

Employees' Welfare and Teaching Performance in Gitagum District, Division of Misamis Oriental

Lemar A. Buray¹, Pepa V. Pontillas, PhD²

¹Teacher, Department of Education

²Professor, Cagayan de Oro College

Abstract

Employee's welfare which is also known as staff welfare, refers to the services and benefits provided by an employer for the well-being of employees. This study sought to examine the employees' welfare and teaching performance in the public schools of Gitagum District. In particular, the specific aimed was to determine the respondents' perception level of employees' welfare in terms of physical, mental/emotional, social, occupational, spiritual and financial the level of teachers' performance based on IPCRF and the significant relationship of employees' welfare and teaching performance. The respondents of the study were the two hundred eighty-five (285) public school teaching employees' of Gitagum District using the universal sampling techniques. A descriptive researched design was employed in the study and the questionnaires were adopted based on DepEd Order No. 23, s. 2022 and from IPCRF Rating. The quantitative data were analyzed using mean standard deviation and Pearson Product Moment of Correlation.

The findings revealed that the level of employees' welfare was highly evident and the respondents' performance was very high. There was a significant relationship between the respondents' welfare and teaching performance. Hence employees' welfare has positive correlation to the respondents' performance. This can lead to greater motivation, commitment, satisfaction and productivity. It is recommended that the department and school administrators should improve on the welfare scheme they offer to teachers to achieve quality education through a high-level teacher performance

Keywords: Employees' Welfare, Individual Performance Commitment and Review Form (IPCRF)

1. Introduction

Employee welfare refers to the range of services, benefits, and programs provided by employers to support the physical, emotional, social, and financial well-being of their workforce. Modern welfare initiatives go beyond basic health and safety to include mental health support, work-life balance, and professional development. These efforts enhance employee satisfaction, reduce turnover, and improve performance. Research shows a strong positive correlation between employee welfare and job performance. When employees feel supported and valued through healthcare, flexible work policies, and growth opportunities they are more engaged, productive, and committed. Welfare programs not only benefit individuals but also boost organizational outcomes such as morale, retention, and efficiency. Furthermore, intrinsic motivators like a sense of achievement and meaningful work, combined with clear expectations and autonomy, significantly influence performance. Empowering employees and fostering a positive work

culture leads to higher responsibility and better results. In education and other sectors, welfare measures, feedback, and career growth opportunities serve as powerful motivators.

Overall, prioritizing employee welfare is both a moral responsibility and a strategic advantage, essential for building a high-performing, loyal, and resilient workforce.

Research Questions

This study aimed to determine the employees' welfare and their teaching performance in Gitagum District, Division of Misamis Oriental, for the School Year 2022-2023.

Specifically, the study sought to answer the following questions:

1. What is the respondents' perception level of employees' welfare in terms of physical, mental/emotional, social, occupational, spiritual and financial?
2. What is the level of teachers' performance based on the IPCRF?
3. Is there a significant relationship between the employees' welfare and their performance?

Significance

This study provides valuable insights into employee welfare in teaching, helping District Supervisors and School Heads identify areas for improvement and effective practices. It supports professional learning and encourages interventions that enhance teaching self-efficacy. School Heads can use the findings to guide peers, allocate resources for team building, and report outcomes to strengthen the feedback cycle. Teachers will gain awareness of their welfare status and teaching performance, motivating them to stay engaged and committed. Future researchers can also benefit from the data for further studies on employee welfare.

Scope and Limitations

This study was focused only on determining the employees' welfare and their performance in Gitagum District, Division of Misamis Oriental, for the School Year 2022-2023. The study was conducted on the randomly selected two hundred eighty-five (285) public elementary school teachers of Gitagum District. The employees' welfare would have focused on the physical, mental/emotional, social, occupational, spiritual, and financial and their IPCRF rating for the current school year. Each of the respondents was given the same questionnaire to answer. The result of the study was only applicable to the respondents of this study and would not be used as a measure of the effects of employees' welfare who do not belong to the population of the study.

2. Literature Review

Employee's Welfare

Employee welfare encompasses the physical, mental, emotional, social, spiritual, occupational, and financial aspects of an individual's well-being, particularly among teachers. It extends beyond statutory benefits to promote overall comfort, development, and job satisfaction. Physical well-being supports long-term health outcomes (Ahmadi et al., 2019), while mental and emotional welfare addresses stress and compassion fatigue in the teaching profession (Paterson et al., 2021). Social competence is crucial for new teachers' adaptation, and occupational well-being, including self-efficacy and access to resources, influences teaching performance and emotional stability. Spiritual welfare, especially in faith-based schools, provides strength through prayer and reflection, while financial wellness ensures stability and

satisfaction, shaping both personal and professional life. Collectively, these dimensions form a comprehensive foundation for supporting teachers' holistic well-being.

Individual Performance Commitment and Review Form

The Individual Performance Commitment and Review Form (IPCRF) is a key tool used to evaluate teachers' annual performance, aligned with the Strategic Performance Management System (SPMS) of the Civil Service Commission. It promotes collaboration between school heads and teachers by setting clear expectations and performance standards that support professional growth. The IPCRF assesses core teaching responsibilities, including content mastery, instructional planning, and use of appropriate resources like ICT. As emphasized by Canoma (2021), the IPCRF ensures that teachers fulfill their duties with quality, efficiency, and timeliness, making it a crucial element in maintaining educational standards and enhancing student achievement.

Content knowledge and pedagogy are foundational to effective teaching, with content representing the "what" and pedagogy the "how" of learning. Teachers must deeply understand their subject matter and apply developmentally appropriate methods grounded in research to support student mastery. A positive learning environment, shaped by physical, social, and emotional factors, fosters collaboration, trust, and engagement. According to Smith et al. (2023), effective curriculum and planning require alignment with learning goals and student needs, supported by strategic implementation and monitoring. Assessment and reporting guide instruction and improvement through feedback and data use, as noted by Chen et al. (2023). Lastly, personal and professional development involves building partnerships with the school community, upholding ethical responsibilities, and enhancing teaching through continuous growth and collaboration.

3. Methodology

Research Design

This study used a descriptive research design to examine the relationship between employee welfare and performance, involving 285 respondents. Conducted during the 2nd Semester of School Year 2022–2023, it aimed to systematically describe the phenomenon using data analysis and interpretation. The method was appropriate as it focused on a representative sample, highlighting the interaction between dependent and independent variables, with findings explained through relevant concepts.

Participants

The respondents of the study were two hundred eighty-five (285) public teaching employees' of Gitagum District, Gitagum, Misamis Oriental, during the School Year 2022-2023.

Data Collection

The study used an adopted questionnaire based on DepEd Order No. 23, s. 2022 and the IPCRF rating of teachers. Part I assessed the respondents' level of welfare across six areas: physical, mental/emotional, social, occupational, spiritual, and financial. Part II recorded their IPCRF ratings for School Year 2022–2023. The tool followed a four-point Likert scale (At all Times, Most of the Times, Sometimes, Never) to measure teachers' satisfaction, recognizing that welfare is a personal experience best evaluated through self-perception.

Data Analysis

The study used a universal sampling technique, involving all 285 public school teachers from Kindergarten to Grade 6 in Gitagum District, Misamis Oriental, during School Year 2022–2023. This method ensured that every member of the target population was included, providing a comprehensive and accurate reflection of the teaching employees' welfare and performance. By applying a probability-based approach, the research aimed to gain deep insights into the experiences, challenges, and perspectives of teachers. The use of universal sampling enhanced the reliability of the findings, as it minimized sampling bias and allowed for generalizations within the district. This method also supported a thorough understanding of the relationship between employees' welfare and their work performance, enabling the identification of areas for improvement and targeted interventions.

4. Results and Discussions

Problem 1. What is the respondents' perception level of employees' welfare in terms of physical, mental/emotional, social, occupational, spiritual and financial?

Table 1
Summary Distribution of Respondents' Perception Level of Employees Welfare

Variables	Mean	SD	Interpretation
Physical	3.71	0.51	Highly Evident
Mental/Emotional	3.69	0.50	Highly Evident
Social	3.68	0.54	Highly Evident
Occupational	3.73	0.51	Highly Evident
Spiritual	3.72	0.52	Highly Evident
Financial	3.72	0.52	Highly Evident
Overall	3.71	0.52	Highly Evident

The study found that teachers in Gitagum District perceive their overall welfare as Highly Evident, with an overall mean of 3.71. This indicates that the school organization effectively supports teacher well-being, which is linked to higher motivation, job performance, and teacher retention. The occupational welfare domain received the highest mean (3.73), suggesting teachers feel fulfilled and supported in their professional roles factors that contribute to productivity, creativity, and work-life balance. Research by Mansfield et al. (2021) supports this, emphasizing how physical, mental, emotional, and occupational welfare positively affect teaching quality and retention.

In contrast, the social welfare domain received the lowest mean (3.68), though still interpreted as Highly Evident. This suggests a need to strengthen social support systems within schools. According to Smith et al. (2023), promoting teamwork, communication, and social connection improves job satisfaction, mental health, and organizational culture. Addressing gaps in social welfare through team-building and mentoring programs can enhance collaboration and reduce stress and burnout. Overall, prioritizing teacher welfare holistically leads to improved performance, retention, and school success.

These findings emphasize that when teachers are supported across all dimensions of welfare, they are better positioned to provide quality education, remain in the profession, and thrive within the system.

Schools should thus continue to assess and enhance welfare programs by introducing structured wellness initiatives, social engagement activities, counseling services, and professional growth opportunities aligned with teachers' needs.

Problem 2. What is the level of teachers' performance based from the IPCRF rating in content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting, and personal growth and professional development?

Table 2
Summary Distribution on Teachers' Performance

Variables	Mean	SD	Interpretation
Content Knowledge and Pedagogy	4.81	0.39	Very High
Learning Environment	4.76	0.45	Very High
Curriculum and Planning	4.74	0.44	Very High
Assessment and Reporting	4.79	0.42	Very High
Personal Growth and Development	4.70	0.46	Very High
Overall	4.76	0.43	Very High

Table 2 shows that teachers in Gitagum District achieved a very high performance rating with a mean of 4.76 indicating strong instructional competence. This reflects their ability to deliver engaging lessons, adapt to diverse learning needs, and integrate innovative strategies and technology in the classroom. High-performing teachers demonstrate subject mastery and create dynamic learning environments that foster exploration and growth. The highest-rated indicator was Content Knowledge and Pedagogy with mean of 4.81), suggesting consistent and exceptional teaching performance. This aligns with Main (2023), who emphasizes the importance of deep subject understanding and pedagogical content knowledge in helping students make meaningful connections and overcome misconceptions. Meanwhile, Personal Growth and Development received the lowest yet still very high mean score 4.70. This highlights the importance of self-awareness, emotional intelligence, and continuous improvement for teacher effectiveness. According to Reyes (2023), teachers who invest in personal growth are more resilient, innovative, and better equipped to support student needs.

Problem 3. Is there a significant relationship between the employees' welfare and their performance?

Table 3
Test of Relationship between the Respondents' Welfare and their IPCRF Performance Rating

Employees' Welfare	Teachers Performance					Overall
	A	B	C	D	E	
Physical	0.451**	.447**	0.108	.464**	.505**	.366**
	0.001	0.001	0.205	0.001	0.001	0.001
	S	S	NS	S	S	S

Mental/	.532**	.545**	0.075	.498**	.418**	.502**
emotional	0.001	0.001	0.376	0.001	0.001	0.001
	S	S	NS	S	S	S
Social	.521**	.473**	0.035	.562**	.494**	.472**
	0.001	0.001	0.681	0.001	0.001	0.001
	S	S	NS	S	S	S
Occupational	.317**	.267**	0.018	.278**	.494**	.313**
	0.001	0.001	0.833	0.001	0.001	0.001
	S	S	NS	S	S	S
Spiritual	.348**	.313**	0.055	.345**	.404**	.332**
	0.001	0.001	0.497	0.001	0.001	0.001
	S	S	NS	S	S	S
Financial	.345**	.344**	0.058	.354**	.381**	.354**
	0.001	0.001	0.499	0.001	0.001	0.001
	S	S	NS	S	S	S

Table 3 highlights a significant relationship between teachers' welfare and their job performance, indicating that when teachers' well-being is prioritized, their effectiveness in the classroom improves. The study found that aspects such as physical, mental/emotional, occupational, spiritual, social, and financial welfare are closely linked to teachers' Individual Performance Commitment and Review Form (IPCRF) ratings. Physically healthy teachers possess the stamina needed for the demanding nature of the profession and are less likely to experience burnout. Mentally and emotionally stable teachers make sound decisions, manage classrooms effectively, and engage students more meaningfully. Social welfare, including access to healthcare and a sense of community, helps reduce stress and fosters collaboration, while occupational welfare through flexible policies and support systems promotes work-life balance and professional growth. Spiritual well-being, which provides a sense of purpose and emotional resilience, enables teachers to create nurturing, student-centered classrooms. Financial welfare, including fair compensation and job security, boosts motivation, enhances job satisfaction, and reduces turnover. Collectively, these dimensions of welfare contribute to higher performance, stronger teacher retention, and better educational outcomes. When teachers feel supported and valued, they are more likely to remain committed to their roles and perform at their best, ultimately benefiting students and the wider school community.

5. Conclusion and Recommendations

Conclusion

Based on the findings of the study, the following conclusions were generated; The perception level of respondents regarding employees' welfare is highly evident and multifaceted. It reflects a deep understanding of the interconnectedness between employees' welfare, organizational success, and higher expectations. Moreover, the outstanding rating of the respondents acknowledge their dedication, competence and effectiveness in their workplace. Ultimately, their performance displays a supportive, innovative and high achieving environment that will benefit the educators, students and the entire school community. It can be inferred that the relationship between employees' welfare and teaching performance

is mutual. The employees' welfare has positive correlates to their performance which can lead to greater motivation, commitment, satisfaction and productivity.

Recommendations

Based on the results and findings in the study, the following are recommendations for the study:

School administrators may ensure the physical well-being of employees so that every staff member feels valued and respected, promoting open communication, encouraging collaboration, and nurturing an atmosphere of mutual trust;

Educational leaders may inspire teachers to adopt a learner-centered approach in their classrooms where they focus on the individual learner based on their needs and interests; and

Division Supervisors may implement recognition programs to acknowledge and celebrate teachers' achievements, contributions to student learning, and innovative teaching practices. Recognition boosts morale, motivation, and commitment to delivering high-quality education.

References

1. Ahmadi S, Sajjadi H, Nejad FN, Ahmadi N, Karimi SE, Yoosefi M., et al. (2019) Lifestyle modification strategies for controlling hypertension: How are these strategies recommended by physicians in Iran. *Med J Islam Repub Iran*.
2. Paterson, J. (2021). Mental and emotional welfare: Understanding and interventions. *Journal of Mental Health*, 15(3), 123-140.
3. Smith, J. K., Adams, L. M., & Davis, R. S. (2023). Enhancing Occupational Welfare through Compliance with Safety Regulations. *Journal of Occupational Health and Safety*, 30(2), 145–160.
4. Smith, J. K., Adams, L. M., & Davis, R. S. (2023). Promoting Social Well-being in the Workplace. *Journal of Applied Psychology*, 30(2), 145–160.
5. Smith, J. K., Adams, L. M., & Davis, R. S. (2023). The Impact of Workplace Wellness Programs on Employee Health and Productivity. *Journal of Occupational Health Psychology*, 35(2), 145–160.
6. Smith, J. K., Adams, L. M., & Davis, R. S. (2023). The Importance of Psychosocial Support Groups in Enhancing Employee Mental Well-being. *Journal of Occupational Psychology*, 30(1), 45–60.
7. Chen, L., Smith, J., Johnson, M., & Lee, S. (2023). The Impact of Employees' Welfare on Performance: A Mixed-Methods Study. *Journal of Organizational Psychology*, 45(2), 123-137.
8. Mansfield, C., Beltman, S., Price, A., & McConney, A. (2021). Teacher Wellbeing: A Review of the Literature. *Educational Research Review*, 35, 100377.
9. Main, P. (2023). Pedagogical Content Knowledge. Retrieved from <https://www.structural-learning.com/post/pedagogical-content-knowledge>
10. Reyes, A. (2023) - "Enhancing Teacher Performance through Evaluation Tools in the Philippine Education System." This study focuses on how evaluation tools, including the IPCRF, enhance teacher performance in the Philippines. It is published in the *Educational Journal (IJMABER)*.