

The Chinese Teachers' Well-being Based on PERMA Model and Its Impact on Teaching Efficacy from Selected Schools in Metro Manila Philippines

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Abstract—Examining the well-being and teaching efficacy of Chinese teachers is beneficial for enhancing the quality of Chinese education in the Philippines. This research was founded on the wellbeing theory of the PERMA model. The analysis used descriptive statistics to evaluate the mean values of the five pillars of PERMA of positive emotion, engagement, relationships, meaning, accomplishment and overall well-being for the Chinese teachers from selected Chinese schools in the Philippines, categorized by gender, age, teaching years, grade in, and cultural background. Independent sample T-tests and ANOVA were utilized to analyze the disparities in well-being based on PERMA model among several categories of Chinese teachers. This study also performed teaching efficacy with the three pillars of student engagement, instructional strategies, classroom management, and overall mean analyses on the teaching efficacy of Chinese teachers, employing Pearson correlation to examine the relationship between well-being and teaching efficacy among Chinese teachers. The findings showed a notably strong, neutral, and positive relationship between teaching efficacy and wellbeing. The research also employed multiple linear regression analysis to examine the extent of impact of the five pillars of PERMA on teaching efficacy. The research indicated that positive emotion accounted for 31.6% of the variance in teaching efficacy. Discussion and suggestions to enhance the Chinese teacher's well-being and teaching efficacy were proposed form the perspectives of teachers, schools, Chinese communities and the society supports.

Keywords— *PERMA* model, Well-being of Chinese teacher, Teaching efficacy, Impact.

I. INTRODUCTION

The quest for happiness has consistently been the objective of all humanity (McMahon, 2006). An increasing volume of research has underscored the significant correlation between well-being and educational quality, indicating that schools emphasize student well-being can achieve enhanced effectiveness, improved learning outcomes, and greater accomplishments in students' lives (Layard and Hagell, 2015). The UNESCO Asia-Pacific Education Thematic Brief, issued in May 2017, outlined the Happy Schools Project and highlighted the Happy Schools framework, which comprised people, process, and place. In terms of personnel, the focus was on the welfare of teachers. This pertained to the investigation of positive psychology. Positive Psychology has been coined the science of happiness and recognizes a number of character strengths that enhance happiness such as creativity, perseverance, kindness and teamwork (Seligman, 2003). Teachers exhibiting elevate levels of well-being significantly influenced the efficacy of teaching, indicating that only those with well-being can impart joy to students and enhance teaching efficacy.

The investigation of well-being has become a topic of study across many fields. Seligman, a prominent American psychologist, is considered the founder of positive psychology and a top expert in current well-being research. Seligman introduced the PERMA model of well-being in his following book Flourish: A visionary new understanding of happiness and well-being, which was recognized as the 2.0 version of well-being theory. This paradigm posits that well-being comprises positive emotion, engagement, relationships, meaning and accomplishment, with relationship and accomplishment augmenting the original three components. The criterion for assessing well-being in this approach is the level of flourish. Seligman posits that to attain a flourishing life, an individual must possess sufficient PERMA. The five elements are clearly defined and can be assessed with precision, and each element may be enhanced by study. The PERMA model of well-being in positive psychology offers a framework for comprehending the psychological mechanisms of well-being and serves as a theoretical foundation for analyzing the components of teachers' well-being and investigating methods to enhance it.

The researcher closely observed Chinese education in the Philippines for an extended period and possesses a profound comprehension of the pedagogical practices in Chinese schools and the accomplishments of the pupils. The Chinese education is crucial for the overseas Chinese community and the affirmation of Chinese identity. American scholar Gerald said "Without Chinese education, the overseas Chinese community would not exist." The history of Chinese immigration to the Philippines is extensive, and Chinese education has evolved in parallel, undergoing various developmental phases. As the influx of Chinese migrants to the Philippines for economic opportunities increased, the educational challenges facing the subsequent generation of overseas Chinese became evident. Furthermore, with the United States' replacement of Spanish colonial governance, a comparatively lenient cultural policy was instituted, leading to the initiation of Chinese schooling. The Anglo-Chinese School, now known as Tiong Se Academy, was established in



1899, marking the beginning of formal Chinese education in the Philippines. It was acknowledged as the country's first and oldest Chinese school. The establishment of schools for overseas Chinese allowed the children of overseas Chinese in the Philippines to switch from private education to formal schooling. In 1973, the Philippines had 154 Chinese schools accommodating 68,000 pupils. In that year, Presidential Decree No. 175 gave Chinese schools four years to phase out by establishing a three to one Filipino-to-alien student ratio and by making school governing bodies and administrations 100 percent Filipino. By 1976, the majority of Chinese educational institutions had undergone Filipinization. The Chinese educational system in the Philippines transitioned from overseas Chinese education to a localized form, resulting in corresponding alterations in educational objectives (Yang & Tian, 2023). In 1975, prior to the establishment of diplomatic relations between China and the Philippines, President Marcos enacted Decree No. 836 permitted foreigners to attain naturalization, resulting in a significant influx of overseas Chinese obtaining Philippine citizenship. Since then, the evolution of Chinese education has faced significant limitations and restrictions, including the reduction of Chinese instruction hours, the transition of Chinese courses from mandatory to elective status, the implementation of localized teaching materials, and the stipulation that educators must be Filipino nationals. The Philippine Chinese Schools Federation and the Philippine Chinese Education Research Center were among the organizations established by the Philippine Chinese community in the 1990s to reform Chinese education. These groups have played a pivotal role in enhancing Chinese education.

After a long period of development, Chinese education in the Philippines has finally seen a turning point. In 2008, the Philippine Ministry of Education released Document No. 560 for the Special Program in Foreign Language, designed to empower Philippine secondary school graduates to sustain a competitive edge in the global arena by implementing a foreign language curriculum aligned with globalization processes. In 2011, the Chinese language was incorporated into the program, marking its official introduction into the Philippine education system. As on the Philippine Chinese Education Research Center's 2023 data, there existed 148 Chinese schools across 11 regions in the Philippines, employing 1,000 Chinese language instructors, with a diverse student body exceeding 68,000 individuals from various backgrounds. Nonetheless. Chinese ethnic language instruction has obstacles and hurdles in the Philippines. There exists a deficiency of Chinese educators. At present, there exists a significant deficiency of Chinese educators. Chinese educators are required to assume several positions, facing a substantial workload and demanding responsibilities. Certain local Chinese educators lack a clear understanding of their role in education and possess no definitive strategies for their personal and professional advancement. The remuneration for Chinese instructors is comparatively low, leading many to perceive the role as a temporary one and subsequently abandon the field upon securing a more advantageous opportunity. Furthermore, the majority of Chinese educators in the Philippines lack formal training in pedagogy. A survey by the Philippine Chinese Education Center revealed that 89.40% of Chinese instructors do not possess an education major. Certain Chinese educators lack a thorough foundational understanding of the language, and their pedagogical skills and methodologies have not attained an acceptable standard. They possess limited academic credentials and inadequate experience. Certain educators studied in China for merely a few months prior to assuming their teaching roles.

From the perspective of achievements in Chinese language learning, the Chinese Proficiency Test (HSK) is an internationally standardized assessment, collaboratively established by China's Ministry of Education and the foreign affairs department, encompassing levels HSK1 through HSK6. In 1994, the Philippine Chinese Education Center submitted an application to establish itself as an HSK foreign test site. In recent years, the quantity of individuals doing examinations has progressively diminished. The peak attendance occurred in 2018, with 8,461 participants, followed by 5,941 in 2019, 5,296 in 2020, and the lowest figure in 2022 at 902. In comparison to 68,000 pupils of various ethnicities learning the Chinese language, the number of individuals undertaking the Chinese proficiency test is below 10%. The limited number of participants, aside from the test results, indicates that the level of Chinese learning is subpar. Despite extensive study of Chinese, many students in Chinese schools struggle to articulate themselves well in Chinese language, highlighting issues with the teaching efficacy of Chinese teachers.

Consequently, in recent years, the well-being of teachers has garnered heightened attention. It is regarded as a significant concern for educational institutions and society. It is seen as relating to teaching effectiveness, student outcomes, and educational governance (Klassen & Chiu, 2010; Klassen & Tze, 2014 & Seligman, 2009). Seligman (2011) posited that well-being comprises five quantifiable components: positive emotion. engagement, relationships, meaning, and accomplishment, collectively forming the PERMA profiler model, wherein each element possesses attributes that enhance well-being. Butler & Kern (2016) created the PERMA-Profiler as a concise assessment of PERMA.

The purpose of this study was to determine the relationship of the well-being of Chinese teachers and teaching efficacy from the selected Chinese schools in Metro Manila. Specifically, the research questions were:

1. What was the profile of the respondents according to the following:

- 1.1 Gender
- 1.2 Age
- 1.3 Years of teaching
- 1.4 Grade in
- 1.5 Cultural background?

2. How were the level of well-being among Chinese teachers in selected schools in terms of:

- 2.1 Positive emotion
- 2.2 Engagement
- 2.3 Relationships
- 2.4 Meaning
- 2.5 Accomplishment?



3. Were there significant differences in the well-being of Chinese teachers when respondents are grouped according to their profile?

4. How were the level of teaching efficacy to the Chinese teachers in selected schools in terms of:

- 4.1 Student engagement
- 4.2 Instructional strategies
- 4.3 Classroom management?

5. Were there significant relationships between the wellbeing of Chinese teachers and teaching efficacy?

6. What were the impact levels from positive emotion, engagement, relationships, meanings, accomplishments to teaching efficacy?

The study tested the following hypotheses:

 $\mathrm{H0}_{1.}$ There were no significant differences between the well-being of Chinese teachers when grouped according to their profile.

 HO_2 . There was no significant difference between the wellbeing of Chinese teachers and teaching efficacy.

H0_{3.} The five variables of PERMA did not have a significant linear relationship on teaching efficacy.

II. MATERIALS AND METHODS

2.1 Research Design and Data Collection

This study utilized a quantitative research design. the PERMA-Profiler Scale and the Teachers' Sense of Efficacy Scale were determined to assess the well-being of Chinese teachers and teaching efficacy respectively. Specifically, the PERMA-Profiler Scale has 23 items divided into positive and negative emotions, engagement, relationships, meaning, accomplishment and health. The Teachers' Sense of Efficacy Scale (long form) developed by Tschannen-Moran and Woolfolk Hoy (2001) has 24 items divided into efficacy in student engagement, instructional strategies, and classroom management. The questionnaire was composed of three parts namely: Part I consisted of respondents' information or the demographic profile such as gender, age, years of teaching Chinese, grade in, and cultural background. Part II of the questionnaire of PERMA-Profiler Scale that developed by Butler & Kern (2016) which included items to assess the wellbeing level of the respondents regarding to positive and negative emotions, engagement, relationships, meaning, accomplishment and health. Part III were the questionnaire of the Teachers' Sense of Efficacy developed by Megan Tschannen-Moran and Woolfolk Hoy in 2001.

The PERMA-Profiler Scale used in this study was developed by Butler & Kern (2016) with high reliability. The Teachers' Sense of Efficacy developed by Megan Tschannen-Moran and Woolfolk Hoy in 2001 was also in high reliabilities with the Cronbach Alpha is 0.94. These two instruments were reliable measure of the well-being of Chinese teachers based on PERMA model and the teaching efficacy.

Respondents were from selected Chinese schools in metro Manila. The officer from Philippine Chinese Education Research Center helped to sent the online survey link to the selected Chinese school teachers from November 26 to December 4 in 2024, 158 completed the questionnaire and all of the answers were valid.

2.2 Statistical Treatment of Data

Different statistical tools for data analysis were utilized to examine the well-being of Chinese teachers and the teaching efficacy. Frequency and distribution were used in Sociodemographic Feature of Sample in research question 1. The descriptive statistical analysis with weighted mean and standard deviation were used to determine the extent of the well-being of the Chinese teachers and teaching efficacy in research questions 2 and 4. Meanwhile, to determine the differences on the assessment on the levels of the well-beings of the Chinese teachers, t-test and ANOVA were both employed. Additionally, the Pearson correlation was utilized in determining the relationship between the well-being and the teaching efficacy in question 5. Lastly, multiple linear regression was employed to examine the impact level from the 5 pillars of PERMA to teaching efficacy. The significance level (α) was set at 0.05. SPSS 27.0 was used to do the statistical treatment of the data.

III. ANALYSIS AND RESULTS

3.1 Sociodemographic Feature of Sample

Frequency distribution and percentage were used to test the sociodemographic feature of sample. As can be seen from the data in Table 1, among the 158 total respondents, there were 75 male respondents accounted for 47.5%, and 83 female respondents accounted for 52.5%. In terms of age, the largest proportion was 36-40 years old, accounting for 27.8%, followed by 46-50 years old, accounting for 22.2%, then 31-35 years old, accounting for 11.4%, accounting for 8.8%, then 26-30 years old, accounting for 9.5%, 56-60 years old, accounting for 8.2%, 20-25 years old, accounting for 7.0%, 41-45 years old, accounting for 5.7%, 51-55 years old, accounting for 4.4%, the least age group was 61 and above, accounting for 3.8%. The research indicated that Chinese educators exhibited a strong dedication to their profession and continue to exert considerable effort in their roles notwithstanding their senior age. Conversely, it might be inferred that the shortage of Chinese teachers necessitated those over 61 years old to resume teaching roles. In terms of the Years of teaching, the largest was 6-10 years, accounted for 25.9%, then followed by 21 years above accounted for 24.7%, 11-15 years accounted for 22.2%, 1-5 years accounted for 16.5%, and 16-20 years accounted for 10.8%. This data illustrated professional loyalty. A multitude of educators had a passion for instructing Chinese. In terms of grade in, K4-K6 was the largest portion with 29.7&, then followed by K7-9 with 26.6%, K1-K3 with 22.8%, and K10-K12 for 20.9%. For the data of Cultural background, Chinoy had 121 respondents with the percentage of 76.6, followed by 35 Chinese with the percentage of 22.2%. Filipino and other cultural background each had 1 and accounted for 0.6%. This data indicated that the majority of Chinese language teachers in the Philippines were of Filipino Chinese descent. Chinese teachers predominantly originated from the Chinese teacher volunteer initiative between China and the Philippines.

Characteristics		Frequency	%	
Condon	Male	75	47.5	
Gender	Female	83	52.5	N=158
	20-25	11	7.0	
	26-30	15	9.5	
	31-35	18	11.4	
	36-40	44	27.8	
Age	41-45	9	5.7	
-	46-50	35	22.2	
	51-55	7	4.4	
	56-60	13	8.2	
	61 and above	6	3.8	N=158
	1-5	26	16.5	
	6-10	41	25.9	
Years of teaching	11-15	35	22.2	
	16-20	17	10.8	
	21-	39	24.7	N=158
	K1-K3	36	22.8	
Grada in	K4-K6	47	29.7	
Grade III	K7-9	42	26.6	
	K10-K12	33	20.9	N=158
	Filipino	1	0.6	
Cultural	Chinoy	121	76.6	
background	Chinese	35	22.2	
	Other	1	0.6	N=158

TABLE 1. Sociodemographic characteristics of the respondents

3.2 The level of well-being among Chinese teachers in selected schools in term of PERMA according to profiles

As shown in table 2, for the descriptive statistics of PERMA and overall well-being according to gender, the results showed that the mean of the positive emotion (P) to male was 9.19, the mean of relationships (R) to male was 9.15, the mean of meaning (M) to male was 9.32, the mean of the accomplishment (A) to male was 9.18. The mean of overall well-being to male was 9.18. For female, the mean of P was 9.29, the mean of E was 9.30, the mean of R was 9.15, and the mean of overall well-being well-being was 9.28. The total mean of Chinese teachers' well-being was 9.23, indicating very high functioning. From a gender standpoint, females exhibited greater well-being than males, aside from a sense of accomplishment.

TABLE 2. PERMA and overall well-being according to gender

Gender		Р	Е	R	М	А	Overall well-being
Mala	М	9.19	9.19	9.15	9.32	9.18	9.18
Male	S.D	0.68	0.74	0.66	0.69	0.68	0.59
Esmala	М	9.29	9.30	9.30	9.53	9.15	9.28
remate	S.D	0.75	0.79	0.84	0.69	0.86	0.69
Total	М	9.24	9.25	9.16	9.43	9.16	9.23
	S.D	0.72	0.77	0.76	0.70	0.78	0.64

As shown in Table 3, for age group 20-25, the mean of P was 9.33, the mean of E was 9.27, the mean of R was 9.27, the mean of M was 9.45, the mean of A was 9.36, the overall well-being was 9.35. For age group 26-30, the mean of P was 9.13, the mean of E was 9.20, the mean of R was 9.26, the mean of M was 9.31, the mean of A was 9.04, the overall well-being was 9.18. For age group 31-35, the mean of P was 9.12, the mean of E was 9.24, the mean of R was 8.87, the mean of M was 9.37, the mean of A was 9.01, the overall

well-being was 9.06. For age group 36-40, the mean of P was 9.04, the mean of E was 9.03, the mean of R was 8.98, the mean of M was 9.19, the mean of A was 9.06, the overall well-being was 9.07. For age group 41-45, the mean of P was 9.03, the mean of E was 9.18, the mean of R was 9.14, the mean of M was 9.44, the mean of A was 8.81, the overall well-being was 9.06. For age group 46-50, the mean of P was 9.35, the mean of E was 9.36, the mean of R was 9.33, the mean of M was 9.51, the mean of A was 9.27, the overall well-being was 9.35. For age group 51-55, the mean of P was 9.71, the mean of E was 9.33, the mean of R was 9.38, the mean of M was 9.76, the mean of A was 9.09, the overall well-being was 9.40. For age group 56-60, the mean of P was 9.94, the mean of E was 9.71, the mean of R was 9.74, the mean of M was 9.97, the mean of A was 9.87, the overall well-being was 9.85. For age group 61 and above, the mean of P was 8.83, the mean of E was 9.27, the mean of R was 8.55, the mean of M was 9.55, the mean of A was 8.77, the overall well-being was 8.91. The data indicated that Chinese teachers across various age groups achieved the highest scores in the M area, demonstrating their strong recognition of the significance of the work. The 56-60 age group exhibited the highest average overall well-being, succeeded by the 51-55 age group, and then the 46-50 age group. The group aged above 61 years had the lowest levels of well-being.

TABLE 3. PERMA and overall well-being according to age	
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Ag	e	Р	Е	R	М	А	Overall well-
	М	0.33	9.27	9.27	9.45	9.36	0 35
20-25	S D	0.51	0.53	0.62	0.47	0.54	0.50
	M	9.13	9.20	9.26	9.31	9.04	9.18
26-30	S.D	0.48	0.45	0.52	0.56	0.61	0.42
	M	9.12	9.24	8.87	9.37	9.01	9.06
31-35	S.D	0.78	0.95	0.92	0.88	0.99	0.65
26.40	М	9.04	9.03	8.98	9.19	9.06	9.07
36-40	S.D	0.64	0.73	0.62	0.69	0.69	0.61
41 45	М	9.03	9.18	9.14	9.44	8.81	9.06
41-45	S.D	0.80	0.86	0.74	0.78	1.28	0.79
16 50	М	9.35	9.36	9.33	9.51	9.27	9.35
40-30	S.D	0.61	0.61	0.59	0.50	0.62	0.50
51 55	М	9.71	9.33	9.38	9.76	9.09	9.40
51-55	S.D	0.95	1.08	1.16	0.91	0.65	0.88
56.60	Μ	9.94	9.71	9.74	9.97	9.87	9.85
50-00	S.D	0.75	1.06	1.04	0.77	0.63	0.70
61-	M	8.83	9.27	8.55	9.55	8.77	8.91
01-	S.D	1.04	0.90	0.86	0.72	1.12	0.92
Total	Μ	9.24	9.25	9.16	9.43	9.16	9.23
i Otal	S.D	0.72	0.77	0.76	0.70	0.78	0.64

Table 4 showed the mean and standard deviation of the five PERMA pillars and overall well-being according to Grade in. Chinese teachers in K7-K9 had the highest mean of P with 9.39, teachers in K10-K12 had the highest E with 9.37, R with 9.33, A with 9.26 and the Overall well-being with 9.33. Teachers in K7-K9 had the highest mean of M with 9.52.

As demonstrated in Table 5, the five pillars of PERMA and overall well-being of Chinese teachers of Chinese nationality were higher than those of Chinese teachers of Filipino nationality with Chinese background. The reason might be that Chinese teachers had the noble purpose of



spreading Chinese culture, thus they left their homeland to work as volunteer Chinese teachers in the Philippines. There was only one respondent with a pure Filipino cultural background and one respondent with other cultural backgrounds, which was not statistically significant and therefore not analyzed. There was just one respondent with a pure Filipino cultural background and one respondent with different cultural backgrounds, which was not statistically significant and therefore not analyzed.

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Grade		Р	Е	R	М	A	Overall Well-being	
V1 V2	Μ	9.02	9.12	9.00	9.33	9.02	9.10	
K1-K3	S.D	0.64	0.88	0.68	0.76	0.88	0.64	
V1 V6	Μ	9.18	9.15	9.09	9.35	9.18	9.16	
K4-K 0	S.D	0.71	0.72	0.80	0.67	0.70	0.65	
K7 K 0	Μ	9.39	9.36	9.25	9.52	9.19	9.35	
К/-К9	S.D	0.68	0.62	0.79	0.66	0.73	0.57	
V10 V12	Μ	9.38	9.37	9.33	9.53	9.26	9.33	
K10-K12	S.D	0.81	0.86	0.73	0.70	0.84	0.71	
Total	Μ	9.24	9.25	9.16	9.43	9.16	9.23	
	S.D	0.72	0.77	0.76	0.70	0.78	0.64	

TABLE 4. PERMA and overall well-being according to Grade in

TABLE 5. PERMA and overall well-being according to cultural background

Cultural background		Р	Е	R	М	А	Overall Wellbeing
Filinino	М	9.00	10.00	8.66	9.00	6.66	8.72
гшршо	S.D						
Chinow	М	9.23	9.23	9.14	9.36	9.17	9.21
Chinoy	S.D	0.70	0.76	0.73	0.69	0.72	0.62
Chinasa	Μ	9.31	9.30	9.27	9.66	9.21	9.34
Chinese	S.D	0.79	0.78	0.86	0.68	0.891	0.73
Other	М	8.66	8.00	9.33	9.66	8.66	8.88
Other	S.D						
Total	М	9.24	9.25	9.16	9.43	9.16	9.23
	S.D	0.72	0.77	0.76	0.700	0.78	0.64

3.3 Significant differences analysis in the well-being of Chinese teachers when respondents are grouped according to the profiles

Because the gender group only contained male and female, we utilized independent sample T test to examine if there was a significant difference in well-being between male and female teachers. The results as shown in Table 6 demonstrated that the p values were all greater than 0.05, showing that there was no significant difference in the wellbeing between male and female teachers.

TABLE 6. Independent Sample Test between groups

IAI	THELE 0. Independent Sample Test between groups										
	F	Sig.	t	Sig. (2-tailed)							
Р	0.605	0.438	-0.919	0.359							
Е	0.629	0.429	-0.860	0.391							
R	2.907	0.090	-0.275	0.783							
М	0.057	0.812	-1.936	0.055							
A	3.616	0.059	0.272	0.786							
Overall Well- being	1.821	0.179	-0.968	0.335							

A one-way analysis of variance (ANOVA) was conducted to assess the differences in PERMA and overall well-being when grouped according to age. The significance level (alpha) was set 0.05. Results were showed in Table 7. There was statistically significant difference in P, F(8,149)=3.197, P=0.002 (<0.05). There was statistically significant difference in R, F(8,149)= 2.583, P=0.011 (<0.05). There was statistically significant difference in M, F(8,149)= 2.051, P=0.044 (<0.05). There was statistically significant difference in A, F(8,149)= 2.256, P=0.026 (<0.05). There was statistically significant difference in Overall well-being, F(8,149)= 2.726, P=0.008 (<0.05). There was no statistically significant difference in E, F(8,149)= 1.145, P=0.337 (>0.05).

		Sum of Squares	df	Mean Square	F	Sig.
	Between Groups	12.053	8	1.507	3.197	0.002
Р	Within Groups	70.209	149	0.471		
	Total	82.262	157			
	Between Groups	5.400	8	0.675	1.145	0.337
Е	Within Groups	87.863	149	0.590		
	Total	93.264	157			
	Between Groups	11.172	8	1.397	2.583	0.011
R	Within Groups	80.549	149	0.541		
	Total	91.722	157			
	Between Groups	7.639	8	0.955	2.051	0.044
М	Within Groups	69.363	149	0.466		
	Total	77.002	157			
	Between Groups	10.413	8	1.302	2.256	0.026
А	Within Groups	85.975	149	0.577		
	Total	96.388	157			
Overall	Between Groups	8.421	8	1.053	2.726	0.008
Well- being	Within Groups	57.535	149	0.386		
	Total	65.956	157			

Table 7. ANOVA among groups of age

Since the p values of P, R, M, A and Overall well-being were significant, post-hoc test using LSD was proceed to pinpoint the specific group differences. As shown in Table 8, for positive emotion, there was a significant difference between age 20-25 to 56-60 with P=0.03. There was a significant difference between age 36-40 to 51-55 with P=0.018. There was a significant difference between age 51-55 to 61 and above with P=0.022. There was a significant difference between age 56-60 to 20-25 with P=0.030. There was a significant difference between age 56-60 to 26-30 with P=0.002. There was a significant difference between age 56-60 to 31-35 with P=0.001. There was a significant difference between age 56-60 to 36-40 with P<0.001. There was a significant difference between age 56-60 to 41-45 with P=0.003. There was a significant difference between age 56-60 to 46-50 with P=0.008. There was a significant difference between age 56-60 to 61 and above with P=0.001. For relations, there was a significant difference between age 20-25 to 61 and above with P=0.047. There was a significant difference between age 31-35 to 46-50 with P=0.032. There was a significant difference between age 31-35 to 56-60 with



P=0.001. There was a significant difference between age 36-40 to 46-50 with P=0.032. There was a significant difference between age 36-40 to 56-60 with P=0.001. There was a significant difference between age 51-55 to 61 and above with P=0.045. There was a significant difference between age 61 and above to 26-30 with P=0.047. There was a significant difference between age 61 and above to 46-50 with P=0.018. There was a significant difference between age 61 and above to 56-60 with P=0.001. For meaning, there was a significant difference between age 26-30 to 56-60 with P=0.011. There was a significant difference between age 31-35 to 56-60 with P=0.016.

TABLE 8. Multiple Comparisons according to age

LSD											
			Mean			95% Co	nfidence				
Depe	ndent Va	riable	Differen	Std.	Sig.	Inte	rval				
.r			ce (I-J)	Error		Lower	Upper				
	26.46	51.55	0.00	0.07	0.010	Bound	Bound				
	36-40	51-55	-0.66*	0.27	0.018	-1.22	-0.11				
	51-55	61-	0.88*	0.38	0.022	0.12	1.63				
		20-25	0.61*	0.28	0.030	0.05	1.17				
		26-30	0.81*	0.26	0.002	0.30	1.32				
Р		31-35	0.81*	0.24	0.001	0.32	1.31				
	56-60	36-40	0.90*	0.21	0.000	0.47	1.33				
		41-45	0.91*	0.29	0.003	0.32	1.49				
		46-50	0.59*	0.22	0.008	0.15	1.03				
		61-	1.11*	0.33	0.001	0.44	1.78				
	20-25	61-	0.71*	0.35	0.047	0.009	1.41				
	31-35	46-50	-0.46*	0.21	0.032	-0.88	-0.04				
	51-55	56-60	-0.87*	0.26	0.001	-1.40	-0.34				
	36-40	46-50	-0.34*	0.16	0.038	-0.67	-0.01				
R	50-40	56-60	-0.75*	0.23	0.001	-1.21	-0.30				
	51-55	61-	0.82^{*}	0.40	0.045	0.01	1.63				
	61-	26-30	-0.711*	0.35	0.047	-1.41	-0.009				
		46-50	-0.77*	0.32	0.018	-1.41	-0.13				
		56-60	-1.18*	0.36	0.001	-1.90	-0.47				
	26-30	56-60	-0.663*	0.25	0.011	-1.17	-0.15				
	31-35	56-60	-0.603*	0.24	0.016	-1.09	-0.11				
		46-50	-0.317*	0.15	0.042	-0.62	-0.01				
	36-40	51-55	-0.56*	0.27	0.044	-1.11	-0.01				
Μ		56-60	-0.77*	0.21	0.000	-1.20	-0.35				
	46-50	56-60	-0.46*	0.22	0.040	-0.89	-0.02				
		26-30	0.66*	0.25	0.011	0.15	1.17				
	51-55	31-35	0.60^{*}	0.24	0.016	0.11	1.09				
		46-50	0.46^{*}	0.22	0.040	0.02	0.89				
		26-30	0.82^{*}	0.28	0.005	0.25	1.39				
		31-35	0.85^{*}	0.27	0.002	0.30	1.39				
		36-40	0.80^{*}	0.23	0.001	0.32	1.27				
А	56-60	41-45	1.05^{*}	0.32	0.002	0.40	1.70				
		46-50	0.59^{*}	0.24	0.017	0.10	1.08				
		51-55	0.77^{*}	0.35	0.031	0.07	1.48				
		61-	1.09^{*}	0.37	0.004	0.35	1.83				
	36-40	46-50	-0.28*	0.14	0.042	-0.56	-0.009				
Over		31-35	0.78^{*}	0.22	0.001	0.33	1.22				
all		36-40	0.77^{*}	0.19	0.000	0.39	1.16				
Well-	56-60	41-45	0.78^{*}	0.26	0.004	0.25	1.31				
being		46-50	0.49^{*}	0.20	0.016	0.09	0.89				
		61-	0.93*	0.30	0.003	0.32	1.53				

*. The mean difference is significant at the 0.05 level.

There was a significant difference between age 36-40 to 46-50 with P=0.042. There was a significant difference between age 36-40 to 51-55 with P=0.044. There was a significant difference between age 36-40 to 56-60 with P<0.001. There was a significant difference between age 46-

50 to 56-60 with P=0.040. There was a significant difference between age 51-55 to 26-30 with P=0.011. There was a significant difference between age 51-55 to 31-35 with P=0.016. There was a significant difference between age 51-55 to 46-50 with P=0.040. For accomplishment, there was a significant difference between age 56-60 to 26-30 with P=0.005. There was a significant difference between age 56-60 to 31-35 with P=0.002. There was a significant difference between age 56-60 to 36-40 with P=0.001. There was a significant difference between age 56-60 to 41-45 with P=0.002. There was a significant difference between age 56-60 to 46-50 with P=0.017. There was a significant difference between age 56-60 to 51-55 with P=0.031. There was a significant difference between age 56-60 to 61 and above with P=0.003. For the Overall well-being, there was a significant difference between age 36-40 to 46-50 with P=0.042. There was a significant difference between age 56-60 to 31-35 with P=0.001. There was a significant difference between age 56-60 to 36-40 with P<0.001. There was a significant difference between age 56-60 to 41-45 with P=0.004. There was a significant difference between age 56-60 to 46-50 with P=0.016. There was a significant difference between age 56-60 to 61 and above with P=0.003.

Table 9 showed the ANOVA results among groups of teaching years with p values less than 0.05. There was statistically significant difference in E, F(4,153)= 2.484, P=0.046 (<0.05). There was statistically significant difference in Overall well-being, F(4,153)= 2.552, P=0.041 (<0.05). There was no statistically significant difference in P,R,M,A with p>0.05.

		Sum of Squares	df	Mean Squar e	F	Sig.
Е	Between Groups	5.687	4	1.422	2.484	0.046
	Within Groups	87.577	153	0.572		
	Total	93.264	157			
Overall- Wellbeing	Between Groups	4.126	4	1.031	2.552	0.041
	Within Groups	61.830	153	0.404		
	Total	65.956	157			

Table 9. ANOVA among groups of teaching years

Since the p values of E and Overall well-being were significant, post-hoc test using LSD was proceed to pinpoint the specific group differences. As shown in Table 10, for E, there was a significant difference between teaching years of 21 and above to 1-5 with P=0.018. There was a significant difference between teaching years of 21 and above to 6-10 with P=0.017. There was a significant difference between teaching years of 21 and above to 11-15 with P=0.036. There was a significant difference between teaching years of 21 and above to 16-20 with P=0.016. For the overall well-being, there was a significant difference between teaching years of 21 and above to 1-5 with P=0.013. There was a significant difference between teaching years of 21 and above to 1-5 with P=0.013. There was a significant difference between teaching years of 21 and above to 6-10 with P=0.012. There was a significant difference between teaching years of 21 and above to 6-10 with P=0.012.



21 and above to 16-20 with P=0.021. There was no significant difference between the rest E and overall well-being groups.

Dependent Variable		Mean Differe nce (I-	Std. Erro r	Sig.	95 Confi Inte Lower	% dence rval Upper	
			J)			Bound	Bound
		1-5	0.45^{*}	0.19	0.018	0.07	0.83
Б	21-	6-10	0.41^{*}	0.16	0.017	0.07	0.74
E		11-15	0.37^{*}	0.17	0.036	0.02	0.72
		16-20	0.53^{*}	0.21	0.016	0.09	0.96
Overall		1-5	0.40^{*}	0.16	0.013	0.08	0.72
Well-	21-	6-10	0.36*	0.14	0.012	0.08	0.64
being		16-20	0.43*	0.18	0.021	0.06	0.79

*. The mean difference is significant at the 0.05 level.

A one-way ANOVA also employed to test the differences among groups of grade in and cultural background. Results showed that all the p values of P, E, R, M, A and overall wellbeing were greater than 0.05, meaning there was no significant differences in each.

According to HO_1 setting there were no significant differences between the well-being of Chinese teachers when grouped according to their profile, the study showed there were significant differences among the variables, thus HO_1 was rejected.

3.4 The levels of teaching efficacy to Chinese teachers

A descriptive analysis was employed to explore the levels of teaching efficacy to the Chinese teachers. ESE was referred to the efficacy in student engagement, EIS was stand for the efficacy in instructional strategies, ECM was referred to the efficacy in classroom management.

Table 11 showed the levels of teaching efficacy according to gender. The mean of overall teaching efficacy of male teachers was 7.39, while the female teachers' mean was 7.50. Results showed female teachers' teaching efficacy was greater than male teachers whatever in the details of the three pillars.

TABLE 11. ESE, EIS, ECM according to gender

				0 0	
Gen	der	ESE	EIS	ECM	Overall TE
	М	7.33	7.47	7.36	7.39
Male	Ν	75	75	75	75
	S. D	0.60	0.49	0.58	0.52
	М	7.43	7.55	7.53	7.50
Female	Ν	83	83	83	83
	S. D	0.64	0.60	0.55	0.57

Table 12 was the results of teaching efficacy according to age groups. As shown in the table, the teaching efficacy of age group of 56-60 had the highest mean with 7.94, then followed by the age of 20-25 and 51-55. The smallest mean was in the age group of 61 and above with the mean of 7.04.

Table 13 was the results of teaching efficacy according to teaching years. As shown in the table, the teaching efficacy of teaching years group of 21 years above had the highest mean with 7.65, then followed by the age of 1-5 with the mean 7.44and 16-20 with the mean 7.43. The smallest mean was in the group of 11-15 with the mean of 7.29.

Age		ESE	EIS	ECM	Overall TE
	М	7.55	7.80	7.62	7.66
20-25	Ν	11	11	11	11
	S. D	0.16	0.23	0.30	0.17
	М	7.39	7.59	7.45	7.48
26-30	Ν	15	15	15	15
20 50	S. D	0.21	0.26	0.16	0.15
	М	7.24	7.43	7.26	7.31
31-35	Ν	18	18	18	18
	S. D	0.50	0.57	0.45	0.46
	М	7.31	7.34	7.30	7.32
36-40	Ν	44	44	44	44
	S. D	0.49	0.41	0.40	0.40
	М	7.26	7.25	7.50	7.33
41-45	Ν	9	9	9	9
	S. D	0.78	0.80	0.66	0.73
	Μ	7.40	7.55	7.48	7.48
46-50	Ν	35	35	35	35
	S. D	0.71	0.49	0.69	0.61
	М	7.62	7.75	7.55	7.64
51-55	Ν	7	7	7	7
	S. D	1.20	0.96	1.16	1.09
56-60	Μ	7.81	8.01	8.00	7.94
	Ν	13	13	13	13
	S. D	0.54	0.45	0.46	0.47
	Μ	6.89	7.06	7.16	7.04
61-	N	6	6	6	6
	S. D	1.07	0.96	0.78	0.90

TABLE 13. ESE, EIS, ECM according to teaching years

Teac	hing Years	ESE	EIS	ECM	Overall TE
	М	7.34	7.59	7.40	7.44
1-5	Ν	26	26	26	26
	S. D	0.46	0.40	0.42	0.39
	М	7.34	7.43	7.41	7.39
6-10	Ν	41	41	41	41
	S. D	0.40	0.45	0.35	0.35
	М	7.23	7.36	7.28	7.29
11-15	Ν	35	35	35	35
	S. D	0.90	0.70	0.80	0.77
	М	7.40	7.45	7.45	7.43
16-20	Ν	17	17	17	17
	S. D	0.32	0.27	0.29	0.25
	М	7.60	7.70	7.66	7.65
21-	Ν	39	39	39	39
	S. D	0.67	0.63	0.64	0.62

TABLE 14. ESE, EIS, ECM according to grade in

Grad	e	ESE	EIS	ECM	Overall TE
	М	7.30	7.51	7.38	7.40
K1-K3	Ν	36	36	36	36
	S. D	0.40	0.51	0.38	0.40
	Μ	7.40	7.48	7.46	7.45
K4-K6	Ν	47	47	47	47
	S. D	0.61	0.55	0.48	0.52
	Μ	7.55	7.61	7.61	7.59
K7-9	Ν	42	42	42	42
	S. D	0.53	0.48	0.50	0.47
	Μ	7.24	7.42	7.29	7.32
K10-K12	Ν	33	33	33	33
	S. D	0.87	0.67	0.86	0.77

Table 14 was the results of teaching efficacy according to grade in. As shown in the table, the teaching efficacy of grade in group of K7-K9 had the highest mean with 7.59, then followed by the age of K4-K6 with the mean 7.45 and K1-K3



with the mean 7.40. The smallest mean was in the group of 1K10-K12 with the mean of 7.32.

Table 15 was the results of teaching efficacy according to cultural background. As shown in the table, the teaching efficacy of Chinoy group had the highest mean with 7.47, then followed by the Chinese group with the mean 7.37.

TABLE 15. E	TABLE 15. ESE, EIS, ECW according to cultural background							
Cultural bac	kground	ESE	EIS	ECM	Overall TE			
	М	6.50	6.62	7.00	6.70			
Filipino	N	1	1	1	1			
	S. D							
	М	7.42	7.53	7.48	7.47			
Chinoy	N	121	121	121	121			
	S. D	0.52	0.51	0.48	0.47			
	М	7.31	7.46	7.35	7.37			
Chinese	N	35	35	35	35			
	S. D	0.90	0.68	0.82	0.77			
	М	7.00	7.62	7.62	7.41			
Other	N	1	1	1	1			
	S. D							

TABLE 15. ESE, EIS, ECM according to cultural background

Table 16 showed the result of total mean of efficacy in student engagement, efficacy in instructional strategies, efficacy in classroom management and as a whole. EIS had the highest mean, followed by ECM and ESE. The overall teaching efficacy mean was 7.45.

TABLE 16. The total mean of ESE, EIS, ECM

		ESE	EIS	ECM	Overall TE
	М	7.38	7.51	7.45	7.45
Гotal	Ν	158	158	158	158
	S. D	0.62	0.55	0.57	0.55

3.5 The significant relationship between the well-being of Chinese teachers and teaching efficacy

A Pearson correlation coefficient was calculated to evaluate the relationship between the well-being and teaching efficacy. The significance level (alpha) was set 0.05. The results were shown in Table 17, indicating there was a significant neutral strong and positive relationship between the well-being and teaching efficacy, r=0.568, p < 0.001.

TABLE 17. Correlation between the well-being a	and teaching efficacy
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		Overall Well-being	Overall TE
Overall Well-	Pearson Correlation	1	0.568**
being	Sig. (2-tailed)		0.000
Overall TE	Pearson Correlation	0.568**	1
	Sig. (2-tailed)	0.000	

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

As in the hypothesis setting HO_2 that there was no significant difference between the well-being of Chinese teachers and teaching efficacy. The result found that there was a significant neutral strong and positive relationship between the well-being and teaching efficacy. Hence, the null hypothesis was rejected.

3.6 The impact levels from positive emotion, engagement, relationships, meanings, accomplishment to teaching efficacy

Multiple linear regression analysis was employed to assess the influence of the five dimensions of PERMA on

teaching efficacy. The Durbin-Watson statistic was employed to analyze the residuals, and the findings of the model summary are presented in Table 18.

Table 18 indicated that the five dimensions of PERMA accounted for 31.6% of the variance in teaching efficacy while adjusted $R^2=0.316$. The Durbin-Watson test yielded a result of 2.224, falling within the range of 0 to 4. The data could be regarded as fundamentally independent.

		TABLE 1	8. Model sumr	nary	
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin- Watson
1	0.581ª	0.337	0.316	0.46	2.224
	a.	Predictors: (0	Constant), A, F	R, E, M, P	

b. Dependent Variable: Overall TE

ANOVA was employed to ascertain the successful establishment of the model. Table 19 showed F=15.481, P<0.001, illustrating that within the five dimensions of PERMA, at least one independent variable accounted for a portion of the dependent variable, specifically the variation in teaching efficacy, thereby enhancing regression variation and diminishing residual variation, resulting in a successfully established model.

	Model	Sum of Squares	df	Mean Square	F	Sig.
	Regression	16.381	5	3.276	15.481	0.000^{b}
1	Residual	32.166	152	0.212		
	Total	48.547	157			

a. Dependent Variable: Overall TE

b. Predictors: (Constant), A, R, E, M, P

Table 20 presented the computation of regression coefficients and performed hypothesis tests on these coefficients to investigate the impact of influencing factors. The findings indicated that P (b=0.263, β =0.343, p=0.004) would enhance teaching efficacy. E (b=0.077, β =0.106, p=0.295), R (b=0.078, β =0.107, p=0.269), M (b=-0.004, β =0.005, p=0.958), and A (b=0.073, β =0.102, p=0.335)would not influence instructional efficacy. The research findings indicated a tolerance beyond 0.1, suggesting that the multicollinearity among the independent variables in this study was not significant.

	TABLE 20. Coefficients									
Model		Unstandardized Coefficients		Standa rdized Coeffi cients t		Sig.	Collinearity Statistics			
		В	Std. Error	Beta			Toler ance	VIF		
Т		2.969	0.54		5.474	0.000				
	Р	0.263	0.09	0.343	2.936	0.004	0.320	3.130		
1	Е	0.077	0.07	0.106	1.051	0.295	0.428	2.337		
1	R	0.078	0.07	0.107	1.109	0.269	0.469	2.131		
	Μ	-0.004	0.08	-0.005	-0.053	0.958	0.411	2.435		
	Α	0.073	0.07	0.102	0.968	0.335	0.390	2.564		

a. Dependent Variable: Overall TE



The results of the multiple linear regression analysis indicated that the regression equation was significant, with P exerting a positive and significant influence on teaching efficacy. E, R, M, and A were unable to forecast teaching efficacy. These variables accounted for 31.6% of the variance in teaching efficiency.

As the hypothesis setting in Ho₃ that the five variables of PERMA did not have a significant linear relationship on teaching efficacy, null hypothesis was rejected.

IV. DISCUSSION

The findings of this study indicated that the overall wellbeing of Chinese teachers was at a very high functioning level. According to the PERMA-Profiler evaluation criteria, a score of 9 or more was deemed indicative of very high functioning well-being. No substantial disparity in enjoyment existed between male and female educators. There were notable disparities in Positive emotion, Relationships, Meaning, and Accomplishment across various age cohorts. There were variations in teaching years among Engagement. There were no disparities among various groups of teachers concerning teaching grade and cultural background. A moderate positive correlation existed between the pleasure of Chinese teachers and their teaching efficacy. Regression study indicated that well-being of PERMA model accounted for 31.6% of the variance in teaching efficacy. Positive emotions exerted a substantial and beneficial influence on teaching efficacy, underscoring their significance in the educational process. Teachers' positive emotions encompassed specific feelings such as well-being, joy, contentment, curiosity, and pride that educators experienced throughout instructional tasks. The emotions of teachers were influenced by various elements, including the teachers themselves, their emotional states related to teaching, and the conditions of their students. Positive emotions of educators significantly influenced the teaching process and teaching efficacy. Activities exerted a stimulating and contagious influence on students. Consequently, this study also examined the negative emotions of Chinese teachers in accordance with the PERMA model. The findings indicated that the average of negative feelings was 1.52, with a standard deviation of 0.50. The PERMA-Profiler assessment indicated a high level of functioning in negative emotions. Negative emotions would impact Chinese teachers' work performance and served as an indicator of their overall well-being. Consequently, it was crucial to assist teachers in mastering certain emotion regulation skills, encouraged them to proactively manage their emotions, and converted bad emotions into positive ones. Seligman once introduced the ABCDE emotional regulation model in his book Learned Optimism, which was derived from Ellis's emotional ABC model. The ABC theory posited that the inducing event A served just as an indirect catalyst for emotion and behavioral outcome C, whereas individuals' beliefs and perceptions of inducing events B were the direct determinants of their emotions and behaviors. Seligman's ABCDE model incorporated two additional components: disputation and energization, which involved first recognizing one's own ABC pattern, subsequently challenging the initial notion, and last fostering new outcomes and behaviors. Educators could implement this strategy more frequently in their regular routines. When experiencing unpleasant emotions, individuals could identify the beliefs and attitudes that trigger these feelings, subsequently engaging in selfdialogue to refute them, so fostering new ideas and nurturing healthy thinking patterns.

To enhance the good emotions of Chinese teachers, diminish negative emotions, and elevate their overall wellbeing, recommendations and discourse might be pursued regarding the teachers themselves, educational institutions, Chinese communities, and social support systems.

From the perspective of teachers, they often experienced nervousness, anxiety, and burnout in a high-pressure work setting. Consequently, Chinese teachers should initially employ targeted relaxation techniques and psychological adjustment methods to effectively re-calibrate their mental state. This might include engaging in suitable physical exercise, practicing meditation and relaxation, addressing challenges in interpersonal communication, and proactively seeking assistance from others. These strategies positively influenced the mitigation of instructors' negative emotions, alleviated work-related stress, and enhanced overall wellbeing and teaching efficacy. Chinese teachers ought to cultivate an accurate perspective on well-being and modify their mindset to acclimate to any situation. According to Napoleon Hill, individuals possessed a negative mindset that might strip away all that imbues life with significance, as well as a positive mindset that could procure money, success, happiness, and health. From this perspective, individuals must alter their mindset to attain well-being and happiness, a notion that was particularly pertinent for educators. Teachers, as professional educators, must thoroughly comprehend their roles, acquire the requisite knowledge and skills, and cultivate appropriate emotions and attitudes. This would mitigate psychological conflicts, alleviate emotional exhaustion, and diminish professional burnout, while enhancing selfconfidence and promoting professional fulfillment. Chinese teachers must consistently enhance their professional competencies, deepen their understanding of pertinent psychological and educational principles, refine their observational skills, bolster their resilience to negative emotions, and augment their pedagogical acumen and linguistic proficiency. This would facilitate improved communication with students, fostering greater mutual satisfaction and enhancing teaching efficacy.

From the perspective of the school, the school should augment its humanistic care for Chinese teachers, foster a comfortable working environment, and elevate teachers' positive emotions and overall well-being. Well-being necessitated the collaborative efforts of educators, organizations, and groups. The school served as the primary provider of life security and spiritual fulfillment for teachers. As educational administrators, they must assist in addressing the practical challenges faced by teachers in all dimensions, deliver exemplary services to educators, ensure that every Chinese teacher could do their duties with dignity and efficacy, and foster a sense of pride. The educational system



should enhance the recognition of the professional dignity of Chinese teachers, augment their material welfare, establish additional avenues for professional growth, and reinforce development initiatives, enabling Chinese teachers to perpetually refine their skills. This was particularly pertinent given the numerous academic advancement opportunities available in China, including scholarship-supported master's and doctoral programs, alongside short-term training courses. Administrators must attentively consider the perspectives of all teachers, foster reciprocal communication, identify teachers with potential, and systematically implement contemporary motivation theories to facilitate their professional development and optimize their capabilities, thereby addressing the needs of both parties and ensuring the sustained enhancement of the Chinese teaching workforce.

From the community side, especially the Chinese community, they should enhance supports and assistance for Chinese schools and teachers inside the Chinese community. Annually, numerous Chinese communities and individuals generously provided substantial funds to decrease the number of students studying Chinese and to assist underprivileged students in learning the language. Nevertheless, the Chinese community exhibited comparatively minimal concern for the welfare of educators. Currently, the entities that facilitate Chinese education in the Philippines comprised the Philippine Chinese Education Research Center, the Philippine Chinese Chamber of Commerce, the Jinjiang General Chamber of Commerce, etc. Each community operated independently, lacking a cohesive strategy to enhance the well-being of all Chinese teachers in the Philippines. A polarization phenomenon existed wherein certain Chinese school instructors received substantial welfare benefits, while others received minimal welfare benefits. To mitigate the disparities in Chinese teacher resources and the Matthew effect, Chinese communities should coordinate and strategize the allocation of educational resources for Chinese teachers, thereby fostering the equitable advancement of Chinese education in the Philippines. This approach also served to safeguard the welfare of Chinese teachers and enhance overall well-being.

From the perspective of social support, social support encompassed the knowledge and actions of an individual's social network members, including family, colleagues, and friends of Chinese teachers. Research indicated that educators who frequently communicate their professional experiences, uncertainties, and feelings of isolation with peers seldom professional experienced burnout, highlighting the significance of social support for teachers' emotional wellbeing. Society must recognize the pressures faced by Chinese teachers and to provide them with increased care and support. The media could promote the endeavors and accomplishments of Chinese teachers, so cultivating a societal environment that values, comprehends, and supports teachers, enhancing the visibility of exemplary Chinese teachers, and broadly disseminating the commendable actions of outstanding teachers. Consequently, Chinese teachers would undoubtedly possess more confidence and motivation in their teaching of the Chinese language.

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