

Social Support on Teacher's Psychological Well-being and Resilience in Public Secondary Schools

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Abstract

Teaching is a demanding profession that requires emotional resilience and mental strength to handle various stressors, including administrative expectations, classroom management, and workload pressures. This study aimed to assess the social support on psychological well-being and resilience among secondary school teachers in selected public schools in the 2nd Congressional District of Misamis Oriental during the School Year 2024-2025. Specifically, it sought to assess teachers' social support, psychological well-being, and resilience levels, and to identify significant relationships among these variables. A descriptive correlation method was employed, and a stratified random sample of 200 secondary school teachers was used to administer a patterned and modified questionnaire. Descriptive statistics, including frequency, percentage, mean, and standard deviation, were used to describe the variables. Additionally, Pearson's Correlation (r) and t-test were used to analyze the relationships and differences among the variables.

The results showed that most respondents assessed their social support as high, with the strongest support coming from family and the lowest from school. Meanwhile, teachers' psychological well-being was rated as very high, with self-acceptance as the strongest aspect; however, personal growth was rated very high and the lowest among the variables. Regarding resilience, the overall rated very high, with spiritual influences ranks the highest and personal confidence ranks the lowest; yet, the overall rating was very high. In conclusion, there were significant relationships between social support both psychological well-being and resilience, with home support being the most influential factor. It recommends that school heads and teachers collaborate to improve social support within schools and establish professional development opportunities that encourage personal growth and confidence among teachers.

Keywords: social support, psychological well-being, resilience

1. Introduction

Teaching is a demanding profession that exposes educators to high levels of stress, making social support essential for their well-being and resilience. However, many teachers experience inadequate support, leading to emotional exhaustion, low morale, and burnout. The absence of strong collegial, administrative, and community support systems reduces job satisfaction, weakens motivation, and contributes to teacher attrition. Research highlights that effective school-family-community partnerships enhance communication, shared responsibility, and teacher morale. This study, therefore, seeks to examine how social support from home, school, and community influences the psychological well-being and resilience of teachers in public secondary schools in Opol, Alubijid, Laguindingan, and Gitagum Districts, aiming to inform policies that promote teacher retention and mental health.

Research Questions

This study aimed to determine the social support on psychological well-being and resilience of secondary school teachers in select public schools of the 2nd Congressional District of Misamis Oriental during the School Year 2024-2025.

Specifically, this study sought to answer the following questions:

1. How do the respondents assess their social support in terms of home, school, and community?
2. What is the respondents' level of psychological well-being based on self-acceptance, purpose in life, and personal growth?
3. What is the respondent's level of resilience considering personal confidence, family cohesion, and spiritual influence?
4. Is there a significant relationship between the respondents' social support and their psychological well-being?
5. Is there a significant relationship between the respondents' social support and their resilience?

Significance

The study's results benefit various stakeholders by highlighting the crucial role of social support in enhancing teachers' resilience and well-being. Supervisors and principals can use the findings to develop strategies that provide emotional, informational, and instrumental support, reducing teacher stress and burnout while improving job satisfaction and retention. Teachers themselves can strengthen resilience by building support networks with colleagues, mentors, and family to better manage classroom challenges. Parents also play a key role by offering appreciation and positive communication, which boosts teacher motivation and benefits students' learning. Additionally, the study encourages community organizations to contribute through programs and resources that promote teacher wellness. Finally, future researchers may build on these findings by exploring which forms of social support most effectively enhance teacher well-being and resilience across different educational settings.

Scope and Limitations

The study focused on social support and psychological well-being and resilience of secondary school teachers in select public schools of the 2nd Congressional District of Misamis Oriental during the School Year 2024-2025.

The independent variables are limited only to teachers' social support in terms of home, school, and community. The dependent variables are also limited to teachers' psychological well-being based on self-acceptance, purpose in life, and personal growth, as well as teachers' resilience, considering personal confidence, family cohesion, and spiritual influences.

2. Literature Review

Teachers' Social Support

Partnerships among schools, families, and communities are vital in fostering mutual support and enhancing teacher well-being. Epstein and Sheldon (2020) emphasized that collaboration between these sectors improves communication, shared responsibility, and reduces teacher burnout. Likewise, Baria and Gomez (2022) highlighted that strong family support provides teachers with emotional stability and resilience,

allowing them to recover from work-related stress and perform better professionally. Overall, social support from home, school, and community strengthens teachers' motivation, mental health, and job satisfaction, promoting a more sustainable and positive teaching environment.

Teachers' Psychological Well-Being

Friedman and Farber (2021) emphasized that teachers' psychological well-being is shaped by social support, workload, and school climate, with excessive stress and burnout negatively affecting job satisfaction. They highlighted the importance of fostering supportive environments to promote teacher well-being and overall school health. Similarly, Macías and Rodríguez (2021) found that self-acceptance plays a vital role in teachers' emotional resilience and satisfaction. Teachers who embrace their strengths and limitations are better equipped to handle classroom challenges, maintain balance, and sustain mental health. Together, these studies underscore that supportive workplaces and strong self-acceptance are key to enhancing teachers' psychological well-being and professional effectiveness.

Teachers' Resilience

Mullen et al. (2021) emphasized that fostering resilient school cultures built on trust, collaboration, and shared accountability helps teachers manage workloads and external pressures more effectively. Such environments nurture growth and collective strength. Likewise, Villahermosa et al. (2025) highlighted how Filipino teachers in Alaska demonstrate resilience by adapting to cultural and educational challenges, showing that support and inclusivity strengthen their capacity to thrive. Together, these studies stress that resilience flourishes when teachers are supported by nurturing institutions that value connection, adaptability, and cultural understanding.

3. Methodology

Research Design

The study employed a descriptive-correlational research design to assess the relationship between social support and teachers' psychological well-being and resilience in the districts of Opol, Alubijid, Laguindingan, and Gitagum. This design allows data collection at a single point in time to describe existing conditions and determine the degree of association between variables without manipulation. As Bhat (2020) explains, descriptive research focuses on identifying "what" exists rather than "why" or "how." Similarly, Polit and Beck (2020) note that correlational research explores relationships among naturally occurring variables without establishing causality. This approach was appropriate for understanding how different forms of social support relate to teachers' well-being and resilience.

Participants

The study involved 200 full-time public secondary school teachers from the districts of Opol, Alubijid, Laguindingan, and Gitagum as respondents. They were selected based on their teaching experience of at least one year to ensure familiarity with the stressors affecting resilience and psychological well-being. Part-time teachers and those on leave were excluded to maintain consistency in data. The inclusion of teachers from four districts ensured a broad and representative sample, capturing diverse experiences across the teaching community. The sample size also provided sufficient reliability for statistical analysis, strengthening the validity and usefulness of the study's findings for educational policymakers and school leaders.

Data Collection

The study used variables that measured social support, psychological well-being, and resilience among teachers. The independent variables were categorized into three domains, home, school, and community, where teachers rated their social support using a four-point scale: (4) At all times, (3) Most of the time, (2) Sometimes, and (1) Never. The second part assessed teachers' psychological well-being, focusing on self-acceptance, purpose in life, and personal growth. The final part measured teachers' resilience, which included personal confidence, family cohesion, and spiritual influences, using the same four-point scale. All indicators were researcher-made and modified to suit the context of the study.

Data Analysis

The mean was used to assess the teachers' social support across home, school, and community settings, and the respondents' level of psychological well-being based on self-acceptance, purpose in life, and personal growth, and respondents' level of resilience considering personal confidence, family cohesion, and spiritual influence. The standard deviation is used to tell how measurements for a group are spread out from the mean or expected value among indicators. Pearson Correlation Coefficient (r) to determine the significant relationship between social support and teachers' psychological well-being and resilience. This statistical method is helpful for determining the strength and direction of a linear relationship between two continuous variables. This study sought to determine whether higher levels of social support are connected with enhanced psychological well-being and resilience among teachers.

4. Results and Discussions

Problem 1. How do the respondents assess their social support in terms of home, school, and community?

Table 1

Summary Distribution of Respondents' Assessment of Social Support

Variable	Mean	SD	Interpretation
Home	3.58	0.63	Very High
School	3.07	0.74	High
Community	3.09	0.68	High
Overall	3.25	0.68	High

Table 1 shows that teachers reported a high overall level of social support ($M=3.25$, $SD=0.68$), indicating that they generally feel supported by their surroundings, which positively influences their motivation, resilience, and overall well-being. This implies that most teachers receive emotional and practical assistance that helps them manage stress and maintain balance in their professional and personal lives. Among the three domains, Home received the highest rating ($M=3.58$, $SD=0.63$, Very High), suggesting that strong family relationships serve as a vital source of comfort, encouragement, and stability. This kind of support enables teachers to stay motivated and emotionally grounded despite the challenges of their profession. Meanwhile, School obtained the lowest mean ($M=3.07$, $SD=0.74$, High), indicating that while teachers feel supported in their workplace, the consistency and quality of support vary depending on factors such as leadership style, collegial relationships, and work culture. Some teachers experience strong encouragement from administrators and peers, while others feel a lack of recognition or empathy. Overall,

the findings emphasize that while home remains a strong pillar of support, enhancing school-based support systems through improved communication, recognition, and leadership initiatives is essential to sustain teacher well-being and professional commitment.

Problem 2. What is the respondents' level of psychological well-being based on self-acceptance, purpose in life, and personal growth?

Table 2

Summary Distribution of Respondents' Level of Psychological Well-Being

Variable	Mean	SD	Interpretation
Self-Acceptance	3.64	0.55	Very High
Purpose in Life	3.61	0.54	Very High
Personal Growth	3.56	0.55	Very High
Overall	3.60	0.55	Very High

Table 8 shows that the respondents' overall psychological well-being has a mean of 3.60 (SD=0.55), interpreted as Very High. This indicates that teachers experience strong well-being, likely due to professional commitment, supportive environments, and positive school culture. Such support helps them manage stress, stay emotionally balanced, and feel valued and connected within their community. Among the variables, Self-Acceptance obtained the highest mean (3.64, Very High), showing that teachers have a positive self-view and recognize both strengths and weaknesses. Their confidence allows them to remain focused, motivated, and effective in their roles, fostering strong relationships and positive learning environments. Maintaining self-acceptance through reflective practices and a nurturing school culture is vital for sustaining motivation and well-being. Meanwhile, Personal Growth recorded the lowest mean (3.56, Very High), suggesting teachers are highly motivated to learn and improve, though some face barriers such as workload and limited development opportunities. Continuous professional learning, mentoring, and supportive leadership are essential to sustain teachers' enthusiasm, creativity, and psychological health.

Problem 3. What is the respondents' level of resilience considering personal confidence, family cohesion, and spiritual influences?

Table 3

Summary Distribution of Respondents' Level of Resilience

Variable	Mean	SD	Interpretation
Personal Confidence	3.38	0.61	Very High
Family Cohesion	3.54	0.64	Very High
Spiritual Influences	3.59	0.57	Very High
Overall	3.50	0.61	Very High

Table 3 presents the summary distribution of respondents' level of resilience with an overall mean of 3.50 (SD=0.61), interpreted as Very High. This means that most teachers demonstrated strong resilience, enabling them to handle stress, recover from setbacks, and adapt to challenges. While resilience levels

were generally high, differences among teachers highlight the need for tailored support programs to sustain emotional balance and confidence through training, communication, and work-life balance initiatives. Among the indicators, Spiritual Influences obtained the highest mean (3.59, Very High), showing that teachers rely heavily on faith and spiritual values as sources of strength, comfort, and purpose in managing stress and maintaining well-being. Schools can acknowledge this by providing spaces or activities that promote reflection and emotional renewal. Conversely, Personal Confidence had the lowest mean (3.38, Very High), suggesting that while teachers are generally confident, some may still need encouragement and validation. Strengthening mentoring, recognition, and professional development can further enhance teachers' confidence and overall resilience.

Problem 4. Is there a significant relationship between the respondents' social support and their psychological well-being?

Table 4

Test Results on the Significant Relationship between the Respondents' Social Support and their Psychological Well-Being

Teachers' Social Support	Psychological Well-Being			Overall
	Self-Acceptance	Purpose in Life	Personal Growth	
	Pearson r p-value interpretation	Pearson r p-value interpretation	Pearson r p-value interpretation	Pearson r p-value interpretation
Home	0.305 <0.001 S	0.380 <0.001 S	0.391 <0.001 S	0.407 <0.001 S
School	0.194 0.006 S	0.293 <0.001 S	0.336 <0.001 S	0.312 <0.001 S
Community	0.302 <0.001 S	0.385 <0.001 S	0.419 <0.001 S	0.419 <0.001 S

Table 4 shows a significant positive relationship between teachers perceived social support and their psychological well-being ($p < 0.001$), with the strongest correlation observed in community support ($r = 0.419$), followed by home ($r = 0.407$) and school ($r = 0.312$). This means that teachers who felt supported by their communities, families, and schools exhibited higher levels of self-acceptance, purpose in life, and personal growth. Among these, community involvement emerged as the most influential factor, offering teachers consistent encouragement and a sense of belonging beyond the workplace. Home support also played a crucial role, providing emotional stability and validation that strengthened teachers' confidence and motivation. A supportive family environment helped them manage work stress and maintain positive self-perception. Meanwhile, school-based support, though significant, appeared less consistent due to time pressures and institutional demands, showing that professional environments still need to strengthen

empathy and communication to meet teachers' emotional needs. Overall, these findings highlight that teachers' well-being is nurtured not only within schools but also through strong home and community connections. Promoting collaboration among families, schools, and local organizations can enhance teachers' resilience, satisfaction, and long-term effectiveness.

Problem 5. Is there a significant relationship between the respondents' social support and their resilience?

Table 5

Test Results on the Significant Relationship between the Respondents' Social Support and their Resilience

Teachers' Social Support	Resilience			Overall
	Personal Confidence	Family Cohesion	Spiritual Influences	
	Pearson r	Pearson r	Pearson r	
	p-value	p-value	p-value	
	interpretation	interpretation	interpretation	
Home	0.312	0.673	0.375	0.585
	<0.001	<0.001	<0.001	<0.001
	S	S	S	S
School	0.427	0.324	0.293	0.438
	<0.001	<0.001	<0.001	<0.001
	S	S	S	S
Community	0.423	0.328	0.397	0.478
	<0.001	<0.001	<0.001	<0.001
	S	S	S	S

Table 5 shows a statistically significant positive relationship ($p < 0.001$) between teachers' perceived social support and their resilience, with the strongest correlation from home ($r = 0.585$), followed by community ($r = 0.478$) and school ($r = 0.438$). This means that teachers who felt supported by their families, schools, and communities demonstrated higher resilience, allowing them to cope effectively with stress and recover from challenges. Among the subdomains, home-based support had the highest influence, especially on family cohesion ($r = 0.673^*$), showing that a nurturing home environment strengthened confidence, emotional stability, and spiritual well-being. School-based support, though significant, showed moderate effects, likely constrained by workload and institutional pressures. Community support also played a crucial role, providing teachers with a broader sense of belonging, encouragement, and motivation beyond the workplace. Overall, the results highlight that strong social network across home, school, and community greatly enhance teachers' resilience. Fostering these connections through supportive programs, open communication, and community partnerships can help teachers remain confident, balanced, and motivated amid professional challenges.

5. Conclusion and Recommendations

Conclusion

The study shows that teachers' well-being and resilience are greatly affected by three factors: strong home support, self-acceptance, and spiritual influences. Support from family encourages them to stay dedicated to their work, while self-acceptance helps develop a healthy sense of identity and balance. On the other hand, spiritual influences provide teachers with inner strength and peace, helping them handle problems. It highlights the importance of personal, social, and spiritual resources in sustaining teachers' motivation, mental health, and resilience.

Recommendations

Based on the results of the study, the following are recommended:

1. Strengthen Peer Mentoring Circles and focus School Learning Action Cell (SLAC) sessions on teacher well-being and coping strategies, facilitated by mental health advocates.
2. Support teachers' personal and professional growth through programs such as the Induction Program for Beginning Teachers (IPBT), SLAC workshops, and coaching for Results training to build confidence and address areas for improvement.
3. Encourage teachers to join peer coaching and confidence circles to share best practices, gain feedback, and foster mutual encouragement.
4. Maintain strong social support systems from home, school, and community to promote teachers' psychological well-being.
5. Implement weekly Zumba Wellness Sessions to enhance physical fitness, relieve stress, and strengthen teachers' resilience.

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