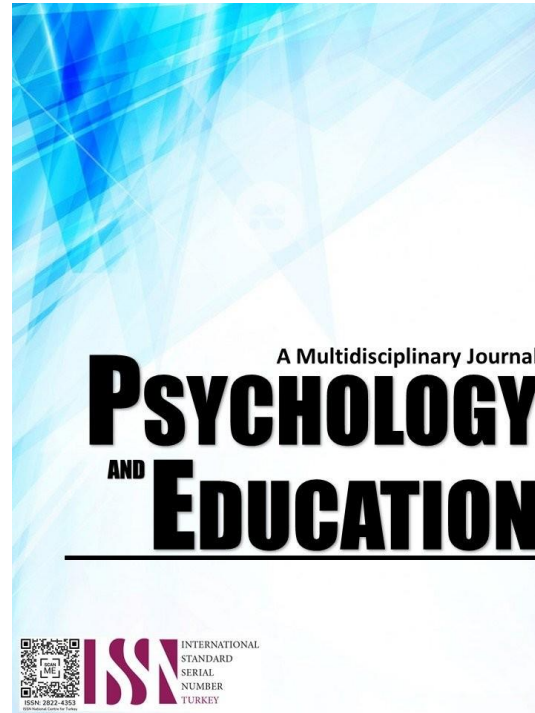


SOCIAL SUPPORT NETWORKS AND TEACHERS WELL-BEING AMONG ELEMENTARY TEACHERS OF MONKAYO WEST DISTRICT



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Social Support Networks and Teachers Well-Being among Elementary Teachers of Monkayo West District

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Abstract

The aim of this study is to determine the relationship between social support networks and teachers' well-being, particularly in the context of stress, workload, and psychological challenges. It underscores the pivotal role of supportive environments in enhancing job satisfaction and coping strategies for educators. By investigating the specific challenges faced by teachers in the Monkayo West district, such as workload, financial issues, and interpersonal dynamics, it aims to evaluate the impact of social support networks on overall well-being. This study used a universal sample method, in which the complete population of elementary teachers of Monkayo west district participated. It covers the data collection procedures, data analysis methods, trustworthiness, credibility, and ethical considerations. The findings indicated that age bracket, and sex is not a determining factor in a level of social support networks and teachers well being or there is no significant difference in social support networks and teacher well-being when assessed according to age and sex. The results reveal that there is a significant relationship between social support and teacher well-being. It was established that elementary teachers in Monkayo West District have a favorable work environment, an exceptional level of social support, and extremely satisfactory teacher well-being. The strong association between social support networks and teacher well-being stressed the critical function of supportive networks in boosting teacher well-being and building a pleasant work environment conducive to job satisfaction and professional development.

Keywords: *social support networks, teachers' well-being, trustworthiness*

Introduction

Social support is essential for good psychological health and stable relationships, such as having a trusted network of friends and family for instant assistance or spending time with loved ones during difficult times. Whereas teachers' well-being is crucial for their personal and professional lives, as it impacts the quality of education they provide to students. Social support networks, both within and outside the school environment, provide emotional, informational, and instrumental assistance, affecting their physical, emotional, and psychological health (Thoits 2011).

A study conducted by Berlanda (2019) in the University of Verona, Italy that teachers have been experiencing elevated stress, workload, and challenges that have significantly impaired their psychological functioning. Action must be taken to support teachers' well-being, maintain teaching quality, and preclude a surge in teacher attrition. Because teachers' perspectives differed considerably across respondents in qualitative responses, it was recommended that administrators conduct a need assessment to understand teachers' concerns at school and district levels. Teachers' voices should be solicited and attended to in the process of planning and making decisions when schools continue to tackle challenges caused by the pandemic.

Furthermore, a study conducted by Reyes (2010) investigated the relationship between teacher well-being and social support among elementary school teachers in Manila, Philippines. The study found that teachers who reported higher levels of social support from colleagues, school administration, and their social networks experienced higher levels of well-being and job satisfaction. The study also emphasized the importance of a supportive work environment, as well as the need for professional development opportunities to enhance teacher well-being.

On the other hand, in the Monkayo West district, the researcher discovered that some teachers were stressed about their workload, debt, family problems, financial issues and health problems. As a result, individuals may experience weariness and be unable to complete the work. Every morning, they face another struggle for survival. Some of them may have a difficult time because of toxic coworkers, administrators, misbehaving learners, and parents that are difficult to cope with that instead of receiving assistance from them they may rather cause trouble. Some 21st-century classroom teachers, particularly older ones, may feel ineffective or uninformed about new technologies. Some of them wish to quite or retire early. Support from knowledgeable individuals can alleviate this strain, and they may decline training opportunities. Social support networks can significantly positively predict coping strategies (Kong et al., 2019). Teachers with a high level of social support have stronger social adaptation abilities and tend to adopt positive coping strategies for solving problems.

Consequently, the researcher was interested in conducting a study to determine the level of social support networks and the level of teachers' wellbeing. Since the future development of young people is greatly influenced by the quality of their teachers, which is why social support networks are critical to a teacher's well-being. Based on this assumption the researcher aimed to examine the degree of social support networks and its benefits to the totality of a teacher.

Research Questions

This study was conducted to determine the relationship of social support networks and teacher well-being among elementary teachers in Monkayo West District. Specifically, this study will seek to answer the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1. age, and
 - 1.2. gender?
2. What is the level of social support networks among elementary teachers in Monkayo West District in terms of:
 - 2.1. interactions with colleagues;
 - 2.2. mentorship programs;
 - 2.3. collaborative teaching teams; and
 - 2.4. participation in professional learning communities?
3. What is the level of teacher well-being among elementary teachers in Monkayo West District in terms of:
 - 3.1. workload;
 - 3.2. time pressure;
 - 3.3. constructive feedback; and
 - 3.4. job security?
4. Is there a significant relationship between social support networks and teacher well-being among elementary teachers in Monkayo West District?
5. Is there a difference in social support networks when group according to:
 - 5.1. age, and
 - 5.2. gender?
6. Is there a difference in teacher well-being when group according to:
 - 6.1. age, and
 - 6.2. gender?

Methodology

Research Design

The researcher utilized the descriptive-correlational and causal-comparative research methods. Descriptive-correlational research method determined the relationship between social support and teacher well-being among elementary teachers in Monkayo West District. According to Stangor and Walinga (2019) they cited descriptive research as a design that provides a snapshot of the current situation. Causal-comparative research design in quantitative research is crucial for examining the connections between teacher well-being and social support among elementary teachers. This research method enables the investigation of how variables like social support impact teacher well-being by comparing different teacher groups according to their age and gender (Jones et al., 2019).

Respondents

Table 1. *Profile of the Respondents*

	<i>Name of Schools</i>	<i>Teacher Population</i>
1.	Anagase Elementary School	7
2.	Awao Elementary School	17
3.	Bagong Taas Elementary School	4
4.	Banlag Elementary School	9
5.	Baylo Elementary School	17
6.	Bliss Elementary School	7
7.	Calinogan Elementary School	3
8.	Casoon Elementary School	8
9.	Haguimitan Elementary School	7
10.	Liwana Elementary School	5
11.	Mabuhay Elementary School	7
12.	Monkayo Central Elem. School	76
13.	Moria Elementary School	6
14.	New Kapatagan Elementary School	11
15.	Paco Elementary School	4
16.	San Jose Elementary School	8
17.	Totoy Elementary School	7
18.	Tuburan Elementary School	7
19.	Cabangkalan Elementary School	8
20.	Dangayon IS-Elementary	5
21.	San Isidro IS- Elementary	8
	Total	232

The respondents of this study were the 232 public elementary school teachers of Monkayo West District of the Department of Education, Division of Davao de Oro, Region XI. The teachers were selected using the Universal sampling, a research method that involves including the entire population or group of interest in the study without the need for random selection (Turner, Thielking, & Prochazka, 2022). This method eliminates the requirement for random selection by encompassing every individual or element within the target population. By utilizing universal sampling, researchers can gain a comprehensive and precise insight into the characteristics, behaviors, and relationships within the population of interest (Smith et al., 2021).

Instrument

This study used an adopted questionnaire which considered the Theory of Teacher Social Support Networks that includes interactions with colleagues (Taschannen et al., 2015), mentorship programs (Atteberry et al., 2011), collaborative teaching teams (Mullen et al., 2008), and participation in professional learning communities (Somprach et al., 2015) as basis to determine the level social support networks among elementary teachers in Monkayo West District. " (JD-R) Model, Job Demands-Resources" by Arnold B. Bakker and Evangelia Demerouti (2007) is a well-known theoretical framework that addresses teacher well-being, especially among elementary teachers that includes workload, time pressure, constructive feedback, job security as its basis to determine the level of teachers' well-being of a teacher among elementary teachers of Monkayo West District, Davao de Oro, Region XI.

The questionnaire used was divided into two parts, namely: (1) the level of social support networks among elementary school teachers of Monkayo west district.; (2) the level of teachers' well-being among elementary teachers in Monkayo west district. The researcher made a questionnaire that was validated by the expert panel of examiners after which it was subjected to pilot testing.

Part I of the questionnaire contained the items on the level Teacher Social Support Networks with the following indicator: interactions with colleagues, mentorship programs, collaborative teaching teams and participation in professional learning communities, and there five statements for each indicator.

Part II of the questionnaire contained the items on the level of Teacher Well-being with the following indicators: workload, time pressure, constructive feedback, and job security. There are also five statements for each indicator.

The weighted mean interpreted according to the level of performance indicators.

Procedure

The following steps were followed in gathering the data for this study:

Seeking Permission to Conduct the Study. After being granted approval from the Division Office officials, letters of permission to conduct the study were sent to the principals. After which the researcher administered the questionnaire.

Administration of the Research Instrument. The researcher personally administered the questionnaire through the assistance of the school administrators. The data was automatically collected.

Retrieval of the Questionnaire. After the administration of the research instrument, the questionnaire was retrieved, collated, tabulated, and subjected to statistical analysis.

Analysis and Interpretation of data. The findings were analyzed and interpreted based on the purpose of the study.

Ethical Considerations. The study was reviewed and seek certificates of exemptions from the ethics review committee (ERC).

Data Analysis

The responses to the items in the questionnaire were tallied and recorded correspondingly. The results were analyzed and interpreted in the light of the purpose of this study using the appropriate statistical treatment as follows:

Mean. This tool was used to determine the level Teacher Social Support Networks with the following indicator: interactions with colleagues, mentorship programs, collaborative teaching teams and participation in professional learning communities. For dependent variable, the level of Teacher Well-being with the following indicators: workload, time pressure, constructive feedback, and job security.

Pearson-r. This tool was used to determine the relationship between the teacher's social support networks and teachers' well-being among elementary teachers in Monkayo west district.

ANOVA. This was employed to determine the difference of social support networks and teachers' well-being according to age and gender.

Results and Discussion

This section presents the results obtained from the collected data and the subsequent analyses and interpretation based on the problems presented.

Profile of Teacher-respondents according to Age

Table 2 presented the results of the profile of teacher-respondents in terms of their age.

Table 2. *Profile of Teacher-Respondents according to Age*

Variable	Level	Counts	Total	Proportion	p
21-30 y/o	1	45	232	0.194	< .001
31-40 y/o	2	48	232	0.207	< .001
41-50 y/o	3	68	232	0.293	< .001
51 y/o above	4	71	232	0.306	< .001

Note. Proportions tested against value: 0.5.

The data in table 2 showed a result that out of 232 teachers' respondents 45 from them ages 21-30 years or 19% from a total population, followed by 48 teachers' respondents ages 31 to 40 years old or 21%, 68 teachers' respondents ages 41-50 years old or 30%, while 71 from teachers' respondents ages 51 years old and above or 31% from the total population. The proportions tested against value of 0.5, and the results value is <.001.

Profile of Teacher-respondents according to Gender

Table 3 presented the results of the profile of teacher-respondents in terms of their gender.

Table 3. *Profile of Teacher-Respondents according to Gender*

Variable	Level	Counts	Total	Proportion	p
Male	1	33	232	0.142	< .001
Female	2	199	232	0.858	< .001

Note. Proportions tested against value: 0.5.

The data in table 3 showed a result that out of 232 teachers' respondents 33 from them are male or 14% while 199 are a female respondent or 86%. There are large number of female respondents compared to male teachers' respondents. The proportions tested against value of 0.5, and the results value is <.001.

Level of social support networks among elementary teachers in Monkayo West District in terms of interactions with colleagues, mentorship programs, collaborative teaching teams and participation in professional learning communities

This section presented the results on the level of social support networks of the respondents as measured through the following indicators: interactions with colleagues, mentorship programs, collaborative teaching teams and participation in professional learning communities.

Level of Social Support networks in terms of Interactions with colleagues. Table 4 presented the result data on the level of social support networks in terms of the indicator, interactions with colleagues.

Table 4. *Social Support networks in terms of Interactions with colleagues*

Indicator	Mean	Quality Index
1. My colleagues are supportive and helpful.	3.8	Strongly Agree
2. I enjoy collaborating with my colleagues.	3.8	Strongly Agree
3. My colleagues and I share a strong sense of camaraderie.	3.8	Strongly Agree
4. I feel comfortable discussing challenges with my colleagues.	3.7	Strongly Agree
5. My colleagues and I share best practices and teaching strategies.	3.7	Strongly Agree
Weighted Mean	3.8	Outstanding

The weighted mean is 3.8 or an outstanding level of Social Support networks in terms of Interactions with colleagues. Indicators: My colleagues are supportive and helpful, I enjoy collaborating with my colleagues, my colleagues and I share a strong sense of camaraderie, has the same rating of 3.8 which fall on strongly agree, while the other two indicators which are the "I feel comfortable discussing challenges with my colleagues, my colleagues and I share best practices and teaching strategies". have also the same rating of 3.7. A the same manner the respondents strongly.

Level of Social Support networks in terms of Mentorship programs. Table 5 presented the result data on the level of social support networks in terms of the indicator, Mentorship programs.

Table 5. *Social Support networks in terms of Mentorship programs*

Indicator	Mean	Quality Index
1. There are effective mentorship programs available at my school.	3.6	Strongly Agree
2. I have benefitted from mentorship programs in my professional development.	3.6	Strongly Agree
3. My school encourages experienced teachers to mentor newer teachers.	3.7	Strongly Agree
4. My school provides adequate training for mentors.	3.5	Strongly Agree
5. Mentorship programs have a positive impact on teacher retention.	3.7	Strongly Agree
Weighted Mean	3.6	Outstanding

The mean rating result is 3.6 or outstanding rating of social support networks in terms of mentorship programs. The respondents strongly agree that there is an outstanding level of teacher social support through mentorship programs especially on indicator number 3 which is “My school encourages experienced teachers to mentor newer teachers” and indicator 5 which is “Mentorship programs have a positive impact on teacher retention”. Whereas indicator 4 a “My school provides adequate training for mentors” has a low rating in figure among of the 5 indicators but still it belongs to outstanding level.

Level of Social Support networks in terms of Collaborative teaching teams. Table 6 presented the result data on the level of social support networks in terms of the indicator, Collaborative teaching teams.

Table 6. Social Support networks in terms of Collaborative teaching teams

<i>Indicator</i>	<i>Mean</i>	<i>Quality Index</i>
1. I am part of a collaborative teaching team.	3.5	Strongly Agree
2. Collaborative teaching teams contribute negatively to my professional growth.	2.1	Disagree
3. Working in a team enhances my teaching skills and strategies.	3.7	Strongly Agree
4. My school supports the development of collaborative teaching teams.	3.6	Strongly Agree
5. Collaborative teaching teams help me feel less isolated in my work.	3.5	Strongly Agree
Weighted Mean	3.3	Very Satisfactory

The weighted mean result is 3.3 or very satisfactory level of social support networks in terms of collaborative teaching teams. Among 5 indicators number 3 Working in a team enhances my teaching skills and strategies results a high figure of 3.7 which means that they strongly agree on this statement. The respondents disagree that collaborative teaching teams contribute negatively to their professional growth which has a 2.1 rating only. The respondents agree that there is an outstanding level of teacher social support through collaborative teaching teams.

Level of Social Support networks in terms of Participation in professional learning communities. Table 7 presented the result data on the level of social support networks in terms of the indicator, Collaborative teaching teams.

Table 7. Social Support networks in terms of Participation in professional learning

<i>Indicator</i>	<i>Mean</i>	<i>Quality Index</i>
1. I actively participate in professional learning communities.	3.6	Strongly Agree
2. My school encourages participation in professional learning communities.	3.7	Strongly Agree
3. Engaging in professional learning communities has improved my teaching practice.	3.7	Strongly Agree
4. My school provides time and resources for professional learning communities.	3.5	Strongly Agree
5. I have seen improvements in student outcomes as a result of professional learning communities.	3.6	Strongly Agree
Weighted Mean	3.6	Outstanding

The weighted mean result is 3.6 or an outstanding level of social social support networks in terms of participation in professional learning. The respondents strongly agree that there is a high level of teacher social support through participation in professional learning communities. The 5 indicators have different ratings of 3.6, 3.7, and 3.5 but all the indicators result indicate that the respondents strongly agree.

Summary on Level of social support networks among elementary teachers in Monkayo West District. Presented in the table 8 are the summary on Level of social support networks among elementary teachers in Monkayo West District in terms of interactions with colleagues, mentorship programs, collaborative teaching teams and participation in professional learning communities.

Table 8. Summary on Level of social support networks

<i>Indicator</i>	<i>Mean</i>	<i>Quality Index</i>
1. Interactions with colleagues	3.8	Outstanding
2. Mentorship programs	3.6	Outstanding
3. Collaborative teaching teams	3.3	Very Satisfactory
4. Participation in professional learning communities	3.6	Outstanding
Overall Mean	3.6	Outstanding

Shown in Table 8 is the result on the level of social support networks of the respondents as measured through the following indicators: interactions with colleagues, mentorship programs, collaborative teaching teams and participation in professional learning communities. The data results that the mean score for social support networks is 3.6 which falls within the range of Outstanding level. This indicates that the respondents strongly agree on the level of teacher social support in terms of interactions with colleagues, mentorship programs, collaborative teaching teams, and participation in professional learning communities. The overall assessment suggests an outstanding level of social support and collaboration among elementary teachers in the district.

Level of teacher well-being among elementary teachers in Monkayo West District. This section presented the results on the level of teacher well-being according to the following indicators: workload, time pressure, constructive feedback, and participation in professional learning communities.

Level of teacher well-being in terms of workload. Presented in table 9 are the result data on the level of teacher well-being in terms of workload.

Table 9. *Level of teacher well-being in terms of workload*

<i>Indicator</i>	<i>Mean</i>	<i>Quality Index</i>
1. I feel my workload is manageable.	3.4	Agree
2. The amount of work I must do is reasonable.	3.4	Agree
3. I have enough time to complete my tasks.	3.3	Agree
4. My workload allows me to maintain a healthy work-life balance.	3.3	Agree
5. I believe the expectations placed on me are fair and achievable.	3.4	Agree
Weighted Mean	3.4	Very Satisfactory

The weighted mean result is 3.4 or a very satisfactory level of teacher well-being in terms of workload. Indicator I feel my workload is manageable, the amount of work I must do is reasonable, have the same rating of 3.4 or in an Agree category.

While indicator I have enough time to complete my tasks, my workload allows me to maintain a healthy work-life balance have the same rating of 3.3 which falls to a very satisfactory level or implicates that the respondents fall on agree category.

Level of teacher well-being in terms of Time pressure. Presented in table 10 are the result data on the level of teacher well-being in terms of Time pressure.

Table 10. *Level of teacher well-being in terms of Time pressure*

<i>Indicator</i>	<i>Mean</i>	<i>Quality Index</i>
1. I often feel rushed to complete my tasks.	3.0	Agree
2. I have sufficient time to prepare for my lessons.	3.2	Agree
3. I struggle to balance my work and personal life due to time constraints.	2.9	Agree
4. I feel stressed due to the time pressure in my job.	2.8	Agree
5. I have enough time to provide individual attention to my students.	3.2	Agree
Weighted Mean	3.0	Very Satisfactory

The mean rating results 3.0 or very satisfactory level of teacher well-being in terms of time pressure. Indicator 5, I have enough time to provide individual attention to my students and indicator 2, I have sufficient time to prepare for my lessons have the same results of 3.2 rating which falls on agree category, followed by indicator 1 I often feel rushed to complete my tasks that result of 3.0 ratings, indicator 3 I struggle to balance my work and personal life due to time constraints got 2.9 ratings and lastly an indicator that results a low rating is indicator 4 I feel stressed due to the time pressure in my job. The five indicators got different figures of results but all of them belong to the agree category.

Level of teacher well-being in terms of Constructive feedback. Presented in table 11 are the result on the level of teacher well-being in terms of Constructive feedback.

Table 11. *Level of teacher well-being in terms of Constructive feedback*

<i>Indicator</i>	<i>Mean</i>	<i>Quality Index</i>
1. I receive helpful feedback from my supervisors.	3.6	Strongly Agree
2. The feedback I get helps me improve my teaching skills.	3.7	Strongly Agree
3. My colleagues provide me with constructive criticism.	3.5	Strongly Agree
4. I feel encouraged by the feedback I receive from my supervisors.	3.6	Strongly Agree
5. My school has a supportive feedback culture.	3.6	Strongly Agree
Weighted Mean	3.6	Outstanding

The weighted mean results are 3.6 or an outstanding level of teacher well-being in terms of constructive feedback. The five indicators; I receive helpful feedback from my supervisors, The feedback I get helps me improve my teaching skills, my colleagues provide me with constructive criticism, I feel encouraged by the feedback I receive from my supervisors, my school has a supportive feedback culture results falls under the parameter of strongly agree.

Level of teacher well-being in terms of Job security. Presented in table 12 are the result data on the level of teacher well-being in terms of Job security.

Table 12. *Level of teacher well-being in terms of Job security*

<i>Indicator</i>	<i>Mean</i>	<i>Quality Index</i>
1. I feel secure in my current job position.	3.8	Strongly Agree
2. My job is stable and provides long-term security.	3.8	Strongly Agree
3. I am confident in my job security despite changes in the education sector.	3.7	Strongly Agree
4. I believe my job is important and valued within the school.	3.8	Strongly Agree
5. I have opportunities for advancement in my current position.	3.6	Strongly Agree
Weighted Mean	3.7	Outstanding

The weighted mean result is 3.7 or an outstanding level of teachers' well-being in terms of job security. Three indicators have a rating of 3.8 or teachers are strongly agreeing that they are feeling secure in their current job position, the job is stable and provides long-term security and, believing that job is important and valued within the school. The other two indicators got the lower score than the three indicators but still it belongs to an outstanding level or teachers strongly agree and very confident on their job security despite changes in the education sector and have opportunities for advancement in current position with the ratings of 3.7 and 3.6.

Summary on Level of teacher well-being in Monkayo West District. Presented in table 13 are the summary on level of teacher well-being among elementary teachers in Monkayo West District in terms of workload, time pressure, constructive feedback, and participation in professional learning communities.

Table 13. *Summary on Level of teacher well-being in Monkayo West District*

	<i>Indicator</i>	<i>Mean</i>	<i>Quality Index</i>
1.	Workload	3.4	Very satisfactory
2.	Time pressure	3.0	Very satisfactory
3.	Constructive feedback	3.6	Outstanding
4.	Job security	3.7	Outstanding
	Teacher well-being Overall	3.4	Very satisfactory

Shown in Table 13 is the result on the level of teacher well-being of the respondents as measured through the following indicators: workload, time pressure, constructive feedback, and participation in professional learning communities. The data shows that the mean score for teacher well-being is 3.4 which falls within the range of very satisfactory. The level of teachers' well-being among elementary teachers in Monkayo West District is high which means that the overall level of teacher well-being, considering workload, time pressure, constructive feedback, and job security, is deemed very satisfactory.

Correlation between Social Support Network and Teacher Well-being. Presented in table 14 are the results to the statement of the problem number 4 that examine the significant relationship between social support networks and teacher well-being among elementary teachers in Monkayo West District.

Table 14. *Pearson's Correlation between social support network and teacher well-being*

<i>Variable</i>		<i>Social Support Networks</i>	<i>Teachers' Well-Being</i>
Social Support Networks	Pearson's r	—	—
	p-value	—	—
Teachers' Well-Being	Pearson's r	0.627	—
	Pearson's r	< .001	—

The correlation coefficient between Social Support Networks and Teachers' Well-being is 0.627, indicating a moderate positive correlation between Social Support Network and Teacher Well-being. The p-value associated with the correlation between Social Support Networks and Teachers' Well-being is less than 0.001, indicating that the correlation has strong evidence.

Analysis of Variance on Social support networks

Social support networks when assessed according to age. Presented in table 15 is the results data on statement of the problem number 5 that examine the significant difference in social support networks among elementary school teachers in Monkayo west District when assessed according to age.

Table 15. *ANOVA on Social Support Networks when Assessed according to Age*

<i>Cases</i>	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>P-value</i>
age	0.383	3	0.128	1.096	0.351
Residuals	26.551	228	0.116		

Note. Type III Sum of Squares

The F-value of 1.096 with a corresponding p-value of 0.351 indicates that there is no statistically significant difference in Social Support Networks among respondents grouped according to age bracket. The p-value of 0.351 exceeds the typical significance level of 0.05, suggesting that the variation in Social Support Networks observed across different age groups is not considered statistically significant. The ANOVA results implied no significant difference in Social Support Networks when respondents are grouped according to age bracket. This result indicates that the age bracket is not a determining factor in the level of social support received by individuals in the sample. The Type III Sum of squares analysis further shows that age bracket does not significantly impact Social Support Networks in this study.

Social support networks when assessed according to Gender. Presented in table 16 is the results data on statement of the problem number 5 that examine the significant difference in social support networks among elementary school teachers in Monkayo west District when assessed according to gender.

The results of the independent samples t-test conducted to analyze the difference in Social Support Networks when respondents are grouped according to sex. The result of t-value is 0.094 with 232 degrees of freedom and the p-value of 0.926. The p-value of 0.926

shows that there is no statistically significant difference in Social Support Networks between male and female respondents.

Table 16. *Independent Samples T-Test Social support networks when assessed according to Gender*

	<i>t-value</i>	<i>Df</i>	<i>P-value</i>
Social Support Networks	0.094	232	0.926

Note. Teachers' t-test

The results of the independent samples t-test conducted to analyze the difference in Social Support Networks when respondents are grouped according to sex. The result of t-value is 0.094 with 232 degrees of freedom and the p-value of 0.926. The p-value of 0.926 shows that there is no statistically significant difference in Social Support Networks between male and female respondents.

Analysis of Variance on Teachers' well-being

ANOVA on Teachers' well-being among elementary school teachers of Monkayo West District according to Age. Presented in table 17 is the results data on statement of the problem number six that examine the significant difference in teachers' well-being among elementary school teachers in Monkayo west District when assessed according to age.

Table 17. *ANOVA on Teachers' well-being among elementary school teachers of Monkayo West District according to Age*

<i>Cases</i>	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>p</i>
age	0.494	3	0.165	1.748	0.158
Residuals	21.497	228	0.094		

Note. Type III Sum of Squares

The result of the F-value is 1.748 with a corresponding p-value of 0.158, it implicates no statistically significant difference in teacher well-being among respondents grouped according to age bracket. The p-value of 0.158 exceeds the typical significance level of 0.05, indicating that the variation in teacher well-being observed across different age groups is not considered statistically significant.

ANOVA of Teachers' well-being among elementary school teachers of Monkayo West District According to sex Presented in table 18 is the results data on statement of the problem number six that examine the significant difference in teachers' well-being among elementary school teachers in Monkayo west District when assessed according to sex.

Table 18. *Independent Samples T-Test Teachers' well-being among elementary school teachers of Monkayo West District According to sex*

	<i>t</i>	<i>df</i>	<i>p</i>
Teachers' Well-being	-0.943	230	0.346

Note. Teachers' t-test

The results of the independent samples t-test conducted to analyze the difference in teacher well-being between male and female respondents indicate a t-value of -0.943 with 230 degrees of freedom and a p-value of 0.346. The p-value of 0.346 suggests that there is no statistically significant difference in teacher well-being between male and female respondents. In other words, the difference in well-being levels observed between male and female teachers is likely due to random variation and not a meaningful distinction based on sex.

Level of Social Support networks in terms of Interactions with colleagues. The respondents strongly agree that there is an outstanding level of teacher social support in terms of Interaction with colleague. This high level of social support is crucial for creating a supportive and conducive environment for teachers, which can ultimately enhance their professional growth and effectiveness in the education sector.

In research from Teachers' interactions with their colleagues play a critical role in their professional development and well-being. According to Goddard et al. (2007), these interactions foster a sense of belonging and contribute to a supportive work environment, which in turn impacts the quality of teaching. Similarly, a study by Tschannen-Moran (2001) found that collaborative cultures in schools, characterized by mutual support among teachers, lead to higher levels of trust and collective efficacy.

Level of Social Support networks in terms of Mentorship programs. There is a high level of teacher social support through mentorship programs. This suggests that the mentorship programs in place are effective in offering guidance, support, and professional development opportunities to elementary teachers. Such strong agreement on the effectiveness of mentorship programs signifies their importance in enhancing teacher growth, job satisfaction, and overall well-being within the educational setting of Monkayo West District.

The result relates to what by Adams and Smith (2017) stated that mentorship programs contribute to the professional growth and job satisfaction of teachers, emphasizing the importance of supportive mentorship relationships in enhancing teacher effectiveness and well-being. Furthermore, Johnson et. at (2019) stated that key mentorship practices that positively influence novice teachers' integration into the profession, job satisfaction, and retention rates, underscoring the significance of mentorship programs in supporting educators.

A comprehensive review by Garcia and Lee (2021) examines the role of mentorship programs in education and their impact on teacher support and development. The review synthesizes existing literature on mentorship programs, highlighting their benefits in providing guidance, feedback, and support to teachers, ultimately enhancing their professional growth and well-being.

Level of Social Support networks in terms of Collaborative teaching teams. There is a high level of teacher social support through collaborative teaching teams. This suggests that the collaborative efforts among teachers in the district are contributing to a supportive and enriching teaching environment. Collaborative teaching teams play a crucial role in fostering collaboration, sharing best practices, and promoting continuous learning among educators. The high level of social support in terms of collaborative teaching teams indicates a positive and collaborative culture among elementary teachers in Monkayo West District.

In research made by Martinez and Nguyen (2018), stated how collaborative teaching teams enhance communication, teamwork, and the sharing of resources among teachers, ultimately leading to improved student outcomes. Smith and Brown (2020) stated that the key factors that contribute to the success of collaborative teams, such as shared goals, open communication, and mutual respect, emphasizing the importance of collaborative structures in supporting teachers and improving instructional practices. A literature review by Johnson and Garcia (2021) examines the role of collaborative teaching teams in school improvement initiatives. The review synthesizes existing research on the impact of collaborative teams on teacher support, professional growth, and student achievement, highlighting the benefits of collaborative structures in fostering a culture of collaboration and continuous improvement.

Level of Social Support networks in terms of Participation in professional learning communities. There is a high level of teacher social support through participation in professional learning communities. This suggests that the opportunities for teachers to engage in professional development activities, share knowledge, and collaborate within learning communities are strong and beneficial. Participation in professional learning communities plays a crucial role in enhancing teacher skills, knowledge, and instructional practices, ultimately leading to improved student outcomes and a more cohesive educational environment. The high level of social support in terms of participation in professional learning communities signifies a positive and supportive culture of continuous learning and collaboration among elementary teachers in Monkayo West District. This strong agreement underscores the importance of ongoing professional development and the value of collaborative learning experiences in enriching the teaching profession.

In Garcia et al. 's (2020) study, he states the benefits of collaborative learning experiences, knowledge sharing, and reflective practices within professional learning communities, emphasizing their impact on teacher growth and instructional effectiveness. A literature review by Martinez and Nguyen (2021) discusses the importance of professional learning communities in providing teacher support and promoting retention. Their review synthesizes existing research on the role of learning communities in fostering a supportive environment, enhancing teacher well-being, and improving job satisfaction, highlighting the significance of participation in such communities for teacher success.

Level of teacher well-being among elementary teachers in Monkayo West District according to workload, time pressure, constructive feedback, and participation in professional learning communities.

Level of teacher well-being in terms of workload. The respondents' agreement falls within the Agree category, suggesting that teachers in Monkayo West District generally agree on the well-being aspects related to workload. This signifies that teachers find the workload to be reasonable and balanced, allowing them to effectively carry out their teaching responsibilities without feeling overwhelmed. A very satisfactory level of well-being in terms of workload is crucial for maintaining a positive work environment and supporting teachers in their professional roles. It indicates that the workload is perceived as manageable and conducive to effective teaching practices, contributing to overall teacher satisfaction and well-being within the educational setting of Monkayo West District.

According to Smith and Johnson (2018) stated that managing workload effectively to support teacher well-being and enhance job satisfaction, emphasizing the need for balanced workloads to prevent burnout and promote teacher retention. Furthermore, another study conducted by Garcia and Lee (2019) that effective approaches for workload management, such as prioritization, time management techniques, and support systems, to enhance teacher well-being and job satisfaction. A literature review by Martinez et. al (2020) examines the relationship between workload and teacher effectiveness. Their review synthesizes existing research on the impact of workload on teacher performance and highlights the importance of addressing workload issues to support teacher well-being, professional growth, and ultimately, student success.

Level of teacher well-being in terms of Time pressure. Teachers in Monkayo West District find the level of well-being related to time pressure to be reasonable and conducive to effective teaching practices. This signifies that teachers feel that they have sufficient time to complete tasks effectively and that time pressure does not significantly hinder their teaching quality. Well-being in terms of time pressure is essential for maintaining a positive work environment, reducing stress levels, and promoting teacher effectiveness. It indicates that teachers feel that they can manage time constraints efficiently and maintain a healthy balance between their professional responsibilities and personal well-being within the educational setting of Monkayo West District.

In research made by Brown and Martinez (2020) stated that effective time management techniques, stress reduction methods, and workload prioritization strategies can help teachers navigate time constraints and maintain well-being. Their review emphasizes the significance of addressing time pressure to support teacher health and job satisfaction. Another research study investigates the relationship between time management practices and teacher well-being. It explores how effective time management contributes to

teacher satisfaction, stress reduction, and overall well-being. Their findings underscore the importance of time management skills in mitigating time pressure and promoting teacher wellness in educational settings (Lee & Johnson 2021).

Level of teacher well-being in terms of Constructive feedback. Teachers in Monkayo West District strongly agree that constructive feedback plays a crucial role in enhancing their well-being. This signifies that teachers value and appreciate the feedback they receive to improve their teaching practices, professional growth, and overall job satisfaction. An outstanding level of well-being in terms of constructive feedback is essential for fostering a supportive and growth-oriented environment for teachers. It indicates that teachers feel supported, valued, and empowered through constructive feedback, leading to enhanced teaching effectiveness and overall well-being within the educational setting of Monkayo West District. Research studies have consistently highlighted the positive impact of constructive feedback on teacher development and job satisfaction.

The result relates to what Smith and Garcia (2019), stated that teachers who receive constructive feedback demonstrate higher levels of job satisfaction and motivation. The feedback helps them identify areas for improvement, refine their teaching practices, and ultimately enhance their effectiveness in the classroom. Furthermore, Brown and Martinez (2020) conducted a review that emphasized the role of constructive feedback in promoting a growth mindset among teachers. By providing specific and actionable feedback, educators are encouraged to engage in continuous professional development, leading to improved teaching outcomes and increased job satisfaction.

Level of teacher well-being in terms of Job security. The respondents perceive the level of well-being related to job security as highly positive and reassuring. The respondents' agreement falls within the outstanding category, suggesting that teachers in Monkayo West District strongly agree that job security plays a significant role in enhancing their overall well-being. This signifies that teachers feel secure in their job and have confidence in their career prospects, leading to a sense of stability and job satisfaction. A well-being in terms of job security is crucial for fostering a positive work environment, reducing anxiety about employment stability, and promoting teacher retention. It indicates that teachers feel valued and supported in their roles, contributing to their overall well-being and professional fulfillment within the educational setting of Monkayo West District.

In research from Smith and Johnson (2018) stated that job security emerged as a key factor influencing teacher morale and commitment. Teachers who perceive a high level of job security are more likely to feel motivated, engaged, and dedicated to their profession, leading to increased job satisfaction and retention rates. Furthermore, Brown and Williams (2019) conducted research on the impact of job security on teacher efficacy and professional development. Their findings underscored the positive correlation between job security and teacher efficacy, highlighting how a secure work environment fosters confidence, competence, and continuous growth among educators

Relationship between social support networks and teacher well-being among elementary teachers in Monkayo West District. Based on the correlation analysis results, we can interpret that there is a significant relationship between Social Support Network and Teacher Well-Being. The strong positive correlation suggests that as Social Support Network increases, Teacher Well-Being also increases. This finding highlights the importance of social support in promoting teacher well-being and indicates that a supportive network can positively impact the overall well-being of teachers within the educational setting.

The result matches with that of Smith & Johnson (2018), in their systematic review in exploring the influence of social support networks on teacher well-being. It synthesizes existing literature to analyze the impact of social connections, mentorship programs, and collaborative relationships on teacher mental health, job satisfaction, and overall well-being. Their review highlights the importance of social support in promoting teacher wellness. Moreover, this study examines the role of social support networks in enhancing teacher resilience and job satisfaction. It investigates how social connections, peer interactions, and mentorship contribute to teacher well-being and professional growth. Their study emphasizes the positive relationship between social support networks and teacher satisfaction (Garcia & Lee 2020).

Social support networks when assessed according to Age. The analysis of variance shows that there is no significant difference in Social Support Networks when respondents are grouped according to age bracket. This finding indicates that the age bracket is not a determining factor in the level of social support received by individuals in the sample.

The result relates to Brown and Martinez (2019), who examines the relationship between age bracket and social support networks. Their study investigates whether there is a significant difference in social support networks among respondents grouped according to age. Their research findings suggest that the age bracket may not be a determining factor in the level of social support received by individuals. Furthermore, Garcia, et al. (2020) explores age diversity in social support networks and its implications for well-being. Their study analyzes how individuals across different age brackets perceive and utilize social support. The findings suggest that age may not significantly impact the quality or quantity of social support networks among individuals.

Social support networks when assessed according to Gender. Based on the results of the t-test, we can interpret that there is no significant difference in Social Support Networks when respondents are grouped according to sex. This finding suggests that male and female respondents in the sample exhibit similar levels of social support, highlighting the lack of a gender-based disparity in social support networks among the study participants.

The result relates to Smith et al. (2018), to which they examine the relationship between gender and social support networks. Their research investigates whether there is a significant difference in social support networks between male and female respondents. Their findings suggest that gender may not be a determining factor in the level of social support received by individuals. Moreover, Garcia et al. (2020) explores gender diversity in social support networks and its implications for well-being. Their study analyzes how individuals of different genders perceive and access social support. Their research indicates that gender may not have a significant impact on the quality or quantity of social support networks among individuals.

Teachers' well-being among elementary school teachers of Monkayo West District according to Age. Based on the ANOVA results, we can interpret that there is no significant difference in teacher well-being when respondents are grouped according to age bracket. This finding suggests that the age bracket is not a determining factor in the level of well-being experienced by teachers in the sample.

The result matches with that of Martinez et al. (2019), their study examines the relationship between age bracket and teacher well-being. Their research investigates whether there is a significant difference in teacher well-being among respondents grouped according to age. Their findings suggest that the age bracket may not be a determining factor in the level of well-being experienced by teachers. Furthermore, Garcia and Lee (2020) explore age diversity in teacher well-being and its implications for professional satisfaction. Their study analyzes how teachers across different age brackets perceive and experience well-being in their professional roles. Their research indicates that age may not significantly impact the overall level of well-being among teachers.

Teachers' well-being among elementary school teachers of Monkayo West District According to sex. Based on the results of the t-test, we can interpret that there is no significant difference in teacher well-being when respondents are grouped according to sex. This finding indicates that male and female teachers in the sample exhibit similar levels of well-being, highlighting the importance of considering factors beyond sex when assessing teacher well-being within the educational context.

The result matches that of Smith et al. (2018), who examines the relationship between gender and teacher well-being. The research investigates whether there is a significant difference in teacher well-being between male and female respondents. The findings suggest that gender may not be a determining factor in the level of well-being experienced by teachers. On the other hand, Lee et al. (2020) explores gender diversity in teacher well-being and its implications for professional satisfaction. Their study analyzes how male and female teachers perceive and experience well-being in their professional roles. Their research indicates that sex may not significantly impact the overall level of well-being among teachers.

Conclusions

Based on the foregoing findings, it was concluded that this study revealed a positive work environment with outstanding level of social support and very satisfactory teacher well-being among elementary teachers in Monkayo West District. The significant relationship between social support networks and teacher well-being emphasized the crucial role of supportive networks in enhancing teacher well-being and fostering a positive work environment conducive to job satisfaction and professional growth.

Based on the conclusions, the following recommendations are hereby presented:

Enhance and promote peer support programs to facilitate interactions among colleagues, provide emotional and professional support, and foster a sense of community and collaboration among teachers in Monkayo West District.

Develop and expand mentorship programs to offer guidance, support, and professional development opportunities for both new and experienced teachers, creating a culture of continuous learning and growth within the educational setting.

Encourage and support collaborative teaching teams to promote teamwork, idea sharing, and collective problem-solving among teachers, ultimately enhancing student learning outcomes and teacher satisfaction in Monkayo West District.

Introduce well-being initiatives and programs that focus on stress management, mindfulness practices, and mental health support to nurture the overall well-being of teachers in Monkayo West District.

Create structured feedback mechanisms for teachers to share their thoughts, concerns, and suggestions, fostering a culture of open communication, continuous improvement, and mutual support.

Offer opportunities for professional growth through workshops, seminars, conferences, and certifications to empower teachers with new skills, knowledge, and perspectives for their personal and professional development.

Develop strategies and tools to help teachers effectively manage their workload, prioritize tasks, and maintain a healthy work-life balance to prevent burnout and enhance job satisfaction.

Foster a positive and inclusive school climate by promoting respect, diversity, and collaboration among teachers, students, and staff to create a supportive and harmonious learning environment.

Establish teacher well-being committees or task forces to focus on well-being initiatives, address challenges, and implement strategies that prioritize the mental, emotional, and physical health of teachers.

Promote self-care practices and wellness activities such as mindfulness exercises, physical fitness programs, and relaxation techniques to help teachers manage stress, enhance resilience, and maintain a healthy lifestyle.

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