case, competency and quick transfer of abilities and understanding would be the most important factors to consider. Of course, such a teaching centered strategy is no longer feasible; teaching students all they will need to know in their area is, at best, immature thinking. As a result, education goals based on content, or curriculum, are becoming less relevant (Tinapay & Tirol, 2021)

Educators' SWB studies have dealt nearly exclusively with elementary and secondary educators. In contrast, the writings have occurred as patchy and mostly centering on worry and exhaustion, worthy of a more thorough study (Hall-Kenyon et al., 2014). Studies have seen psychological welfare as an essential factor of worker performance and a valuable idea for understanding workers' structural behaviors in several settings (Ryff, 2014). With this, the investigation of workers' welfare has grown research momentum in the past years, where several studies were recognized concerning charting its antecedents and concerns in several contexts (McInerney et al., 2014). The dynamics of worker experiences likely captured scholars' attention, inspiring them to pay a great deal of research into understanding several aspects of workers' psychological welfare. Minor is recognized, however, about the interplay of several elements in the growth and consequences of the psychological welfare of teachers, particularly in non-western countries like the Philippines. In corresponding to this expanded consideration on teachers' commitment, computerized innovation has turned into a focal part of advanced education, intrinsically influencing all factors of the teachers' insight (Barak et al., 2018 as cited by Amores et al., 2022).

The Organization for Economic Cooperation and Development (OECD) included measuring subjective well-being in its studies on progress and social development on an international level (OCDE, 2013). It proposed that quality of life cannot be determined or measured only by material or economic well-being. Still, well-being should also be analyzed regarding the relationships people establish, affective and cognitively, on these materials or tangibles, as subjective aspects of life itself (Castellanos, 2012; Rojas, 2011; Rojas & Martinez, 2012). The study of personal well-being has also been considered an indicator in the measurement of social accomplishment, as there is evidence that happy and satisfied people work better, increase their productivity, creativity, and, in case of illness, recuperate faster (Millan, 2014). This study aims to determine teachers' experiences in the current situation in the Distance Learning Delivery Mode and the variables implicit in them to the elements of Satisfaction and emotional balance considered as conceptual axes that define subjective well-being in a private school setting. With the challenges faced by teachers during the pandemic year 2020 until 2021, it is

imperative to examine their emotional well-being that would influence their performance in school.

Statement of Purpose

This study aimed to determine the subjective well-being of private school teachers in the Distance Learning Delivery Mode at Saint Louise de Marillac College Inc. of Bogo (SLMCB), City of Bogo, Cebu for the Academic Year 2020-2021. Specifically, this study sought to answer the following research questions:

1. What is the profile of the respondents in terms of: (a) age; (b) gender; (c) marital status; (d) number of children; (e) education attainment; (f) work designation; (g) school level/grade handled; (h) monthly income; (i) number of years in teaching; (j) professional development; (k) benefits received; and (l) agreeable and disagreeable experiences?
2. What is the level of subjective well-being of the respondents in the distance learning delivery mode in terms of: (a) satisfaction of life in general and by areas of life; (b) satisfaction of economic situation in the last year; (c) satisfaction with work and job performance; and (d) state of mind and emotions?
3. Is there a significant relationship between the profile of the respondents and their levels of subjective well-being?

Statement of Hypothesis

Ho: There is no significant relationship between the profile and the respondents' subjective well-being in the Distance Learning Delivery Mode.

II. METHODOLOGY

This section presented the research methods, data gathering procedures, and the respondents of the study. It also emphasizes the instruments and statistical treatment of the data used in the study.

Design

This study utilized the descriptive - correlational research method with the use of adapted and modified questionnaires. Frequency count and percent, weighted mean, and chi-square statistical tools will analyze and interpret the data. The correlation design will determine whether there are relationships between respondents' profile and subjective well-being in terms of life satisfaction in general and by aspects of life, fulfillment with the previous year's economic conditions, Satisfaction with work performance, state of mind, and state of mind and emotions.

Environment

The study was conducted at the St. Louise de Marillac College of Bogo (SLMCB), Cebu Inc., from April – June 2021. SLMCB is a private, higher institution in Bogo City, Cebu. The institution was founded in 1936 through the compassion and love of the poor of Sister Dorotea Rubio, D.C.; this is to take care of the orphans and give a Christian education to the many young and deserving girls of the town. It currently offers various undergraduate programs under three college units: Teacher Education, Business Administration, and Associate in Computer Technology. Additionally, SLMCB also has a Junior High School (JHS) and Senior High School (SHS) department

offering ABM, GAS, STEM, HMMS, and TVL - ICT and HE. The Commission adequately recognizes SLMCB and its curriculums on Higher Education (CHED) and the Department of Education (DepEd). Also, SLMCB is a recognized association of the Philippine Association of Colleges and Universities (PACU). At present, SLMCB has a total population of 1504 students. Nine hundred one students for the JHS and 276 students for SHS.

Respondents

Respondents of this study were the Higher and Basic Education teachers of St. Louise de Marillac College of Bogu, Bogu City, Cebu, S.Y. 2020 – 2021. The sampling technique that will be used in this study is universal sampling. Forty-four teacher respondents were composed of 21 teachers from the Junior High School, eight teachers from the Senior High School, and 15 from Higher Education.

TABLE 1. Distribution of Research Respondents

| Department | Number of Respondents (N) |
|--------------------|---------------------------|
| Junior High School | 21 |
| Senior High School | 8 |
| Higher Education | 15 |
| Total | 44 |

Instruments

An adapted and modified survey questionnaire was used to gather data on respondents' profiles and their subjective well-being. The survey entitled, the emotional well-being of teachers in the distance learning mode of delivery: the case of a private school institution composed of four areas that include personal well-being in fulfillment of life in general and by areas of life (12 items) emotional well-being in Satisfaction of economic in the last year (5 items), personal well-being in Satisfaction with work and job performance (19 items) and subjective well-being in the state of mind and emotions (10 items).

The research instrument was pilot tested on the basic and higher education teachers of Cebu Roosevelt Memorial Colleges. The Cronbach's Alpha of 0.991 was obtained and it means that internal reliability and consistency were excellent. Respondents were rated themselves on each item by checking the column that best describes the degree of manifestation of their subjective well-being.

Data Gathering Procedure

This section presents the data gathering procedures and statistical treatment used in this study. A letter was sent to the school's research focal person for permission, and a separate letter will also be sent to the school principal and the college dean after the approval of the research focal person. Having the support of the school principal and the college dean, a letter of implied consent will be sent to the teacher respondents. The questionnaire was emailed to the respondents or be distributed using the Google classroom platform with the help of the school principal and college dean. The item/s in the instrument were explained the participants carefully and assure them that responses were used for the study and were treated with the utmost confidentiality. A semi-structured interview was done for supportive purposes to validate the respondent's perceptions and responses to the questionnaire (Tirol, 2021).

Data Analysis

The following statistical tools were used in the study: Frequency Count and Percent were used to summarize and analyze the profile of the respondents; Weighted Mean & Ranking were used to summarize and analyze the subjective well-being of the respondents. Chi-Square was used to determine the significant relationships between the respondents' profile and subjective well-being of the respondents in terms of Satisfaction of life as a whole and by parts of life, fulfillment of economic condition in the previous year, Satisfaction with work performance, state of mind, and emotions.

III. RESULTS AND DISCUSSION

This section presents the data obtained and the results analyzed and given interpretation. This study aimed to determine the attitude towards e-learning and the experiences in a web-based environment of college students in online distance learning. The findings from this study were organized in tables presenting as the basis of a proposed plan of action.

Profile of the Respondents

Table 2 showed that respondents' age composed 63.6 percent of the respondents in the study belonged to the age bracket 20-29. It was followed by age bracket 40-49 at 15.9 percent. This means that majority of the respondents essentially belonged to the age bracket under Generation Z and Millennials (Dimmock, 2019).

In terms of gender, this study showed that 77.3 percent were female respondents, and 22.7 percent were male respondents. Table 2 also reflected that the civil status of the majority of the teachers was single (65.9 %), while those married (34.1 %) composed the least number of respondents in the study. In connection, 68.2 % have no children since most of them were still single and those married only have on average one child (18.2 %), while only very few of them have five or more children (2.3%). Regarding educational attainment, the majority belonged to Bachelor's degree at 77.3%, followed by those with graduate studies at 13.6 % and post-graduate at 9.1 %. More than half of the respondents were college degree holders, while only a few pursued graduate educations.

Work designation was also deemed an essential factor related to the respondents' well-being in this study. From table 2, it can be inferred that half of the respondents composed the majority of the teachers who belonged to the high school full-time faculty (55.4%), followed by the part-time college instructors (20.5%). Program chairperson (2.3%) and high school part-time faculty (2.3%) composed the minor work designation. Regarding the grade level taught, 52.3 % of the teachers handled junior high school, followed by the tertiary level at 29.5 %, while 18.2 % held senior high school. About monthly income, the top in rank indicated 54.5 % of the respondents have an income range of 10001 to 15000 pesos, followed by 6501 to 10000 pesos at 15.9% and more than 20000 pesos at 11.4 %. As per the number of years in teaching, the majority fall within 3 to 6 years (38.6%), followed by 1 to 2 years (31.8%). It indicates that most of the respondents have at least or less than six years of teaching experience. Meanwhile,

more than half of the respondents (63.6 %) composed the majority who agreed to have been involved in continuing education compared to those (36.4 %) who were not into any professional development.

TABLE 2. Respondent' Profile

| Profile | Frequency | Per Cent |
|------------------------------------|-----------|----------|
| Age | | |
| * 20 - 29 years old | 28 | 63.6 |
| * 30 - 39 years old | 6 | 13.6 |
| * 40 - 49 years old | 7 | 15.9 |
| * 50 - 59 years old | 2 | 4.5 |
| * 60 years old and above | 1 | 2.3 |
| Gender | | |
| * Male | 10 | 22.7 |
| * Female | 34 | 77.3 |
| Marital Status | | |
| * Single | 29 | 65.9 |
| * Married | 15 | 34.1 |
| * Widow/Widower | 0 | 0 |
| Number of Children | | |
| * 0 | 30 | 68.2 |
| * 1 | 8 | 18.2 |
| * 2 | 2 | 4.5 |
| * 3 | 3 | 6.8 |
| * 4 | 0 | 0.0 |
| * 5 or more | 1 | 2.3 |
| Educational Attainment | | |
| * Bachelor's Degree | 34 | 77.3 |
| * Graduate Studies | 6 | 13.6 |
| * Post Graduate Studies | 4 | 9.1 |
| Work Designation | | |
| * Full-time College Instructor | 3 | 6.8 |
| * Part-time College Instructor | 9 | 20.5 |
| * Program Chairperson | 1 | 2.3 |
| * High School Full-time Faculty | 24 | 54.5 |
| * High School Part-time Faculty | 1 | 2.3 |
| * Subject Area Coordinator | 6 | 13.6 |
| Grade/Year Level Handled | | |
| * Junior High School | 23 | 52.3 |
| * Senior High School | 8 | 18.2 |
| * Tertiary | 13 | 29.5 |
| Monthly Income | | |
| * 1000 -2500 pesos | 1 | 2.3 |
| * 2501 -4500 pesos | 1 | 2.3 |
| * 4501 -6500 pesos | 4 | 9.1 |
| * 6501 -10000 pesos | 7 | 15.9 |
| * 10001 -15000 pesos | 24 | 54.5 |
| * 15001 -20000 pesos | 2 | 4.5 |
| * more than 20000 pesos | 5 | 11.4 |
| Number of Years in Teaching | | |
| * less than 6 months | 0 | 0 |
| * 6 - 12 months | 4 | 9.1 |
| * 1 -2 years | 14 | 31.8 |
| * 3 -6 years | 17 | 38.6 |
| * 7 -11 years | 3 | 6.8 |
| * 12 -15 years | 3 | 6.8 |
| * more than 15 years | 3 | 6.8 |
| Professional Development | | |
| * no | 16 | 36.4 |
| * yes | 28 | 63.6 |

Aside from age, gender, marital status, number of children, educational attainment, work designation, grade or year level handled, monthly income, number of years of teaching experience and professional development, other essential variables in determining the subjective well-being of the

respondents in the current learning environment were recognized in terms of benefits received and their agreeableness and disagreeableness experiences. The profile and subjective well-being of the teachers were considered as a basis in assessing the success and failure of the distance learning delivery mode. In terms of benefits received, table 3 showed the respondents' profile in terms of benefits received.

The top 5 benefits included the legislated benefits (f = 33, 75%) as the first in rank followed by fixed salary (f = 31, 70.45%, R = 2) and overload pay (f = 23, 52.27%, R = 3) which was succeeded by clear work schedule (f = 20, 45.45%, R = 5) and summer vacation pay (f = 16, 36.36%, R = 5). This implied that SLMCB is compliant with the mandated incentives, legislated and salary-based benefits whilst the bottom 3 in rank included educational benefit (f = 3, 6.82%, R= 9), savings fund (f = 2, 4.55%, R= 10.5) and wedding leave (f = 2, 4.55%, R= 10.5) then others (f = 1, 2.27%, R= 12).

TABLE 3. Respondents Profile in Terms of Benefits Received

| Benefits Received | Frequency | Per Cent | Rank |
|--------------------------------------|-----------|----------|------|
| 1. Fixed Salary | 31 | 70.45 | 2 |
| 2. Clear Work Schedule | 20 | 45.45 | 4 |
| 3. Overload Pay | 23 | 52.27 | 3 |
| 4. Honorarium for Special Assignment | 14 | 31.82 | 6 |
| 5. Holiday Pay | 12 | 27.27 | 7 |
| 6. Summer Vacation Pay | 16 | 36.36 | 5 |
| 7. Educational Benefit | 3 | 6.82 | 9 |
| 8. Legislated Benefits | 33 | 75 | 1 |
| 9. Savings Fund | 2 | 4.55 | 10.5 |
| 10. Emergency Leave | 11 | 25 | 8 |
| 11. Wedding Leave | 2 | 4.55 | 10.5 |
| 12. Others | 1 | 2.27 | 12 |

Further, respondents' profile in terms of agreeableness and disagreeableness was investigated with the results presented in table 4. From the table, it was found out that respondents' experiences varied. Thus, the most frequently encountered experiences of the respondent were presented in the subsequent discussions, which could also influence the subjective well-being of the respondents.

From table 4, among the most frequent encounter was in terms of agreeable experience, "I enjoyed good health" (f=40, 90.09%), "I graduated, finished my studies or my degree" (f = 30.6, 81.8%), "I resolved some kind of problem or conflict that had me worried" (f = 18.2, 81.8%), "An important person for me found work, a job or opened a business" (f =25, 56.8%). Also included among the frequent agreeable experience were as follows, "I had recognition, a promotion or an increase in salary due to my work" (f = 24, 54.5%), "An important person for me graduated or finished a degree" (f = 24, 54.5%) and "An important person for me got into a school of their choice" (f = 24, 54.5%). However, half of the respondents have experienced disagreeableness which stated, "Someone important to me died" (f = 22, 50%) which implied that 50% of the respondents have somehow lost important people in their lives during the pandemic.

Respondents' Subjective Well-being in the Distance Learning Mode of Delivery

In this study, the subjective well-being of the teachers was assessed in terms of the following: satisfaction with areas of

life, satisfaction with work and job performance, satisfaction with the economic situation in the last year, and state of mind and emotions.

TABLE 4. Respondents Profile in Terms of Agreeableness and Disagreeableness Experiences

| Indicators | Frequency | | Per Cent | |
|--|-----------|-----|----------|------|
| | No | Yes | No | Yes |
| 1. I had to borrow or seek help to pay for food or groceries. | 35 | 9 | 79.5 | 20.5 |
| 2. I had to borrow or seek help to pay the rent. | 40 | 4 | 90.9 | 9.1 |
| 3. I had to borrow or seek help to pay the utilities: electricity, water, gas and/or the telephone. | 36 | 8 | 81.8 | 18.2 |
| 4. I had to borrow or seek help to pay tuition, uniforms and/or school supplies. | 39 | 5 | 88.6 | 11.4 |
| 5. I had to borrow or seek help to pay for medicine or medical consultation. | 33 | 11 | 75 | 25 |
| 6. I was hospitalized, or required surgery or was diagnosed with a long-term illness. | 37 | 7 | 84.1 | 15.9 |
| 7. My child was born with problems or serious complications. | 43 | 1 | 97.7 | 2.3 |
| 8. A relative required my care or attention because of an illness or injury that incapacitated them for a long period of time or for life. | 36 | 8 | 81.8 | 18.2 |
| 9. I lost or was robbed of important material possessions. | 43 | 1 | 97.7 | 2.3 |
| 10. I suffered or was the victim of a physical attack or threat. | 42 | 2 | 95.5 | 4.5 |
| 11. After my schooling, I abandoned or suspended my professional preparation. | 43 | 1 | 97.7 | 2.3 |
| 12. I have had to face a lawsuit (civil, commercial or penal). | 44 | 0 | 100 | 0 |
| 13. I was turned down for a promotion or for a raise. | 42 | 2 | 95.5 | 4.5 |
| 14. I was discriminated against because of sex, age, physical or social condition. | 38 | 6 | 86.4 | 13.6 |
| 15. I enjoyed good health. | 4 | 40 | 9.1 | 90.9 |
| 16. I found a partner or reconciled with the current one. | 26 | 18 | 59.2 | 40.9 |
| 17. My child was born in good health. | 30 | 14 | 68.2 | 31.8 |
| 18. I acquired property (a car, a house). | 34 | 10 | 77.3 | 22.7 |
| 19. I obtained justice in a lawsuit or petition. | 39 | 5 | 88.6 | 11.4 |
| 20. I resolved some kind of problem or conflict that had me worried. | 14 | 30 | 31.8 | 68.2 |
| 21. I graduated, finished my studies or my degree. | 8 | 36 | 18.2 | 81.8 |
| 22. I had recognition, a promotion or an increase in salary due to my work. | 20 | 24 | 45.5 | 54.5 |
| 23. Someone important to me died. | 22 | 22 | 50 | 50 |
| 24. An important person to me was lost, disappeared or was detained by authorities or others. | 40 | 4 | 90.9 | 9.1 |
| 25. An important person for me lost their job or had to close their business. | 27 | 17 | 61.4 | 38.6 |
| 26. An important person for me had a bad accident, was diagnosed with a serious or long illness. | 38 | 6 | 86.4 | 13.6 |
| 27. An important person for me was the victim of a physical or verbal aggression. | 40 | 4 | 90.9 | 9.1 |
| 28. An important person for me found work, a job or opened a business. | 19 | 25 | 43.2 | 56.8 |
| 29. An important person for me recuperated from an illness, operation or an accident. | 33 | 11 | 75 | 25 |
| 30. An important person for me graduated or finished a degree. | 20 | 24 | 45.5 | 54.5 |
| 31. An important person for me got into a school of their choice. | 20 | 24 | 45.5 | 54.5 |
| 32. An important person for me got a promotion or raise in pay at work. | 26 | 18 | 59.1 | 40.9 |

Satisfaction with areas of life

Table 5 showed the respondents' subjective well-being in terms of satisfaction with areas of life. The overall mean of 3.77, interpreted as "satisfied" indicates satisfaction with areas in life as found in table 5. The top 3 in rank among the items include the statements: "How satisfied am I with my relationship with myfamily" (M=4.36) indicated a very satisfied family life followed by "How satisfied am I with the relationships with my friends" (M=4.11) and "How satisfied with the area where I live" (M=3.93). This implicates that the teachers in this study have a good relationship with friends and their area of residence.

TABLE 5. Respondents' Subjective Well-being in Terms of Satisfaction with areas of life

| Indicators | Mean | Interpretation | Rank |
|--|-------------|------------------------------------|------|
| 1. Currently, how satisfied am I with my life? | 3.86 | Satisfied | 5 |
| 2. How satisfied am I with the relationships with my friends? | 4.11 | Satisfied | 2 |
| 3. How satisfied am I with my relationship with my family? | 4.36 | Very Satisfied | 1 |
| 4. How satisfied am I with my relationship as a couple? | 3.75 | Satisfied | 7 |
| 5. How satisfied am I with my health? | 3.91 | Satisfied | 4 |
| 6. How satisfied am I with what I have accomplished in my life? | 3.75 | Satisfied | 7 |
| 7. How satisfied am I with the free time I have to do what I like to do? | 3.07 | Neither Satisfied nor Dissatisfied | 12 |
| 8. How satisfied am I with the time I have to rest? | 3.43 | Satisfied | 11 |
| 9. How satisfied am I with my living quarters? | 3.80 | Satisfied | 6 |
| 10. How satisfied with the area where I live? | 3.93 | Satisfied | 3 |
| 11. How satisfied am I with my city? | 3.66 | Satisfied | 9 |
| 12. How satisfied am I with my country? | 3.59 | Satisfied | 10 |
| Overall Mean | 3.77 | Satisfied | |

Meanwhile, the indicators found at the bottom 3 in rank were as follows: "How satisfied am I with my country" (M=3.59) followed by "How satisfied am I with the time I have to rest" (M=3.43), with both statements being interpreted as "satisfied" then succeeded by the statement "How satisfied am I with the free time I have to do what I like to do" (M=3.07) interpreted as "neutral." Consequently, it can be inferred that teachers mostly have the least agreement or satisfaction with their country and with the time spent resting, with a neutral stand towards doing what they like. Thus, they would prefer not to divulge either an agreement or disagreement whether they have a certain degree of control over their free time doing the things they like.

The findings are in conjunction with the study on how satisfied the teachers are in life, which evaluates their life in general with satisfaction. After observing the value assigned to each of the 12 areas of life, it was observed that the area with the greatest satisfaction is that of the family, then the field of friends, personal achievements, work, partner, housing, and health. On the other hand, the areas with the lowest satisfaction reported are the neighborhood area, the area of spare time, the rest time, and the city. Finally, the results show, the area that is evaluated as most unsatisfactory is the one that refers to the

country. The results help us identify that the factors that interfere with the teachers' level of satisfaction are spare time and rest time. They also identified the critical components that affect the teacher: their neighborhood, city, and country. Of these factors, the relationship of the teacher with the national (country), urban (city), and local (neighborhood) dimensions, as well as the time of non-work (spare time and rest time), is relevant. This allows them to conclude that teachers are satisfied with their work but not with the time they have for rest or recreation (Rosa et al., 2017).

TABLE 6. Respondents' Subjective Well-being in Terms of Satisfaction with Work and Job Performance

| Indicators | Mean | Interpretation | Rank |
|--|-------------|----------------|------|
| 1. How satisfied am I with my job? | 3.89 | Satisfied | 3.5 |
| 2. How satisfied am I with my tasks and responsibilities that I have in my work as a teacher? | 3.77 | Satisfied | 12.5 |
| 3. How satisfied am I with the social and welfare benefits that I obtain in my job? | 3.68 | Satisfied | 16 |
| 4. How satisfied am I with the income I receive for my work? | 3.68 | Satisfied | 16 |
| 5. How satisfied am I with the facilities of the school where I work? | 3.61 | Satisfied | 18 |
| 6. How satisfied am I with the friendship relationships I have at my job? | 4.07 | Satisfied | 1 |
| 7. How satisfied am I with the respect and recognition I am given at work? | 3.93 | Satisfied | 2 |
| 8. How satisfied am I with the promotion possibilities or with being able to obtain a better position at work? | 3.68 | Satisfied | 16 |
| 9. How satisfied am I with the opportunities to be creative, to propose ideas and to apply them to my work? | 3.82 | Satisfied | 10 |
| 10. How satisfied am I with the hours of work? | 3.89 | Satisfied | 3.5 |
| 11. How satisfied am I with the time it takes me to go from home to work? | 3.86 | Satisfied | 6.5 |
| 12. How satisfied am I with how punctual I have been able to be to get to my job? | 3.82 | Satisfied | 10 |
| 13. How satisfied am I in my participation in activities organized with the students? | 3.77 | Satisfied | 12.5 |
| 14. How satisfied am I with my participation in the activities organized with parents? | 3.45 | Satisfied | 19 |
| 15. How satisfied am I with my participation in work meetings with my co-workers? | 3.82 | Satisfied | 10 |
| 16. How satisfied am I in continuing my professional preparation through courses or workshops. | 3.70 | Satisfied | 14 |
| 17. How satisfied am I with the activities that I carry out to enable my student's learning? | 3.86 | Satisfied | 6.5 |
| 18. How satisfied am I in my ability to handle a computer. | 3.86 | Satisfied | 6.5 |
| 19. How satisfied am I with the goals I have reached, with respect the work program? | 3.86 | Satisfied | 6.5 |
| Overall Mean | 3.79 | Satisfied | |

Satisfaction with work and job performance

Another essential aspect investigated in this study involved

satisfaction with work and job performance perceived by the teachers. Table 6 showed the respondents' subjective well-being regarding work and job performance satisfaction with an overall mean of 3.79 interpreted as "satisfied." Respondents have, on average, a degree of satisfaction in terms of work and job performance which entails that they neither showed agreement on this aspect.

Table 6 showed the top 3 in rank among the statements as follows: "How satisfied am I with the friendship relationships I have at my job?" (M=4.07) followed by "How satisfied am I with the respect and recognition I am given at work?" (M=3.93) and "How satisfied am I with my job?" (M=3.89) and "How satisfied am I with the hours of work?" (M=3.89). Teachers mainly were considered to be satisfied with their friends, the respect and recognition given to them at work as well as the hours spent at work. Conversely, among the bottom 3 of the indicators were: "How satisfied am I with the social and welfare benefits that I obtain in my job?" (M=3.68), tied up with "How satisfied am I with the income I receive for my work?" (M=3.68) and "How satisfied am I with the promotion possibilities or with being able to obtain a better position at work?" (M=3.68) followed by "How satisfied am I with the facilities of the school where I work?" (M=3.61) and "How satisfied am I with my participation in the activities organized with parents?" (M=3.45).

Although teachers have, on average, showed satisfaction regarding social and welfare benefits, income and promotion possibilities, and facilities at work, they showed the slightest inclination towards them among the items. Thus, it may require much attention for potential improvement in these areas.

Five types of aspects integrate work-life: 1) Those related or defined institutionally: The tasks and responsibilities of the teacher, the benefits you get for your service, income, school center, the respect and social recognition of the teaching work, the possibilities of promotion, the possibilities to be creative in the development of work and the work schedule; 2) Those that involve mainly teacher initiative: Punctuality, participation in activities that are organized to facilitate student learning, and continuity in the professional preparation of the teacher; 3) Those aspects that refer to interpersonal relationships at work: Friendship relationships, teacher activities with parents and work meetings with colleagues; 4) Those aspects that refer to achievements obtained in the improvement of their teaching work: Objectives or goals obtained and the ability to handle the computer; Finally, a fifth aspect was identified, which refers to the teacher's mobility to get to work; this refers specifically to the time aspect of the commute from home to work and vice versa. From this classification, most of the aspects related or defined by the institution are those to which the teacher assigned the most negligible value; among them are the work benefits and the salary that the teacher receives from their work. While the aspects related to or derived from the teacher's initiative were evaluated in their entirety in a positive way, such as professional preparation, punctuality, and teacher participation in activities with students.

Economic situation in the last year

Respondents' subjective well-being in terms of economic

situation in the last year was also investigated in this study. Table 7 showed that the overall mean (M=3.51) on this area was interpreted as "satisfied" which implied that respondents have average satisfaction regarding this aspect. From the table, the top 3 indicators include: "How satisfied am I of my economic situation because it allows me to feel appreciated and respected socially?" (M=3.66) followed by "How satisfied am I in my economic situation because it allows me to cover my needs and the needs of my family?" (M=3.48) which tied up with the statement "How satisfied am I with my economic situation because it allows me to live the way I want?" (M=3.48). The last in rank among the statement "How satisfied am I with my economic situation because it allows me to face problems such as illnesses or accidents?" (M=3.41) indicted that teachers have the least satisfaction regarding their capacity to face problems such as illness or accidents with their economic situation.

TABLE 7. Respondents' Subjective Well-being in Terms of Satisfaction with Economic Situation in the Last Year

| Indicators | Mean | Interpretation | Rank |
|--|-------------|------------------|------|
| 1. How satisfied am I in my economic situation because it allows me to cover my needs and the needs of my family? | 3.48 | Satisfied | 2.5 |
| 2. How satisfied am I with my economic situation because it allows me to live the way I want? | 3.48 | Satisfied | 2.5 |
| 3. How satisfied am I of my economic situation because it allows me to feel appreciated and respected socially? | 3.66 | Satisfied | 1 |
| 4. How satisfied am I with my economic situation because it allows me to face problems such as illnesses or accidents? | 3.41 | Satisfied | 4 |
| Overall Mean | 3.51 | Satisfied | |

In a related study conducted by Rosa et al. (2017), teachers' satisfaction with their economic status results' is less satisfactory in the survey. The evaluation that the teachers do respect their economic situation can be observed in relation to four items: 1) what they consider their needs and those of their family, 2) what they desire in life, 3) the social appreciation and respect acquired, and 4) the possibility of facing illnesses and accidents. The evaluation results made by teachers about their economic situation reflect the minimum level of satisfaction, considering that the score that represents a "very satisfactory" evaluation is from 5 to a minimum of satisfaction described with 3 points.

When comparing the satisfaction levels that the teachers expressed for each item, it was determined that the teachers evaluate with a minimum level of satisfaction their economic situation in relation to the appreciation and social respect they receive, the possibility of covering the teachers' specific needs and their families. An almost zero satisfaction is shown in the economic situation when related to the satisfaction of the life desired by the teachers. We observe no satisfaction when the financial crisis is related to the possibility of solving expenses due to illness or accident. Undoubtedly, the evaluation of teachers' economic situation agrees with the low satisfaction

teachers expressed about their income and the benefits they obtain for their work. This low satisfaction due to the economic situation reflects the limitations in economic terms to achieve the desired life and, above all, to solve expenses generated by health or unforeseen events in case of an accident (Rosa et al., 2017).

State of mind and emotions

Respondents' subjective well-being in terms of their state of mind and emotions was outlined in table 8. The overall mean (M=3.06) indicated an "a little while over the week" interpretation. The top 3 in rank among the items interpreted as "most of the time during the week" includes: "Last week I was concentrated/focused on what I was doing..." (M=3.93) followed by "Last week I felt happy..." (M=3.89) and "Last week I felt energetic and with vitality..." (M=3.70).

TABLE 8. Respondents' Subjective Well-being in Terms of State of Mind and Emotions

| Indicators | Emotions | | |
|---|-------------|---|------|
| | Mean | Interpretation | Rank |
| 1. Last week I was in a good mood... | 3.64 | Most of the Time During the Week | 4 |
| 2. Last week I felt peaceful... | 3.61 | Most of the Time During the Week | 5 |
| 3. Last week I felt energetic and with vitality... | 3.70 | Most of the Time During the Week | 3 |
| 4. Last week I was concentrated/focused on what I was doing... | 3.93 | Most of the Time During the Week | 1 |
| 5. Last week I felt happy... | 3.89 | Most of the Time During the Week | 2 |
| 6. Last week I was in a bad mood... | 2.27 | For a Little While During the Week | 9 |
| 7. Last week I felt worried, anxious or stressed... | 2.52 | For a Little While During the Week | 6 |
| 8. Last week I felt tired or without vitality... | 2.48 | For a Little While During the Week | 7 |
| 9. Last week I was bored or without interest in what I was doing... | 2.25 | For a Little While During the Week | 10 |
| 10. During last week I felt sad... | 2.32 | For a Little While During the Week | 8 |
| Overall Mean | 3.06 | For a Little While During the Week | |

Meanwhile, the bottom 3 in rank among the indicators interpreted as "for a little while during the week" involved: "During last week I felt sad..." (M=2.48) followed by "Last week I was in a bad mood..." (M=2.27) and "Last week I was bored or without interest in what I was doing..." (M=2.25). Respondents agreed that they were focused, happy, energetic, and with vitality during the week, which indicated a positive state of mind and emotions. It was only for a little while during the week that they felt sad, in a bad mood, bored, or without interest in what they were doing.

In a related study regarding the teachers' affective balance, they observed that from a set of ten emotional states (good mood, calm, concentration, happiness, energy, bad mood, stress, tiredness, boredom, and sadness), the evaluation assigned by the teachers reflects a positive affective balance; However, the evaluation is at the possible minimum to be considered positive within the scale in general terms. For the analysis, the coding of the answers was established on a scale of 1 to 5, where 1 represents the lowest frequency with which the emotional state

was experienced and 5 represents the highest frequency with which the emotional state was experienced. In this way, we observed that the emotional states that teachers experience, from higher to lower frequency, are: being concentrated, happiness, being in a good mood, feeling energetic, feeling calm or at ease, feeling worried or stress, feeling tired, being in a bad mood, feeling sad and boredom (Rosael et., 2017).

Relationship between Respondents' Profile and Their Subjective Well-being

Table 9 showed the relationship between the respondents' profile and their subjective well-being. It was found out that gender, marital status, grade or year level handled, number of years in teaching, and professional development have no significant relationship with the respondents' subjective well-being. However, age, number of children, educational attainment, work designation, and monthly income were found to be significantly correlated ($p < 0.05$) with their subjective well-being, which entails that respondents' subjective well-being varies in relation to the aforementioned variables.

TABLE 9. Relationship between Respondents' Profile and Their Subjective Well-being

| | P-value | Decision on Ho $\alpha = 0.05$ | Interpretation | Strength |
|--|---------|-----------------------------------|-----------------|----------|
| Age in relation to: | | | | |
| * satisfaction of life in general and by areas of life | 0.203 | Failed to Reject Ho | Not Significant | |
| * satisfaction with work and job performance | 0.001 | Reject Ho | Significant | 0.268 |
| * satisfaction of economic situation in the last year | 0.445 | Failed to Reject Ho | Not Significant | |
| * state of mind and emotions | 0.024 | Reject Ho | Significant | 0.37 |
| Gender in relation to: | | | | |
| * satisfaction of life in general and by areas of life | 0.222 | Failed to Reject Ho | Not Significant | |
| * satisfaction with work and job performance | 0.541 | Failed to Reject Ho | Not Significant | |
| * satisfaction of economic situation in the last year | 0.326 | Failed to Reject Ho | Not Significant | |
| * state of mind and emotions | 0.131 | Failed to Reject Ho | Not Significant | |
| Marital Status in relation to: | | | | |
| * satisfaction of life in general and by areas of life | 0.208 | Failed to Reject Ho | Not Significant | |
| * satisfaction with work and job performance | 0.228 | Failed to Reject Ho | Not Significant | |
| * satisfaction of economic situation in the last year | 0.474 | Failed to Reject Ho | Not Significant | |
| * state of mind and emotions | 0.507 | Failed to Reject Ho | Not Significant | |
| Number of Children in relation to | | | | |
| * satisfaction of life in general and by areas of life | 0.068 | Failed to Reject Ho | Not Significant | |
| * satisfaction with work and job performance | 0.006 | Reject Ho | Significant | 0.267 |
| * satisfaction of economic situation in the last year | 0.203 | Failed to Reject Ho | Not Significant | |
| * state of mind and emotions | 0.732 | Failed to Reject Ho | Not Significant | |
| Educational Attainment in relation to: | | | | |
| * satisfaction of life in general and by areas of life | 0.127 | Failed to Reject Ho | Not Significant | |
| * satisfaction with work and job performance | 0.018 | Reject Ho | Significant | 0.241 |
| * satisfaction of economic situation in the last year | 0.015 | Reject Ho | Significant | 0.304 |
| * state of mind and emotions | 0.185 | Failed to Reject Ho | Not Significant | |
| Work Designation in relation to: | | | | |
| * satisfaction of life in general and by areas of life | 0.164 | Failed to Reject Ho | Not Significant | |
| * satisfaction with work and job performance | 0.016 | Reject Ho | Significant | 0.473 |
| * satisfaction of economic situation in the last year | 0.863 | Failed to Reject Ho | Not Significant | |
| * state of mind and emotions | 0.016 | Reject Ho | Significant | 0.595 |
| Grade/Year Level Handled in relation to: | | | | |
| * satisfaction of life in general and by areas of life | 0.05 | Reject Ho | Significant | |
| * satisfaction with work and job performance | 0.125 | Failed to Reject Ho | Not Significant | |
| * satisfaction of economic situation in the last year | 0.084 | Failed to Reject Ho | Not Significant | |
| * state of mind and emotions | 0.74 | Failed to Reject Ho | Not Significant | |
| Monthly Income in relation to: | | | | |
| * satisfaction of life in general and by areas of life | 0.007 | Reject Ho | Significant | 0.404 |
| * satisfaction with work and job performance | 0.002 | Reject Ho | Significant | 0.393 |
| * satisfaction of economic situation in the last year | 0.018 | Reject Ho | Significant | 0.586 |
| * state of mind and emotions | 0.145 | Failed to Reject Ho | Not Significant | |
| Number of Years in Teaching in relation to: | | | | |
| * satisfaction of life in general and by areas of life | 0.095 | Failed to Reject Ho | Not Significant | |
| * satisfaction with work and job performance | 0.138 | Failed to Reject Ho | Not Significant | |
| * satisfaction of economic situation in the last year | 0.37 | Failed to Reject Ho | Not Significant | |
| * state of mind and emotions | 0.366 | Failed to Reject Ho | Not Significant | |
| Professional Development in relation to: | | | | |
| * satisfaction of life in general and by areas of life | 0.667 | Failed to Reject Ho | Not Significant | |
| * satisfaction with work and job performance | 0.372 | Failed to Reject Ho | Not Significant | |
| * satisfaction of economic situation in the last year | 0.771 | Failed to Reject Ho | Not Significant | |
| * state of mind and emotions | 0.784 | Failed to Reject Ho | Not Significant | |

In terms of strength based on eta, the result indicated a weak relationship between age in relation to satisfaction with work and job performance ($C=0.268$) and between age in relation to the state of mind and emotions ($C=0.37$), which implied a negligible correlation. Thus, further research is required on the relationship between age and subjective well-being. Also, age was not significantly correlated with satisfaction with life in general and by areas of life same with the satisfaction of economic situation in the last year. Further, a number of children showed a significant relationship ($p<0.05$) with the satisfaction with work and job performance with a weak strength ($C=0.267$).

However, having many children showed no significant relationship with satisfaction of life in general and by areas of life, satisfaction with economic status in the last year, and with state of mind and emotions. Thus, the relationship between the number of children and the subjective well-being of teachers is almost negligible and needs further study.

Moreover, educational attainment was found to be significantly related ($p<0.05$) to subjective well-being but with only weak strength in terms of satisfaction with work and job performance ($C=0.241$) and satisfaction with the economic situation in the last year ($C=0.304$). Thus, same with the number of children, the relationship is also almost negligible. Respondents' profiles in relation to subjective well-being terms may need further data to explain their correlation among each other. Table 9 also showed the relationship between the respondents' work designation with the satisfaction of work and job performance ($C=0.473$) and with state of mind and emotions ($C=0.595$). It was found out that work designation showed a strong correlation with the respondents' work, job performance, and state of mind and emotions. This implied that a higher designation and good job performance lead to the positive subjective well-being of teachers. Holding a position boosts confidence and performance in work. Consequently, higher job designation and performance also correlate with respondents' state of mind and emotions, which entails that those handling positions have a more stable form of mind and feelings than those not having roles or designations. However, work designation showed no significant relationship with satisfaction of life in general and areas in life and satisfaction with the economic situation with the last year. This means that having a work designation in the school studied does not necessarily entail general life satisfaction. Also, work designation does not correlate with their economic status in the last year, which entails that those holding a position in the school being studied were not better off than those without any position in terms of financial capacity.

Moreover, monthly income was found to be significantly correlated ($p<0.05$) with the respondents' subjective well-being in terms of satisfaction of life in general and of areas in life ($C=0.404$), satisfaction with work and job performance ($C=0.393$), and satisfaction of economic situation in the last year ($C=0.586$) which indicate that respondents' subjective well-being are influenced by the aforementioned variables. In terms of strength based on eta result showed a medium relationship between monthly income in relation to the satisfaction of life in

general and of areas in life and personal relevance, and between monthly income in relation to satisfaction with the economic situation in the last year. Meanwhile, monthly income showed weak in terms of strength in correlation with satisfaction with work and job performance which implied a slight effect.

The question of whether "feeling good" influences work performance has been studied by many researchers such as Campbell (1981) and Diener (1984). They have tried to identify the causes and consequences of the person's emotional state in positive functioning. In fact, since Jung (1993), researchers have tried to visualize the person in a multidimensional way and therefore have sought indicators of well-being in empirical research to try to impact their performance in different areas of their lives, such as work life. However, the measurement of subjective well-being is limited in the teachers; it is a field that has not been fully explored. In this sense, the relevance of approaching this type of study represents a wide range of possibilities because the well-being of the person is linked to the performance of the teaching, which is fundamental for the education of the 21st century. After all, whoever is in front of a group performing educational work must be well with itself to facilitate the teaching-learning process and maximize their ability to create environments that promote learning and provide well-being conditions for students in the educational context.

The measurement of well-being becomes a necessity to rescue the human part of the teacher, to identify which are the dimensions that limit or increase their well-being to maximize the conditions, as well as the elements that will allow their human development in the first instance, and as a consequence, their optimal personal development with a positive impact on the education of the new generations. To ignore teachers' well-being would be negligence against the educational models of the 21st century. The development of socio-emotional competencies with an integral human vision becomes a fundamental part of the educational process. The student is at the center of the models, but the teachers are the ones who facilitate the process. Therefore, their well-being is not an aspiration; it is a requirement to achieve educational quality.

IV. SUMMARY OF FINDINGS

This study aimed to determine teachers' profiles and subjective well-being for the A.Y. 2020-2021 in SLMCB. The study's findings showed that most of the respondents belonged to the age bracket 20-29 years old. This study also revealed that females composed the majority of the respondents. It further revealed that most of the respondents were single while only a few were married with only a few children. Also, most of the respondents in this study were Bachelor's degree holders and are full-time high school faculty handling junior high school. In terms of monthly income, they mostly fall under 10001 to 15000 pesos. Most of the teachers belonged to 3 to 6 years of teaching experience and have been involved in a professional development program. Further, about the benefits received respondents mostly enjoyed legislative benefits and experienced agreeableness despite the current situation of the pandemic.

This study further revealed that the respondents' subjective well-being in terms of satisfaction with areas of life was found to be satisfied. This study also showed that the respondents had an overall satisfaction with work and job performance in the distance learning mode of delivery. Teachers mostly have satisfaction with the economic situation in the last year and have a positive state of mind and emotions. Conversely, the majority of the respondents have overall satisfaction with the four well-being constructs of this study.

Results showed a significant relationship between age, number of children, educational attainment, work designation, and monthly income in relation to the respondents' subjective well-being. However, no significant correlation exists between the respondents' gender, marital status, grade or year level handled, number of years of teaching, and professional development with their subjective well-being. The strength of the relationship among the profile and the respondents' subjective well-being was weak to medium strength based on eta result.

Further, age has a significant relationship with satisfaction with work and job performance and state of mind and emotions. Moreover, the number of children also has a significant relationship with satisfaction with work and job performance. In contrast, educational attainment has a significant relationship with work and job performance satisfaction and with state of mind and emotions. Lastly, the monthly income also significantly correlates with life satisfaction in general, work and job performance satisfaction, and the economic situation in the last year.

V. CONCLUSIONS

The principle of this study is that teachers are human beings that hold in their hands the transcendental task of forming other human beings and whose conditions and experiences in life in various contexts are fundamental variables to consider when grading their performance. The presentation of the subjective well-being of teachers promotes the application of evaluation models to education with an integral vision centered on the persons that with this as a base, educational institutions can design and incorporate strategies that favor the integral well-being of the future generations of teachers and can project this toward a substantial improvement in the quality of education.

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