



A Model of Teachers' Well-Being in Work Environment: Into the Frame of Sultan Kudarat Division Teachers

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ABSTRACT

This study explored the multidimensional structure of teachers' well-being among secondary school teachers in the Division of Sultan Kudarat. Employing a mixed-methods design, the research utilized Exploratory Factor Analysis (EFA), Confirmatory Factor Analysis (CFA), and thematic analysis to uncover the underlying dimensions and lived experiences of teacher well-being. The results from EFA confirmed data suitability, as indicated by a high Kaiser-Meyer-Olkin (KMO) value of .845 and a significant Bartlett's test of sphericity ($\chi^2 = 8518$, $p < .001$). Nine latent constructs were initially identified, encompassing Balanced Workload, Workload Management, Supportive Environment, Financial Well-being, and Infrastructure. However, CFA revealed that a refined five-factor model (CFI = 0.939, RMSEA = 0.076) provided a more parsimonious and valid representation of the data. The qualitative component supported these findings, revealing systemic issues such as administrative overload, role mismatches, insufficient infrastructure, and lack of recognition. Teachers described their ideal working environment as one characterized by psychological safety, collaboration, and professional respect. Thematic analysis further emphasized the significance of workload optimization, relevant teaching assignments, and adequate facilities. Teachers also proposed practical reforms, including task delegation, instruction-centered scheduling, and facility improvement. Overall, the study concludes that teacher well-being is a complex and multifaceted construct. The validated five-factor model provides a robust framework for future assessments and interventions. The findings have important implications for school leaders and policymakers in crafting responsive strategies that enhance teacher satisfaction, professional growth, and long-term retention within the educational system.

Introduction

Teaching in the Philippines is one of the toughest in the world. Teachers have to do multiple tasks aside from the usual classroom teaching which led them to feel innervated and tired. With the teaching loads and other ancillary tasks, teachers lose their motivation toward their job.

Teacher well-being has garnered increasing attention in recent years as a critical factor that not only impacts the quality of education but also affects student outcomes and overall school performance (Zhang et al., 2024). Teacher well-being encompasses multiple dimensions, including emotional, mental, physical, and professional well-being (Kaur & Singh, 2019). Research indicates that teachers who experience high levels of well-being are more likely to be motivated, engaged, and effective in their roles, contributing to a positive school climate and improved student learning outcomes (Ventayen, 2023).

Conversely, teachers who experience stress, burnout, or dissatisfaction are more likely to suffer from mental health issues, job dissatisfaction, and ultimately leave the profession as stated by Zewude et al. (2020). Thus, ensuring teachers' well-being is a crucial component in promoting educational success and long-term sustainability within schools (Wilson et al., 2023). In the Philippines alone, teachers were burned out with their jobs. Thus, they left their job and find better opportunities to expand their horizons (Haw et al., 2023).

Despite the growing number of literatures on teachers' well-being, existing findings focused on the challenges, stress, workload, and burnout, instead on holistic models that explore and promote well-being (Ebardo et al., 2024; Mendoza et al., 2023). Furthermore, these studies offer reactive approaches on the mitigation of the negative effectives after they occur. Some models of well-being in educational contexts failed to address factors unique to the teaching professions which have impacted school policies and administration on teachers' morale (Shao, 2023).

The development of a model of teachers' well-being may help address the problems and existing gaps. Hence, determining the themes and the underlying factors will lead to the development of a model suited to the needs of teachers to increase their motivation to perform. As well, this leads to improved retention and job satisfaction.

Research Questions

This study aimed to answer the following sub-problems. Specifically, it intended to provide answers to the following research questions.

1. What is the profile of the respondents in terms of age, gender, marital status, ethnicity, educational qualification, years in teaching, and rank?

2. What are the domains of teachers' well-being in work environment in the Division of Sultan Kudarat?
3. Is there a significant difference on the teachers' well-being in work environment in the Division of Sultan Kudarat when analyzed according to their profile?

METHODOLOGY

This chapter presented the methodology of the study, explaining the rationale behind the selection of research methods and techniques. The methodology was designed to answer the research questions effectively and was informed by the specific needs of the study. This chapter included a discussion of research design, participant selection, instruments, and the approach to data collection and analysis

Research Design

A quantitative method using cross-sectional survey research design was employed in this study. As defined by Watson (2015) and Ahmad et al. (2019) it is the process of collecting and analyzing numerical data. It was used to find patterns and averages, make predictions, test causal relationships, and [generalize](#) results to wider populations. Simultaneously, cross-sectional survey was a type of [research design](#) in which the researcher collected data from many different individuals at a single point in time. In cross-sectional research, the researcher observed [variables](#) without influencing them (Connelly, 2016).

In this context, quantitative cross-sectional study determined the well-being in work environment of Secondary School teachers in the Division of Sultan Kudarat. Their profile was first determined while the exploration of factors taken from the literature was tested. Further, a model for well-being was developed as a by-product of this analysis.

Data Gathering Procedure

The researcher followed the following protocols in the gathering of the data. A letter was sent to the Division Superintendent for approval. The same letter was also sent to the District Supervisors and School Principals for easier access with the respondents and informants. Prior to data collection, the researcher prepared the questionnaire. To determine its reliability, it was pilot tested to several teachers to find value of the Cronbach's alpha.

Moreover, the researcher prepared the whole manuscript and submitted it for ethical review to the Ethics Review Committee. Further reviews were conducted to ensure that respect for the respondents and informants was observed.

After this process, the researcher distributed the questionnaire to the target respondents. They were given ample time to respond to each of the items in questionnaire.

In addition, the researcher collected the questionnaires and tabulated the responses using MS Excel. To provide answers with phase 1 of the study, an appropriate statistical tool was applied. Concurrently, the interview guide questions were developed and debriefed by a panel of experts. Based on the established criteria, the researcher selected the informants who took part in the In-Depth Interview (IDI).

All their responses were recorded and transcribed. The data were organized based on research questions. Thematic analysis was conducted to derive meaning from the phenomenological experiences of the informants.

Research Instrument

A survey questionnaire was utilized in this study. Each statement was based on prior literature. It was divided into two parts, Part 1 determined the profile of the respondents, while Part 2 highlighted the level of their well-being in the work environment. An empirical approach was adopted, including a Focus Group Discussion (FGD) to confirm and validate the dimensions. The 5-point Likert Scale was used to interpret the respondents' responses.

Sampling Procedure

The researcher used the Simple Random Sampling (SRS) a probability sampling technique that involved selecting a random subset of a population to study. Every member of the population had an equal chance of being selected, making the sample more representative reducing bias (West, 2016). Respondents were selected from the two congressional districts of Sultan Kudarat Province excluding the City of Tacurong. The Raosoft Calculator was applied using a 5% margin of error and 95% confidence level.

Data Analysis

To answer the first research question, **the frequency count and percentage** were used. **Exploratory Factor Analysis (EFA)** was applied to test statements related to well-being in the work environment among the public secondary teachers in the Division of Sultan Kudarat (Finch, 2020). The **KMO and Bartlett's Test** were used to measure item factorability (Hadi et al., 2016). Finally, the **T-Test for Independent Sampling and One-Way ANOVA** were used to determine the significant differences.

RESULTS AND DISCUSSIONS

This chapter presents the findings derived from the statistical analyses conducted in relation to the study's objectives. It includes the results of exploratory and confirmatory factor analyses, descriptive statistics, and model fit indices that validate the structure of the proposed constructs. Each section highlights the dimensions extracted from the data, the strength of relationships among variables, and the empirical evidence supporting the theoretical framework. The discussions that follow interpret these results in the context of the research objectives and provide insights into the implications for practice, policy formulation, and further research.

Factor Analysis

Bartlett's Test of Sphericity

The results of Bartlett's Test of Sphericity yielded a chi-square (χ^2) value of 8518 with 780 degrees of freedom and a significance level of $p < .001$. This indicates that the correlation matrix is significantly different from an identity matrix, where variables would be completely uncorrelated. A significant result confirms the presence of adequate correlations among variables to justify the use of factor analysis. This outcome supports the appropriateness of conducting Exploratory Factor Analysis (EFA) on the dataset. It suggests that the underlying structure among the variables can be effectively analyzed and grouped into latent factors.

Bartlett's Test of Sphericity

χ^2	df	P
8518	780	< .001

Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy

The Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy yielded an overall value of 0.845, which indicates a meritorious level of sampling adequacy. According to Kaiser's interpretation scale, values between 0.80 and 0.89 suggest that the dataset is well-suited for factor analysis. This means that the variables share enough common variance and that partial correlations are relatively small, making the data appropriate for structure detection using factor analytic techniques.

At the individual item level, most variables had MSA values above 0.80, with several reaching very high adequacy, such as VAR00016 (0.913), VAR00017 (0.900), and VAR00032 (0.896). These high scores demonstrate that the majority of the items included are statistically appropriate for factor analysis and will likely contribute to the formation of clear, interpretable components. Even the lowest values (e.g., VAR00023 at 0.726 and VAR00002 at 0.743) are still within acceptable thresholds, reinforcing the robustness of the data. The high overall KMO score supports the assumption that the factor model will yield coherent and distinct latent constructs.

KMO Measure of Sampling Adequacy

	MSA
Overall	0.845
VAR00040	0.839
VAR00039	0.804
VAR00038	0.811
VAR00037	0.852
VAR00036	0.855
VAR00035	0.883
VAR00034	0.855
VAR00033	0.870
VAR00032	0.896

KMO Measure of Sampling Adequacy

	MSA
VAR00031	0.849
VAR00030	0.832
VAR00029	0.853
VAR00028	0.803
VAR00027	0.823
VAR00026	0.780
VAR00025	0.830
VAR00024	0.826
VAR00023	0.726
VAR00022	0.856
VAR00021	0.868
VAR00020	0.880
VAR00019	0.880
VAR00018	0.872
VAR00017	0.900
VAR00016	0.913
VAR00015	0.910
VAR00014	0.884
VAR00013	0.877
VAR00012	0.881
VAR00011	0.850
VAR00010	0.807
VAR00009	0.771
VAR00008	0.861
VAR00007	0.827
VAR00006	0.777
VAR00005	0.801
VAR00004	0.789
VAR00003	0.826
VAR00002	0.743

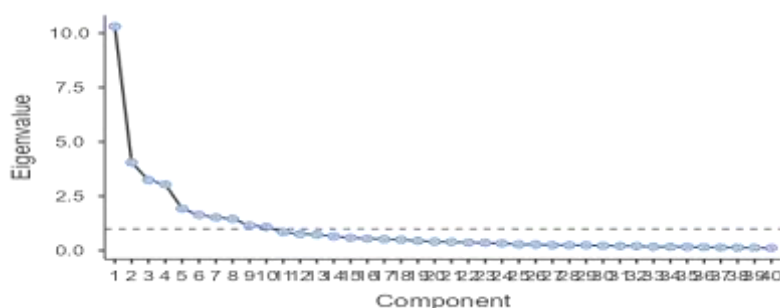
KMO Measure of Sampling Adequacy

MSA	
VAR00001	0.772

Scree Plot

The scree plot presented illustrates the distribution of eigenvalues associated with the components derived from an exploratory factor analysis. The graph shows a steep decline from Component 1 through Component 4, after which the curve begins to flatten—commonly referred to as the “elbow.” The first four components have eigenvalues above 1.0, which is the typical threshold (Kaiser’s criterion) for determining the number of meaningful factors. This visual pattern suggests that four components should be retained for further analysis, as they explain a substantial portion of the variance before diminishing returns set in.

The implications of this finding indicate that the data structure is best represented by four underlying latent factors. These components likely capture the core dimensions of the construct being measured. Retaining only these components enhances the interpretability and parsimony of the factor model while eliminating noise from less significant components. Consequently, the four-factor solution is both statistically justifiable and practically useful for simplifying the complexity of the dataset and ensuring that subsequent interpretations and applications are grounded in the most explanatory dimensions.



Component loading matrix

The component loading matrix, derived using varimax rotation, reveals a clear multidimensional structure within the dataset. This analysis extracted ten components, each representing a cluster of variables with substantial loadings, indicating distinct underlying constructs or latent factors. Variables with loadings greater than 0.6 were particularly strong indicators of their respective components.

For instance, Component 1 strongly reflects variables such as VAR0014 (.853), VAR0013 (.839), and VAR0012 (.793), suggesting a coherent grouping that may relate to a common conceptual domain, possibly values or attitudes. Component 2 is dominated by items like VAR0020 (.790), VAR0019 (.795), and VAR0021 (.766), while Component 3 includes high loadings from VAR0001 (.856), VAR0002 (.830), and VAR0003 (.870), indicating these groupings form strong, interpretable constructs within the model. Components such as 5, 6, and 7 also include items with robust loadings, e.g., VAR0006 (.869) and VAR0007 (.821), further affirming the stability of the factor structure.

The uniqueness values indicate how much variance in each variable is not explained by the components. Most uniqueness scores are below .35, suggesting that the extracted components effectively account for a substantial portion of the variance in the data. This supports the adequacy of the factor model.

Component Loadings

	Component										Uniqueness
	1	2	3	4	5	6	7	8	9	10	
VAR00040					0.672						0.259
VAR00039					0.809						0.257
VAR00038			0.425		0.629						0.321
VAR00037			0.434		0.676						0.263
VAR00036					0.696						0.325
VAR00035			0.669		0.411						0.282

	Component										Uniqueness
	1	2	3	4	5	6	7	8	9	10	
VAR00034			0.821								0.200
VAR00033			0.821								0.248
VAR00032			0.759								0.260
VAR00031			0.506					0.642			0.257
VAR00030								0.789			0.192
VAR00029								0.472		0.420	0.358
VAR00028										0.754	0.200
VAR00027							0.462			0.466	0.350
VAR00026							0.741				0.297
VAR00025		0.421								0.619	0.333
VAR00024							0.765				0.239
VAR00023							0.812				0.223
VAR00022		0.742									0.252
VAR00021		0.766									0.299
VAR00020		0.790									0.273
VAR00019		0.795									0.282
VAR00018		0.671									0.307
VAR00017	0.532	0.543									0.260
VAR00016	0.661										0.346
VAR00015	0.738										0.287
VAR00014	0.853										0.210
VAR00013	0.839										0.214
VAR00012	0.793										0.267
VAR00011	0.654										0.318
VAR00010									0.820		0.216
VAR00009									0.805		0.182
VAR00008						0.618			0.423		0.326
VAR00007						0.821					0.194
VAR00006						0.869					0.161
VAR00005						0.680					0.329

	Component										Uniqueness
	1	2	3	4	5	6	7	8	9	10	
VAR00004				0.715							0.293
VAR00003				0.870							0.206
VAR00002				0.830							0.250
VAR00001				0.856							0.230

Note. 'varimax' rotation was used

Dimensions of Teachers' Well-Being In Work Environment of Sultan Kudarat Division

The results show distinct dimensions, each encompassing multiple items that reflect specific aspects of teachers' workplace experiences. The factor loadings indicate the strength of association between individual items and their respective constructs, helping to evaluate how well each item contributes to the factor. The results offer insight into areas of strength and those that may require systemic support or intervention.

Balanced Workload. This factor pertains to the manageability of teachers' core responsibilities. The highest loading was seen in the statement on having adequate planning periods (Q14 = 0.853), followed by having sufficient breaks (Q13 = 0.839) and clear expectations for planning (Q12 = 0.793). Teachers also rated opportunities for collaboration (Q15 = 0.738) and the fairness of grading workload (Q11 = 0.654) positively. However, Q17 (teamwork support, 0.532) reflects moderate perception. Overall, this suggests that while many teachers feel their workload is balanced and supported by proper scheduling, collaborative structures may need reinforcement.

Workload Management. This construct includes systemic support and emotional resources for managing teaching duties. Strong loadings were found in statements about structured workload distribution (Q19 = 0.795), school culture promoting self-care (Q20 = 0.790), and sufficient income (Q21 = 0.766). Teachers also recognized professional stress management mechanisms (Q18 = 0.671) and salary relevance (Q22 = 0.742). However, Q25 (financial stress) scored lower (0.421), indicating challenges in financial security despite perceived adequacy.

Supportive Environment. This factor reflects collegial relationships and emotional connection in the workplace. High scores in teamwork and open support (Q33 and Q34 = 0.821) demonstrate strong teacher interdependence. Positive relationships with colleagues (Q32 = 0.759) and constructive feedback (Q35 = 0.669) also feature prominently. Q37 and Q38 (0.425 and 0.434) reflect lower emotional or student engagement aspects.

Comfortable Learning Environment. This construct captures the quality and comfort of school infrastructure. Items like classroom temperature (Q3 = 0.870), building upkeep (Q1 = 0.856), and cleanliness (Q2 = 0.830) show very high loadings, with sufficient lighting (Q4 = 0.715) slightly lower. This indicates that physical working conditions are generally favorable.

Support System. This construct focuses on institutional and collegial support for professional growth. A sense of school community (Q39 = 0.809) and support from leadership (Q36 = 0.696) are vital contributors. Mentorship (Q40 = 0.672), access to emotional support (Q38 = 0.629), and feedback (Q35 = 0.411) provide evidence of a moderately developed support ecosystem.

Safe Physical Environment. This dimension concerns the health and safety of school facilities. Strong loadings on ventilation (Q6 = 0.869), safe flooring (Q7 = 0.821), and furniture comfort (Q5 = 0.680) demonstrate high confidence in school safety. Slightly lower, the environmental quality (Q8 = 0.618) indicates areas for improvement.

Financial Well-being. The financial compensation of teachers is captured here. High agreement was noted on fair compensation (Q23 = 0.812), savings capability (Q24 = 0.765), and financial support options (Q26 = 0.741). Managing debt (Q27 = 0.462) reflects a challenge.

Professional Development. This construct examines career growth and collaborative learning. A strong peer support network (Q30 = 0.789) and openness in sharing ideas (Q31 = 0.642) are viewed positively. Development opportunities (Q29 = 0.472) were rated modestly.

Inclusive Learning Environment. This factor highlights inclusivity and accessibility in school settings. High scores were given for classroom space (Q10 = 0.820) and accessibility (Q9 = 0.805). Q8 (0.423) scored lower, suggesting some schools face environmental barriers that hinder inclusivity.

Financial Stability. The final dimension relates to long-term economic security. Access to teaching resources (Q28 = 0.754) was rated highest. Managing financial stress (Q25 = 0.619), debt (Q27 = 0.466), and professional development (Q29 = 0.420) show that financial well-being remains an area of concern for many educators.

Item	Item Statement	Score	Construct
11	The amount of grading and paperwork I am required to do is reasonable.	0.654	

12	The expectations for lesson planning and assessment are clear and realistic given the time available.	0.793	Balanced workload
13	There are sufficient breaks throughout the day to allow me to recharge and maintain productivity.	0.839	
14	The school provides adequate planning periods for teachers to prepare lessons and assess students.	0.853	
15	There are opportunities for collaborative work with other teachers to help manage workload and share best practices.	0.738	
16	The school provides adequate professional development opportunities to help me manage my workload and improve my teaching efficiency.	0.661	
17	There is a strong sense of teamwork among teachers, which helps to reduce individual workload.	0.532	
18	There are systems in place to help teachers cope with workload-related stress (e.g., counseling services, stress management workshops).	0.671	Workload Management
19	There is a clear structure for managing workload distribution among teachers, and no one teacher is unfairly burdened.	0.795	
20	The school culture encourages teachers to prioritize self-care and avoid excessive work-related stress.	0.790	
21	My income as a teacher is sufficient to meet my basic personal and family needs.	0.766	
22	The salary I receive reflects the level of responsibility and work that I do as a teacher.	0.742	
25	I often feel financial stress due to my income being insufficient to cover personal or family expenses.	0.421	
32	I have a positive and respectful relationship with the other teachers in my school.	0.759	Supportive Environment
33	There is a strong sense of teamwork among teachers, which helps me feel supported in my role.	0.821	
34	I feel comfortable asking my colleagues for help when I am struggling with a particular task or issue.	0.821	
35	My colleagues provide me with valuable feedback that helps me improve my teaching.	0.669	
37	I have positive, respectful relationships with my students that contribute to a supportive learning environment.	0.425	
38	I have a network of colleagues who I can rely on for emotional and professional support.	0.434	
1	The school building is well-maintained and in good repair (e.g., no leaks, cracks, or peeling paint).	0.856	Comfortable Learning Environment
2	The school's facilities (e.g., restrooms, hallways, common areas) are clean and well-maintained.	0.830	
3	The temperature in my classroom is comfortable for teaching and learning throughout the day.	0.870	
4	The lighting in my classroom is sufficient for teaching and learning activities.	0.715	
35	My colleagues provide me with valuable feedback that helps me improve my teaching.	0.411	Support System
36	I feel supported by school leadership in managing my workload and addressing any concerns I may have.	0.696	
37	I have positive, respectful relationships with my students that contribute to a supportive learning environment.	0.676	
38	I have a network of colleagues who I can rely on for emotional and professional support.	0.629	

39	I feel that there is a sense of community at my school, which contributes to a positive and supportive work environment.	0.809	
40	I have a mentor or role model within the school who provides guidance and support.	0.672	
5	The furniture in my classroom is comfortable and suitable for the students and me.	0.680	
6	The building is well-ventilated, providing a healthy and fresh environment.	0.869	Safe Physical Environment
7	The flooring and surfaces in my classroom and throughout the school are safe, without any tripping hazards.	0.821	
8	The school environment is free from pollutants, noise, or distractions that might negatively impact my health or the learning experience.	0.618	
23	I feel that my compensation is fair considering the demands of my role.	0.812	Financial Well-Being
24	I am able to save money or invest for my future given my current income as a teacher.	0.765	
26	I have access to financial support or incentives (e.g., bonuses, financial assistance) to help improve my socio-economic well-being.	0.741	
27	I am able to manage my debt without it negatively affecting my job performance.	0.462	
29	My school provides sufficient professional development opportunities that enhance my career growth and earning potential.	0.472	Professional Development
30	I have a strong support network of colleagues who help me manage work-related stress and socio-economic challenges.	0.789	
31	I am able to share ideas and teaching strategies with my colleagues without feeling judged or unsupported.	0.642	
8	The school environment is free from pollutants, noise, or distractions that might negatively impact my health or the learning experience.	0.423	Inclusive Learning Environment
9	The school building is accessible to individuals with disabilities (e.g., ramps and accessible bathrooms).	0.805	
10	The classroom is large enough to allow for group work and activities without feeling cramped.	0.820	
25	I often feel financial stress due to my income being insufficient to cover personal or family expenses.	0.619	Financial Stability
27	I am able to manage my debt without it negatively affecting my job performance.	0.466	
28	I have access to adequate resources and materials to support my teaching without worrying about additional costs.	0.754	
29	My school provides sufficient professional development opportunities that enhance my career growth and earning potential.	0.420	

Fit Indices of Nine-Factor Model of Teachers' Well-Being In Work Environment of Sultan Kudarat Division

The nine-factor model of teachers' well-being in the work environment was tested using confirmatory factor analysis (CFA), and the fit indices were used to assess the adequacy of the model. The obtained results include a Chi-square (CMIN) value of 2.373, which is acceptable but indicates moderate fit. The Comparative Fit Index (CFI) of 0.763 and the Tucker-Lewis Index (TLI) of 0.735 are below the commonly accepted threshold of 0.90, suggesting a modest model fit. Similarly, the Normed Fit Index (NFI) is 0.673, indicating room for improvement. The Root Mean Square Error of Approximation (RMSEA) is 0.096, which is above the ideal value of 0.08, reflecting a mediocre approximation of model fit. Lastly, the Akaike Information Criterion (AIC) is 2679.229, which is useful for model comparison, with lower values indicating better model parsimony.

While the model presents moderate fit, the indices collectively suggest that the structure captures essential elements of teachers' well-being, though refinements may improve precision. The RMSEA near 0.10 implies that while the general model captures the data structure, there might be some redundancy or overlap in items or factors. These findings provide an opportunity for future studies to refine and optimize the model for more robust explanatory power.

Table 10. Fit Indices of Nine-Factor Model of Teachers' Well-Being In Work Environment of Sultan Kudarat Division

Fit Indices	Obtained Value
CMIN	2.373
Comparative Fit Index (CFI)	.763
Tucker-Lewis Index (TLI)	.735
Normed Fit Index (NFI)	.673
Root Mean Square Error of Approximation (RMSEA)	.096
Akaike Information Criterion (AIC)	2679.229

Nine-Factor Model of Teachers' Well-Being In Work Environment of Sultan Kudarat Division

The structural equation model (SEM) for the nine-factor model of teachers' well-being in the work environment of Sultan Kudarat Division presents significant insights into how various aspects of the school context interrelate to influence teacher wellness. The path diagram visualizes latent variables (F1 to F9) and their observed indicators (VARs), with arrows denoting direction and strength of relationships among factors.

The model showcases a complex web of interrelated factors. The most prominent directional relationships, as indicated by the path coefficients, are from **F1 (Balanced Workload)** to multiple variables: F2 (Workload Management), F3 (Supportive Environment), F4 (Comfortable Learning Environment), and F9 (Inclusive Learning Environment), suggesting that when teachers perceive a balanced workload, it positively impacts their experiences in these other domains. For instance, the arrow from F1 to F2 (0.04), although modest, implies that reasonable workloads may contribute to teachers' capacity to manage their overall responsibilities effectively.

A noteworthy strong path is between **F5 (Support System)** and **F4 (Comfortable Learning Environment)** at 0.13. This implies that when support systems like mentoring or emotional support are in place, teachers are likely to perceive their physical classroom settings more positively. Similarly, the arrow from **F5 to F3 (Supportive Environment)** (0.26) illustrates that structured support among peers and leadership enhances the collaborative atmosphere.

F7 (Financial Well-Being) appears to play a pivotal role in influencing professional development (F8, coefficient = 0.30), workload management (F2 = 0.15), and support systems (F5 = 0.26). This supports the idea that financial security enables teachers to pursue professional growth, manage responsibilities better, and be more engaged in collaborative support practices. In contrast, the paths from F3 to F1 (0.12) and F3 to F2 (0.27) show that a supportive school climate also reciprocally strengthens teachers' workload perceptions and management. This mutual reinforcement suggests a feedback loop where support enhances efficiency, and in turn, less workload strain fosters collegial support.

The findings imply that improving one area—such as balanced workload—can have cascading benefits across multiple well-being dimensions. School leaders should prioritize providing clear expectations, reasonable teaching loads, and planning periods (as seen in F1) as these significantly influence workload management (F2), emotional and peer support (F3 and F5), and even physical comfort at work (F4 and F6).

Moreover, investing in teachers' financial well-being and professional growth (F7 and F8) not only addresses socio-economic challenges but also fosters more sustainable teaching practices and retention.

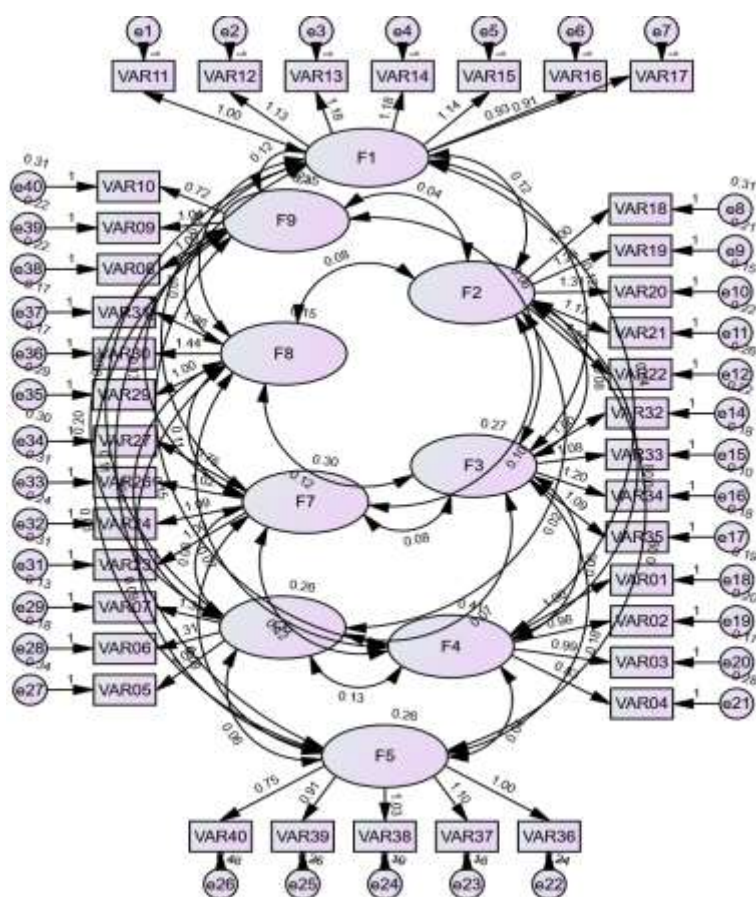


Figure 4. Nine-Factor Model of Teachers' Well-Being In Work Environment of Sultan Kudarat Division

Fit Indices of Five-Factor Model of Teachers' Well-Being In Work Environment of Sultan Kudarat Division

The five-factor model of teachers' well-being in the work environment of Sultan Kudarat Division reveals a generally good model fit based on several key indices. The Chi-square to degrees of freedom ratio ($CMIN = 2.818$) falls within the acceptable range, suggesting that the model adequately represents the observed data. Moreover, the Comparative Fit Index ($CFI = 0.939$), Tucker-Lewis Index ($TLI = 0.922$), and Normed Fit Index ($NFI = 0.909$) all exceed the recommended threshold of 0.90, indicating that the model has strong comparative fit relative to a baseline model. Although the RMSEA value of 0.076 is slightly above the ideal cutoff of 0.06, it remains within the acceptable range, showing that the model approximates the data reasonably well.

These suggest that the five-factor model provides a reliable structure for understanding teachers' well-being in the Sultan Kudarat Division. The fit indices confirm that the model balances complexity and parsimony, and it captures essential dimensions of teachers' experiences in the workplace. This model can be used to guide evidence-based interventions and support systems that enhance teacher satisfaction and retention by focusing on key factors such as workload, support, and work environment quality. The AIC value of 380.912 serves as a reference for future comparisons with alternative models to ensure the most efficient and effective representation of teacher well-being.

Table 11. Fit Indices of Five-Factor Model of Teachers' Well-Being In Work Environment of Sultan Kudarat Division

Fit Indices	Obtained Value
CMIN	2.818
Comparative Fit Index (CFI)	.939
Tucker-Lewis Index (TLI)	.922
Normed Fit Index (NFI)	.909
Root Mean Square Error of Approximation (RMSEA)	.076
Akaike Information Criterion (AIC)	380.912

Five-Factor Model of Teachers' Well-Being In Work Environment of Sultan Kudarat Division

The results from the five-factor model of teachers' well-being in the work environment of Sultan Kudarat Division demonstrate strong factor loadings and meaningful interrelationships among the latent variables. Specifically, the factor loadings indicate that items within each construct are strongly associated with their respective factors: Balanced Workload (F1) includes loadings ranging from 0.72 to 0.89; Workload Management (F2) ranges from 0.73 to 0.83; Supportive Environment (F3) has loadings between 0.76 and 0.88; Comfortable Learning Environment (F4) ranges from 0.78 to 0.88; and Financial Well-Being (F7) includes loadings of 0.73 and 0.84. These values suggest that the measurement indicators are reliable in capturing the essence of each construct.

The relationships among the five latent variables reveal a network of moderate to strong connections. For instance, Balanced Workload (F1) correlates with Workload Management (F2) at 0.38 and with Supportive Environment (F3) at 0.49, suggesting that teachers who experience balanced workloads are also likely to feel supported and capable in managing their responsibilities. Similarly, Supportive Environment (F3) is positively associated with Comfortable Learning Environment (F4) at 0.55, emphasizing the link between social-emotional support and physical teaching conditions. Financial Well-Being (F7) is moderately connected to both Workload Management (F2) and Balanced Workload (F1), highlighting that financial security plays a role in how teachers perceive their workload and overall well-being. These relationships underscore the multifaceted nature of teacher well-being and the need for holistic support in educational environments.

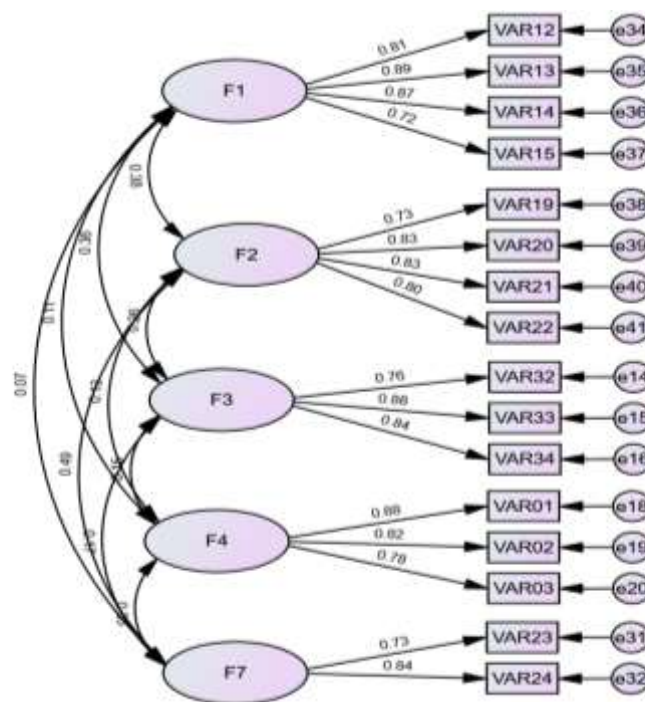


Figure 5. Five-Factor Model of Teachers' Well-Being In Work Environment of Sultan Kudarat Division

V.SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter integrates quantitative outcomes and qualitative insights to provide a comprehensive overview of the research. The summary captures the key patterns and dimensions of teachers' well-being, the conclusions offer interpretations grounded in data, and the recommendations propose practical steps for educational stakeholders to address identified issues and promote a supportive and sustainable teaching environment.

Summary of Findings

This section presents the key results derived from the study on teachers' well-being, highlighting both the quantitative and qualitative insights gained through statistical analyses and narrative accounts.

1. Teachers emphasized the need for optimized workload, relevance of teaching assignments, time allocation, and infrastructure improvements.
2. An ideal work environment is envisioned as collaborative, supportive, psychologically safe, and rooted in professional respect.
3. Teachers recommend reforms such as task delegation, instruction-centered scheduling, and modernized facilities to support sustained well-being.
4. Factor Analysis confirmed data suitability with strong KMO (.845) and significant Bartlett's test ($\chi^2 = 8518$, $p < .001$).

5. Nine latent dimensions of teachers' well-being were identified, including Balanced Workload, Workload Management, Supportive Environment, Financial Well-being, and Infrastructure.
6. The five-factor model demonstrated superior model fit (CFI = 0.939, RMSEA = 0.076), offering a parsimonious representation of well-being dimensions.

Conclusions

The conclusions provide a comprehensive understanding of the factors that influence educators' professional experiences and offer a foundation for targeted improvements in policy and practice.

1. The structure of teachers' well-being is multidimensional, anchored in workload balance, support systems, physical and financial conditions, and professional growth.
2. Exploratory and confirmatory factor analyses validated the reliability and fit of the five-factor model, supporting its use for future interventions.
3. Teachers' experiences highlight systemic issues such as administrative overload, role mismatch, and infrastructure challenges that affect morale and performance.
4. Psychological safety, collaboration, and recognition emerged as core values in envisioning an ideal teaching environment.
5. The suggested reforms and vision align with current educational policies and offer practical directions to enhance teacher satisfaction and retention.

Recommendations

The following recommendations are provided in this study:

1. Restructure workloads through fair subject load distribution, reduced paperwork, and equitable ancillary task assignments.
2. Allocate protected planning time and integrate instruction-centered schedules that reduce non-teaching burdens.
3. Align subject assignments with teachers' specializations to boost instructional quality and professional satisfaction.
4. Upgrade school infrastructure, including classroom environments, connectivity, and staff spaces, especially in remote areas.
5. Institutionalize support systems, such as mentorship, mental health services, and peer networks to promote emotional well-being.
6. Promote professional culture rooted in open communication, collaboration, and recognition of teacher contributions.
7. Implement financial interventions, including performance-based incentives, access to loans, and wellness allowances.
8. Utilize findings to inform division-wide and school-level policies and action plans aligned with DepEd Orders and teacher welfare programs.

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