

Revitalizing the Physical and Mental Well-being of Elementary Educators: Basis for Holistic Wellness Activities

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Abstract. This study, entitled Revitalizing the Physical and Mental Well-Being of Elementary Educators: Basis for Holistic Wellness Activities, assessed the well-being and work performance of school heads and elementary teachers in selected public elementary schools in the Cebu Province Division, Danao City Division, and City of Naga, Cebu, during School Year 2025–2026. It examined the respondents' demographic and professional profiles, perceived well-being across five dimensions—physical, social, emotional, spiritual, and intellectual—and work performance based on the Organizational Performance Commitment and Review Form (OPCRF) and the Individual Performance Commitment and Review Form (IPCRF). The study employed a descriptive-quantitative research design, using a structured questionnaire adapted from related studies and supplemented by informal online interviews. Frequency and percentage were used to describe the respondents' profiles, while weighted mean summarized their perceived well-being and work-performance ratings. The chi-square test was used to examine the association between well-being and work performance at the .05 significance level. The findings revealed a mean score of 4.85 for school heads and 4.385 for teachers, suggesting differences in their reported well-being ratings. Overall, the reported mean scores ranged from 4.385 to 4.85. The relationship between well-being and work performance was examined using the chi-square test, with the analysis focused on determining whether the association was statistically significant. These findings provided a basis for proposing holistic wellness activities addressing physical health, emotional and mental health, positive professional relationships, spiritual well-being, and intellectual growth. The proposed program aims to foster a supportive school environment, strengthen educators' coping capacities, and promote their personal well-being and professional effectiveness.

Introduction

The educational landscape has undergone significant changes in recent years. The COVID-19 pandemic and curriculum reforms, including the MATATAG Curriculum, have added new demands to the public school system (Department of Education [DepEd], 2024). Elementary educators play an essential role in developing learners' foundational literacy, numeracy, and character. At the same time, adapting to instructional changes, completing administrative responsibilities, and supporting learners' social and emotional needs can place considerable demands on educators (Aperribai et al., 2020; Benevene et al., 2020).

Teacher burnout, chronic fatigue, and psychological distress are no longer isolated incidents but concerns that bear on the quality of basic education. When teachers' well-being deteriorates, their instructional efficacy and classroom management, and ultimately learner outcomes, may be affected (Buecker et al., 2018; Pepe et al., 2017). Because a school's most valuable

asset is its human resource, support for educators should move beyond occasional stress-management seminars toward a comprehensive, sustainable program.

The pandemic also brought stress and uncertainty to educators, who had to adapt quickly to new teaching methods and technology while coping with fear of infection, isolation, and disrupted routines (Asmundson & Taylor, 2020; Bao et al., 2020; Grover et al., 2020; Pakenham et al., 2020). Educators who are physically and mentally healthy are better able to provide the quality education that learners need for their growth and development (Benevene et al., 2020).

Well-being is multidimensional, and this study examined five dimensions: physical, social, emotional, spiritual, and intellectual (Fisher, 2019). Elementary educators constantly regulate their own emotions to model calm behavior for young children, and prolonged emotional labor can lead to compassion fatigue and emotional exhaustion when psychological support is lacking (McCormack et al., 2018). A sense of environmental mastery, that is, the ability to navigate and capitalize on possibilities within the school environment, together with self-acceptance and a strong connection to the purpose of teaching, can buffer occupational stress (Berger et al., 2018). Socially, a culture of trust and collaboration among peers prevents isolation and spreads the emotional weight of challenging classroom situations (Boren, 2019).

The physical and mental aspects of well-being are closely connected. In addition to the demands of classroom instruction, educators may experience fatigue and stress associated with their professional responsibilities. Research has discussed the potential benefits of physical activity and contact with nature for mental health (Amatriain-Fernández et al., 2020; Bloomfield, 2017). Spiritual well-being, understood in relation to meaning, connection, and inner peace, has also been explored in the literature (Ghaderi et al., 2018; Hilton & Child, 2014), although some of the cited studies concern populations other than educators (Adib-Hajbaghery & Faraji, 2015; Hematti et al., 2015; Jirásek, 2015).

Individual coping strategies may be less effective when school-wide support is lacking. A supportive school environment includes administrators who listen to educators, provide constructive feedback, and respect their time (Boren, 2019). Administrative pressures have also been examined in relation to burnout in professional settings (Boccio et al., 2016). Schools may therefore consider clear expectations for after-hours communication, manageable administrative processes, and practices that support work-life balance.

This study therefore assessed the physical, social, emotional, spiritual, and intellectual well-being and the work performance of school heads and elementary teachers in selected public elementary schools in the Cebu Province Division, Danao City Division, and City of Naga, Cebu. Specifically, it sought to (1) describe the respondents' demographic and professional profiles; (2) determine their perceived level of well-being in each of the five dimensions; (3) describe their work performance based on the Organizational Performance Commitment and Review Form (OPCRF) for school heads and the Individual Performance Commitment and Review Form (IPCRF) for teachers; (4) determine whether a significant relationship exists between well-being and work performance; and (5) propose holistic wellness activities based on the findings. The null hypothesis, tested at the 0.05 level of significance, states that there is no significant relationship between well-being and work performance.

Methodology

Design

This study employed a descriptive-quantitative research design to assess the well-being and work performance of school heads and elementary teachers in selected public elementary schools in the Cebu Province Division, Danao City Division, and City of Naga, Cebu, during School Year 2025–2026. This design was appropriate because it enabled the researchers to describe the respondents' profiles, determine their perceived levels of well-being across five dimensions—physical, social, emotional, spiritual, and intellectual—and examine their work performance based on the Organizational Performance Commitment and Review Form (OPCRF) for school heads and the Individual Performance Commitment and Review Form (IPCRF) for teachers.

Data were gathered using a structured questionnaire adapted from related studies. Informal online interviews were also conducted to supplement the questionnaire responses and provide additional insights into the respondents' experiences and perspectives regarding their well-being. Frequency and percentage were used to summarize the respondents' demographic and professional profiles, while weighted mean was employed to determine their perceived well-being and work-performance ratings. Furthermore, the chi-square test was used to examine whether a statistically significant association existed between educators' well-being and work performance at the .05 level of significance.

Through this approach, the researchers sought to develop a clearer understanding of educators' well-being and its possible association with their professional performance. The descriptive findings were intended to identify areas of strength and

aspects requiring further attention, while the analysis of the relationship between the variables provided a basis for understanding whether well-being and work performance were associated. The results served as a foundation for proposing holistic wellness activities that address educators' physical, social, emotional, spiritual, and intellectual needs. Ultimately, the research design supported the development of practical recommendations aimed at promoting a healthier, more supportive, and productive school environment for school heads and elementary teachers.

The study was conducted in selected public elementary schools under the Cebu Province Division, Danao City Division, and City of Naga, Cebu. These research settings were selected to gather information about the physical, social, emotional, spiritual, and intellectual well-being of school heads and elementary teachers, as well as their work performance. The three areas provided the setting for examining educators' well-being in relation to their professional responsibilities and for identifying possible bases for developing holistic wellness activities suited to their needs.

Respondents

The respondents of the study consisted of 145 educators from selected public elementary schools in the Cebu Province Division, Danao City Division, and City of Naga, Cebu, during School Year 2025–2026. They comprised 45 school heads, with 15 respondents from each division, and 100 elementary teachers, distributed as follows: 60 from the Cebu Province Division, 15 from Danao City Division, and 25 from the City of Naga. The work performance of teachers was assessed using the Individual Performance Commitment and Review Form (IPCRF), while that of school heads was assessed using the Organizational Performance Commitment and Review Form (OPCRF).

The sampling technique should reflect how the respondents were actually selected. If all eligible school heads and teachers in the participating schools were included, total enumeration sampling would be appropriate. If respondents were selected randomly from a complete list, the specific probability sampling technique used should be reported. If participants were chosen based on predetermined qualifications and availability, the appropriate purposive or convenience sampling method should be identified according to the actual procedure.

Eligible participants should have been officially assigned as school heads or elementary teachers in the participating public elementary schools during School Year 2025–2026, belonged to the relevant OPCRF or IPCRF group, and met the study's established participation requirements. Participation should have been voluntary and based on informed consent. Any additional eligibility conditions, such as minimum length of service or availability of completed performance records, should be included only if these were part of the approved research protocol.

Table 1 presents the distribution of the respondents by division.

Division	School Heads	Teachers	Total	%
Cebu Province Division	15	60	75	51.72
Danao City Division	15	15	30	20.69
City of Naga, Cebu	15	25	40	27.59
Total	45	100	145	100.00

Note. N = 145. Percentages are based on the total number of respondents.

Table 1. Distribution of Respondents by Division

Research Instrument

The study used a structured questionnaire to gather data on the physical and mental well-being of school heads and elementary teachers in selected public elementary schools in the Cebu Province Division, Danao City Division, and City of Naga, Cebu, during School Year 2025–2026. The instrument was adapted from related studies and organized around five dimensions of well-being: physical, social, emotional, spiritual, and intellectual. It also gathered information about the respondents' demographic and professional profiles. Work performance was assessed using the appropriate performance appraisal records: the Organizational Performance Commitment and Review Form (OPCRF) for school heads and the Individual Performance Commitment and Review Form (IPCRF) for teachers. The questionnaire items were intended to capture the respondents' perceptions of their well-being and provide information relevant to the development of holistic wellness activities. A response scale with corresponding verbal interpretations was used to summarize the respondents' ratings through weighted means. However, the exact number of questionnaire items assigned to each dimension, the specific response options, and the verbal interpretation ranges must be confirmed from the final questionnaire and scoring guide before they are reported in the manuscript. To establish content validity, the questionnaire should be reviewed by

qualified experts in education, research, and relevant aspects of educator well-being. Their comments and recommendations should be documented and incorporated into the instrument before its administration. The manuscript should report the actual number and qualifications of the validators, the validation procedure, and the results of their evaluation, including any content-validity rating if one was calculated. Reliability should likewise be supported by evidence from a pilot test or an appropriate reliability analysis, such as Cronbach's alpha for a multi-item scale, when applicable. The actual pilot-test sample, reliability coefficient, and interpretation should be reported accurately. Informal online interviews supplemented the questionnaire by providing additional perspectives on educators' experiences and wellness needs. All descriptions of validation and reliability procedures should reflect the steps genuinely completed by the researchers rather than procedures merely recommended for future use.

Data Gathering Procedure

This study, entitled *Revitalizing the Physical and Mental Well-Being of Elementary Educators: Basis for Holistic Wellness Activities*, assessed the well-being and work performance of school heads and elementary teachers in selected public elementary schools in the Cebu Province Division, Danao City Division, and City of Naga, Cebu, during School Year 2025–2026. It examined the respondents' demographic and professional profiles, perceived well-being across five dimensions—physical, social, emotional, spiritual, and intellectual—and work performance based on the Organizational Performance Commitment and Review Form (OPCRF) and the Individual Performance Commitment and Review Form (IPCRF). The study employed a descriptive-quantitative research design, using a structured questionnaire adapted from related studies and supplemented by informal online interviews. Frequency and percentage were used to describe the respondents' profiles, while weighted mean summarized their perceived well-being and work-performance ratings. The chi-square test was used to examine the association between well-being and work performance at the .05 significance level. The findings revealed a mean score of 4.85 for school heads and 4.385 for teachers, suggesting differences in their reported well-being ratings. Overall, the reported mean scores ranged from 4.385 to 4.85. The relationship between well-being and work performance was examined using the chi-square test, with the analysis focused on determining whether the association was statistically significant. These findings provided a basis for proposing holistic wellness activities addressing physical health, emotional and mental health, positive professional relationships, spiritual well-being, and intellectual growth. The proposed program aims to foster a supportive school environment, strengthen educators' coping capacities, and promote their personal well-being and professional effectiveness.

Ethical Considerations

The study observed ethical principles to protect the rights, privacy, dignity, and welfare of the school heads and elementary teachers who participated in the research during School Year 2025–2026. Before data collection, the researchers sought the necessary permissions from the appropriate educational authorities and participating schools. The actual ethics review or approval status, including the name of the reviewing institution and protocol number, if applicable, should be stated accurately in the final manuscript. Informed consent was obtained from participants after they were provided with a clear explanation of the study's purpose, procedures, and intended use of the collected information. Participation was voluntary, and respondents were informed that they could decline to participate or withdraw at any stage without penalty or adverse consequences. For the informal online interviews, participants were likewise informed of the purpose of the discussion and how their responses would be used. The researchers maintained confidentiality by limiting access to collected information and avoiding the disclosure of identifiable responses in the presentation of findings. Particular care was taken with school heads' OPCRF and teachers' IPCRF ratings because these records contain professional performance information. Such ratings were handled as confidential data, used only for the authorized research purpose, and not disclosed individually to school administrators or other unauthorized persons.

Data Analysis

The data gathered from the school heads and elementary teachers in the selected public elementary schools in the Cebu Province Division, Danao City Division, and City of Naga, Cebu, were analyzed using appropriate statistical methods aligned with the objectives of the study. Frequency and percentage were used to describe the respondents' demographic and professional profiles, providing a clearer picture of the participants involved in the research. The weighted mean was employed to summarize the respondents' perceived well-being across the five dimensions: physical, social, emotional, spiritual, and intellectual well-being. It was also used to describe their work-performance ratings based on the Organizational Performance Commitment and Review Form (OPCRF) for school heads and the Individual Performance Commitment and Review Form (IPCRF) for teachers. The reported mean scores of 4.85 for school heads and 4.385 for teachers were considered in describing the respondents' reported well-being, subject to verification against the final data tables. Furthermore, the chi-square test was used to determine whether a statistically significant association existed between educators' well-being and work performance, using a significance level of .05. The results of this test were intended to establish whether the observed relationship was statistically significant rather than merely descriptive. The analyzed

findings served as the basis for identifying wellness needs and developing proposed holistic wellness activities that address educators' physical, emotional, social, spiritual, and intellectual well-being while supporting their professional effectiveness.

Results and Discussion

Results

The findings revealed differences in the perceived well-being ratings of school heads and elementary teachers in selected public elementary schools in the Cebu Province Division, Danao City Division, and City of Naga, Cebu, during School Year 2025–2026. School heads obtained a mean score of 4.85, while teachers obtained a mean score of 4.385, indicating variation in their reported perceptions of well-being. The assessment covered five dimensions: physical, social, emotional, spiritual, and intellectual well-being. These dimensions provided a comprehensive basis for understanding educators' personal wellness and their capacity to perform professional responsibilities. Work performance was assessed using the OPCRf for school heads and the IPCRF for teachers. The weighted mean was used to summarize the respondents' ratings, while the chi-square test was employed to determine whether a statistically significant association existed between well-being and work performance at the .05 level of significance. The analysis focused on establishing the relationship between the variables. The findings served as a foundation for developing proposed holistic wellness activities addressing physical health, emotional and mental health, positive professional relationships, spiritual well-being, and intellectual development. However, the statistical significance of the relationship between well-being and work performance must be interpreted based on the actual chi-square test results.

Discussion

The findings highlight the importance of understanding educators' well-being as an essential consideration in promoting professional effectiveness. The mean score of 4.85 among school heads compared with 4.385 among teachers indicates a difference in their reported well-being ratings. This variation may reflect differences in individual experiences, workplace responsibilities, available support systems, and perceived access to wellness resources. However, the descriptive results alone do not establish the reasons for the difference. Examining physical, social, emotional, spiritual, and intellectual well-being provides a holistic perspective on educators' needs beyond their instructional and administrative duties. Maintaining physical health may support daily functioning, while emotional and mental wellness may help educators manage occupational stress. Positive professional relationships can strengthen collaboration, belongingness, and mutual support within the school community. Spiritual well-being and intellectual growth may also contribute to personal fulfillment, resilience, and continuous professional development. The use of OPCRf and IPCRF ratings provides a basis for examining well-being alongside professional performance. Nevertheless, the relationship between these variables must be established through the chi-square test results rather than assumed from their mean scores. Consequently, the proposed holistic wellness activities should respond to educators' diverse needs through health promotion, stress management, collegial engagement, reflective practices, and professional learning opportunities. Such initiatives may help create a healthier and more supportive educational environment.

Limitations

This study was limited to selected public elementary schools in three divisions of Cebu and relied on educators' self-reported perceptions of their well-being, supplemented by informal interviews, at a single point in time. The numbers of teachers and school heads differ across divisions, and chi-square results indicate association only, not causation. The findings should therefore be generalized with caution, and future studies may use larger and more balanced samples and longitudinal or mixed-method designs.

Conclusion and Recommendations

Conclusion

The study concluded that the physical, social, emotional, spiritual, and intellectual well-being of school heads and elementary teachers is an important consideration in promoting a healthy and productive school environment. The findings revealed differences in the reported well-being ratings of school heads, who obtained a mean score of 4.85, and teachers, who obtained a mean score of 4.385. These results highlight the importance of recognizing the diverse wellness needs of educators in fulfilling their administrative, instructional, and professional responsibilities. The assessment of work performance through the Organizational Performance Commitment and Review Form (OPCRf) and the Individual Performance Commitment and Review Form (IPCRf) provided a basis for examining educators' professional performance

alongside their perceived well-being. However, the existence and statistical significance of the association between well-being and work performance depend on the results of the chi-square test. The study further emphasized the need for comprehensive wellness initiatives that address educators' physical health, emotional and mental wellness, professional relationships, spiritual development, and intellectual growth. Accordingly, the proposed holistic wellness activities may serve as a practical approach to strengthening coping capacities, encouraging positive workplace relationships, and supporting personal and professional development. Through sustained implementation and institutional support, these activities can contribute to a more supportive school environment that values educators' well-being and promotes their continued professional effectiveness.

Recommendations

Based on the objectives of the study, it is recommended that school heads and education officials develop and implement a holistic wellness activities program that addresses the physical, social, emotional, spiritual, and intellectual needs of elementary educators. Activities should be practical, inclusive, and responsive to the actual concerns identified in the research findings. For physical wellness, schools may organize stretching exercises, walking activities, health awareness sessions, and reminders about adequate rest and healthy daily habits, drawing on evidence that physical activity and contact with nature support mental health (Amatriain-Fernández et al., 2020; Bloomfield, 2017). Emotional and mental wellness may be supported through stress-management sessions, mindfulness activities, peer support, and access to appropriate counseling services when needed.

School administrators are encouraged to cultivate a positive working environment by promoting open communication, mutual respect, teamwork, and recognition of educators' efforts. Professional learning communities, collaborative planning, and informal opportunities for collegial interaction may strengthen social relationships and reduce feelings of isolation. Spiritual wellness activities should be voluntary, inclusive, and respectful of individual beliefs, while intellectual wellness may be promoted through professional development, reflective practice, mentoring, and opportunities to learn new teaching strategies.

Education officials and school leaders should consider providing sufficient time, resources, and administrative support for the implementation of wellness activities. The program should also be monitored regularly through participant feedback, attendance records, and appropriate evaluation tools to determine its usefulness and identify areas for improvement. Future researchers may conduct similar studies in other school divisions, use larger or more diverse samples, and explore additional factors that may influence educators' well-being and work performance. Through shared responsibility among school heads, teachers, and education stakeholders, holistic wellness initiatives can become sustainable practices that support educators' welfare and professional growth.

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Competing Interests Statement

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this article.

Data Availability Statement

The data supporting the findings of this study are available from the corresponding author upon reasonable request.

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Appendices

No appendices are attached to this study.