
**LEVEL OF PARTICIPATION IN WELLNES ROGRAM AND ITS
INFLUENCE ON TEACHERS' HEALTH AND PRODUCTIVITY**

***Gina N. Borres**

Master of Arts in Teaching major in Social Studies Valencia Colleges (Bukidnon)

Incorporated Hagkol, Valencia City.

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DOI: <https://doi-doi.org/101555/ijrpa.1545>**ABSTRACT**

This study examined the level of participation in wellness programs among teachers in District V schools, Division of Valencia City, Bukidnon, Philippines, during the School Year 2025-2026, and its relationship to teachers' health and productivity. Utilizing a descriptive-correlational design, complete enumeration sampled teachers from Barobo Integrated School, Tugaya Integrated School, Guinuyoran Central School, Magsal Integrated School, and Lourdes Integrated School. The adapted instrument, drawn from the RAND SF-36 Health Survey and validated job performance scales. Data analysis involved means, standard deviations for levels, and Pearson product-moment correlation for relationships. Findings revealed very high participation in wellness program activities and teachers' health practices, alongside very high overall health and productivity. Significant positive correlations between participation in wellness activities and health activities. Conclusions affirm robust teacher engagement yielding enhanced health, energy, and professional outputs like punctual attendance and classroom management. Active involvement directly boosts performance, aligning with literature on wellness benefits. Recommendations urge teachers to integrate personal routines like mindfulness, administrators to expand workshops and incentives, and future researchers to pursue longitudinal, multi-division studies with qualitative insights on barriers like sleep habits. These insights advocate sustaining school wellness initiatives for sustained educator wellbeing and efficacy in Philippine public schools.

KEYWORDS: *Wellness Program, Teachers' Health and Productivity.*

INTRODUCTION

It is increasingly recognized that maintaining instructional quality and enhancing student learning depend on instructors' health and wellbeing. Teachers frequently experience high levels of occupational stress, lengthy workdays, and emotional demands (Jennings et al., 2013; Johnson et al., 2019), which has an effect on their mental, emotional, and physical well-being. This has led to schools and other educational institutions offering holistic approaches to wellness in their own teacher wellbeing programs in recent years. In order to reduce stress and enhance health and productivity, these programs typically include physical exercise, mental health interventions, a balanced diet, and lifestyle modifications. It has been demonstrated that wellness initiatives enhance teachers' health and result in more productive classrooms, lower absenteeism, and higher levels of work satisfaction (Herman et al., 2018; Parks & Steelman, 2008).

Despite the benefits of wellness initiatives, research indicates that teachers' participation in these programs varies greatly depending on factors like workload, time constraints, program access, motivation, and support from school administrators (Ransdell et al., 2019; Baicker, Cutler, & Song 2010). In the context of Philippine public schools, relatively little is known about how participation variations affect teachers' health and productivity, if at all, despite the fact that several studies tend to demonstrate positive benefits of wellness programs. Despite the fact that wellness programs and teacher well-being have been extensively covered in the literature, especially in relation to schools, there are still a lot of unanswered questions about how these programs work and what impact they have in actual school environments. Few studies specifically target schools as a sort of worksite; most studies on workplace wellness have concentrated on corporate environments or employee populations in general. The majority of other professional professions don't even have these working conditions and duties, such as handling the unique learning needs of students with behavioral issues, carrying enormous instructional loads, and significant emotional demands. Because of this, models created for wellness initiatives in general workplaces might not be sufficient to address the health problems and productivity issues that teachers face.

Theoretical Framework

The Theory of Planned Behavior and the Job Demands-Resources (JD-R) Model are two complementing ideas that serve as the foundation for this study. The Theory of Planned activity refers to the three elements that Ajzen identified as the primary determinants of intention to engage in an activity (LunDean, 1991). An individual's positive or negative

evaluation of engaging in a behavior in this case, attending wellness programs is referred to as their attitudes. Teachers will have positive attitudes regarding participation when they view wellness activities as beneficial to their health and professional efficacy.

Social influences and perceived expectations from prominent individuals, such as coworkers, school administrators, and the school community, are referred to as subjective norms. Peer and superior support can be important in particular situations, much like how teachers determine the value of engaging in wellness programs. Teachers may be more inclined to participate if the school has a supportive health initiative culture. On the other hand, instructors will probably be less inclined to take part in those programs if fitness is not valued or encouraged in the school culture.

A person's confidence in their capacity to carry out an activity is known as perceived behavioral control. Teachers' ability to allocate sufficient time, resources, and opportunities to wellness activities in the midst of their professional responsibilities, which include lesson planning, classroom management, and attending administrative meetings, is a key indicator of how well they are taking care of themselves. Teachers are more likely to engage in health-related activities if they believe they can realistically participate in wellness efforts despite the demands of their workloads. However, people may lose interest in participating if they rapidly determine that it is too difficult or unfeasible.

The difference between teachers who participated in wellness programs and those who did not as part of this study can be explained by the Theory of Planned Behavior [8]. Teachers are more likely to engage in health-promoting behaviors if they have positive attitudes toward wellness activities, have social support, and feel capable of managing their involvement in their career. Increased productivity and professional competency result from improved physical and mental health brought about by such engagement. As a result, the theory offers a solid conceptual framework for investigating the connection between wellness program participation and teacher health outcomes.

The Job needs-Resources [JD-R] Model was created by Bakker and Demerouti in 2007. It is a model that compares job needs to available resources to determine how well and performant individuals are. The physical, psychological, and organizational demands of the workplace that necessitate constant effort and may lead to stress or burnout are referred to as working circumstances. High job expectations in teaching result in demanding workloads, lesson planning, class management, and administrative tasks where employees' emotions are at risk.

Teachers may become weary and lose enthusiasm or productivity when these expectations exceed their capacity for coping.

Job resources, on the other hand, are components that help workers manage demands and achieve work goals. Wellness initiatives in schools are under the purview of teachers' duties, because they provide chances for exercise, stress reduction, and mental health assistance. With the help of these resources, educators can use coping strategies that lessen the negative effects of work-related stress and are founded on a positive understanding of stress. Exercise and mindfulness-based health programs, for example, help teachers relax and develop the emotional fortitude necessary to face challenges in their careers. Teachers who have access to services like coaching are less likely to experience burnout at work.

Additionally, the JD-R Model contends that employees will be more engaged and productive when job demands are balanced with adequate job resources. Teachers who participate in wellness programs have better physical and mental health, which improves their ability to teach. Teachers have the trait of being prepared to instruct and oversee a class of students, which may be greatly improved when their health permits high levels of energy and concentration. As a result, the sustainability of teacher productivity and professional efficacy depends on these wellness resources.

The JD-R Model offers a theoretical framework for comprehending how wellness initiatives affect teachers' productivity and well-being. Wellness resources have protective factors that lead to health and work engagement, even if high job demands might negatively impact well-being in teaching. Wellness programs that are successfully implemented in schools help teachers deal with workplace pressures and maintain their professional performance. This study clarifies how institutional resources support teacher well-being and academic success by examining health outcomes and productivity through the lens of wellness engagement.

The JD-R Model explains how wellness resources improve productivity and health, while the Theory of Planned Behavior explains why instructors choose to participate in wellness initiatives. When taken as a whole, these theories provide credence to the idea that increased participation in wellness initiatives will improve teachers' well-being and productivity.

The study's suggested framework establishes a logical relationship between the variables that characterize the impact of wellness program participation on teachers' productivity and health. Since it indicates how frequently instructors participate in school-provided efforts for their well-being, the frequency of teachers' participation in wellness programs is the independent variable. Frequent participation in wellness initiatives by educators is linked to

health-promoting practices such frequent exercise, stress reduction strategies, and positive lifestyle adjustments. These are useful strategies to improve general wellbeing.

Finding health-related activities as an intervening variable between wellness engagement and health outcomes is another pillar of the approach. Stress-reduction programs, health education seminars, mindfulness exercises, and organized physical activities are a few examples of health-related initiatives. Teachers who practice this enhance students' psychological resilience, emotional stability, and physical fitness. These improvements promote a more all-encompassing lifestyle by mitigating the effects of job pressures. The way that wellness involvement contributes to positive health outcomes is made clear by the mediating function of health activities.

Improved teacher health is the first step toward increased professional productivity. Teachers who are in good physical and mental health are more equipped. Make instructional resources, get ready for class, and engage with students in a meaningful way. Teachers who look after their own health are more motivated, attentive, and successful classroom managers. Conversely, ill instructors typically perform poorly at work and feel exhausted and unmotivated. Thus, the conceptual framework highlights the relationship between teacher health and effectiveness and production.

The approach supported the idea that participation in wellness programs improves teachers' productivity and well-being by illuminating these connections. Teachers have time to engage in work-life balance and health-promoting activities thanks to institutional wellness initiatives. For instance, schools that provide wellness programs foster an atmosphere that promotes professionalism and health-conscious behaviors. In the classroom, healthy teachers are typically more successful, committed, and productive. Thus, wellness initiatives improve the overall health of the school as well as that of the teachers.

By outlining how the variables will be measured and how their correlations will be examined, it offers a guide for empirical testing. This makes it possible for the study to investigate how teacher health and productivity in schools are affected by wellness involvement. The findings can be utilized to influence institutional policies and programming and will provide evidence of the effectiveness of wellness programs in enhancing teacher health and academic performance.

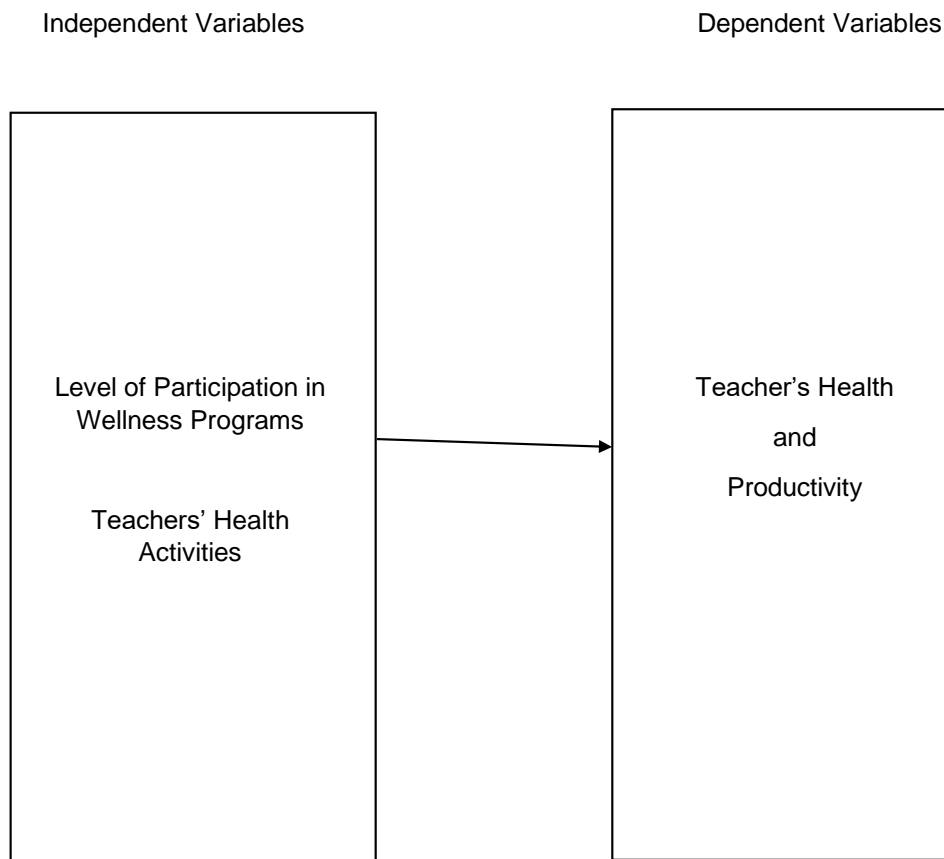


Figure 1. The schematic diagram shows the relationship of the independent and the dependent variables.

Scope

This study focuses on determining the level of participation in wellness programs and its influence on teachers' health and productivity. Specifically, it examines teachers' extent of involvement in school-initiated wellness activities and assesses how such participation relates to their overall health condition and work productivity. The study covers selected public schools in District V, Division of Valencia City, Bukidnon. The respondents of the study are full-time teachers currently employed in the identified schools during the School Year 2025–2026. The research measures three main variables: (1) level of participation in wellness programs, (2) level of teachers' health activities, and (3) level of teachers' health and productivity. Participation in wellness programs includes involvement in physical activities (e.g., fun runs, exercise programs), mental health initiatives (e.g., stress management seminars), and nutrition and lifestyle-related activities conducted by the school. Teachers' health is assessed in terms of physical well-being, emotional wellness, and stress

management. Productivity is measured based on indicators such as work performance, efficiency, attendance, and task accomplishment.

However, this study is limited to selected schools in District V and does not include private schools or other districts within the Division of Valencia City. It relies solely on self-reported data from teacher-respondents and does not include medical examinations or official performance evaluation records. Additionally, the study does not attempt to determine causality but only examines the relationship between the identified variables. Therefore, the findings of this research are limited to the respondents and context of the selected schools and may not be generalized beyond similar educational settings.

Review of the Literature

The relevant literature and studies that provide the foundation for the current investigation are covered in this chapter. It discusses further earlier research on productivity, health, and wellness initiatives for educators. The study's theoretical and empirical foundations These sources help to develop the study's theoretical and empirical foundations. They provide insight on how wellness initiatives enhance teachers' productivity and well-being at work.

Employee participation in workplace wellness initiatives improves health behaviors, reduces stress, and boosts productivity, according to research published in 2024. In order to motivate staff members to adopt healthy habits, these programs usually include lifestyle interventions, stress-reduction classes, physical activities, and health education. In addition to a management team that ignores the co-occurring issue of reduced productivity owing to illness, organizations with active wellness efforts can benefit from increased employee engagement and decreased absenteeism (International Journal for Multidisciplinary Research, 2025).

Given their enormous workloads and high levels of occupational stress, it is imperative that educators participate in wellness initiatives. Research indicates that wellness initiatives help educators manage stress, maintain equilibrium, and preserve their physical and mental health (Chrisman et al., 2024). Schools when teachers participate in wellness initiatives frequently report improved teacher morale, job satisfaction, and professional performance (International Journal for Multidisciplinary Research, 2025).

Additionally, research on school wellness policies revealed that the success of health-promoting school environments was correlated with teacher participation in these activities (Chrisman et al., 2024). Involving educators in wellness initiatives fosters positive behavioral

modeling of health and well-being for peers and students in addition to raising awareness of healthy habits (International Journal for Multidisciplinary Research, 2025). This implies that a strong culture benefits the entire school community in addition to teachers.

Wellness programs usually include predictors of teachers' health behaviors, such as physical activity, stress-reduction techniques, and good lifestyle choices. Teachers are encouraged to maintain their health by such physical activity, nutritious eating, and mental health applications (Örs, 2024). Active engagement in health-related programs and wellness activities was found to have a significant impact on the increased health-promotion behavior in the research of healthy lifestyle habits among public school teachers [24]. Improved physical health and awareness of healthy living practices were linked to participation in various physical health activities (Örs, 2024).

Similarly, incorporating regular exercise routines into workplace wellness programs can increase employees' energy levels and prevent burnout (Evaluation of factors contributing to participation in a wellness program among workers, 2025). Exercise and stress-reduction programs are examples of health activities that avoid long-term well-being and work-related repercussions. Participating in wellness activities helps employees feel less stressed and more motivated, which boosts their productivity at work (Evaluation of factors contributing to participation in a wellness program among workers, 2025). These findings highlight how teachers' willingness to adopt healthy lifestyles and improve their general quality of life is significantly impacted by their involvement in health-related initiatives within wellness programs (Örs, 2024). Schools that allow teachers to participate in wellness programs help teachers maintain a healthy lifestyle and improve their ability to manage the workplace. Promoting healthy behaviors improves teachers' well-being and improves classroom instruction.

Maintaining teachers' physical, mental, and emotional health is essential for their overall productivity and professional effectiveness. According to research, teachers can manage occupational stress and maintain energy levels throughout the workday by practicing health-promoting behaviors like regular physical exercise, stress management techniques, getting enough sleep, eating a balanced diet, and participating in mental health activities (Chrisman et al., 2024).

According to studies, teachers who engage in wellness and health-related activities report being more physically fit, experiencing less stress, and having better mental health, all of

which enhance classroom management, student engagement, and job satisfaction (International Journal for Multidisciplinary Research, 2025). For example, teachers can manage emotional weariness, lessen burnout, and retain a positive view in their professional positions by regularly engaging in relaxation techniques, mindfulness, and work-life balance tactics (Chrisman et al., 2024).

Additionally, studies on school wellness initiatives highlight that teachers' participation in health-related activities not only improves their own health but also helps to foster a health-conscious learning environment. A culture of wellness is promoted within the school community by educators who provide an example of healthy conduct for their students and coworkers (International Journal for Multidisciplinary Research, 2025). These results highlight how crucial it is to provide teachers with organized health activities in order to maintain their professional efficacy and overall wellbeing.

The efficacy and efficiency with which instructors carry out their instructional responsibilities, such as lesson planning, classroom management, and student evaluation, is referred to as teacher productivity. Because healthy teachers typically exhibit better levels of job engagement and professional commitment, there is a substantial correlation between teacher health and productivity (John Viernes & Maria Pasco, 2023). Teachers' well-being affects their individual work performance, according to a study that looked at the relationship between teacher health and productivity. Positively feeling teachers are more productive and more engaged in their professional duties (Viernes & Pasco, 2023).

By lowering absenteeism and boosting employee morale, workplace wellness programs also increase productivity (International Journal for Multidisciplinary Research, 2025). Teachers are more motivated, focused, and able to carry out their teaching responsibilities successfully when they are in good bodily and mental health. Teachers can maintain productivity and professional performance in the workplace by participating in wellness programs that encourage physical activity and stress management.

These results highlight how wellness initiatives that promote teacher health can have a favorable impact on professional performance and productivity in educational settings (Viernes & Pasco, 2023; International Journal for Multidisciplinary Research, 2025). Environments that improve work engagement and instructional quality are created by schools that promote teacher wellness initiatives. Therefore, wellness initiatives support both better educational outcomes and the well-being of teachers.

Research Methodology

A descriptive-correlational research design was employed in this study. The descriptive section sought to determine the percentage of teaching staff members taking part in the wellness program as well as their perceived productivity and health. Conversely, the correlational component of the analysis looked for a connection between teachers' productivity and health and their involvement in wellness activities. This design is appropriate since it enables the researcher to explain current procedures and offers chances to look into possible correlations between variables without doing experiments.

The study tool includes validated Organizational Commitment or Job Performance scores and adapted items from sources other than the RAND 36-Item Health Survey (SF-36). It is broken up into four categories to gather information regarding the wellness program involvement and how it affects teachers' productivity and well-being. The Pearson product moment correlation (Pearson r) is used to determine whether there is a significant link between the degree of involvement in wellness programs and the health, activities, and productivity of instructors. The data were interpreted in accordance with the significance level of 0.05 (5%).

The researcher would ask permission from the Schools Division Superintendent in a letter request duly noted by the thesis adviser. The School Head or Principal were informed through a cover letter that their school were chosen, and their teachers had to take part in answering the questionnaire. The study respondents were given ample time to answer the questionnaire to obtain accurate and valid results before retrieving the instruments.

Findings

The study's findings indicated that instructors participated in the wellness program at a very high rate, which would be fantastic in terms of their engagement in health and wellness initiatives. This implies that educators participate in initiatives that support mental, emotional, and physical health and are motivated to enhance their own well-being on an individual and institutional level. A high participation rate indicates that wellness initiatives are well implemented and well-received by educators, leading to increased engagement in initiatives that promote healthier lifestyles and stress reduction for future generations.

Table 2 Level of Participation in Wellness Program in Terms of Participation in Wellness Program and Teachers' Health Activities.

Indicator	Mean	SD	Interpretation
I engage in health awareness seminars and training provided by the school.	4.44	0.662	Very High
I participate in physical fitness or exercise sessions conducted for teachers.	4.38	0.740	Very High
I feel motivated to participate because of administrative support.	4.36	0.725	Very High
I am satisfied with the frequency and type of wellness activities conducted.	4.35	0.758	Very High
I follow the guidelines and routines promoted in the wellness program.	4.32	0.786	Very High
I regularly attend wellness program activities organized by the school or division.	4.31	0.737	Very High
I encourage other teachers to join wellness initiatives.	4.29	0.841	Very High
I take part in mental health or stress management activities.	4.28	0.786	Very High
I allocate time for personal wellness practices outside of work.	4.17	0.922	High
I volunteer or help in organizing wellness activities for co-teachers.	4.07	0.971	High
Overall	4.30	0.648	Very High

Scale	Interval	Qualitative Description	Qualitative Interpretation
5	4.20-5.00	Always	Very High
4	3.40-4.19	Often	High
3	2.60-3.39	Sometimes	Moderate
2	1.80-2.59	Rarely	Low
1	1.00-1.79	Never	Very Low

Table 2 provides an overview of how actively teachers participate in wellness activities and how these initiatives contribute to promoting healthy habits among educators. Overall, the results indicate the general level of teachers' participation in wellness programs.

Table 3 Level of Participation in Wellness Program in Terms of Teachers' Health Activities.

Indicator	Mean	SD	Interpretation
I am aware of my personal health needs and act upon them.	4.45	0.650	Very High
I feel physically fit and energetic during work hours.	4.43	0.577	Very High
I feel that wellness activities improve my overall health.	4.42	0.660	Very High
I have a positive mental and emotional outlook.	4.41	0.672	Very High
I practice work-life balance effectively.	4.30	0.722	Very High
I manage stress through relaxation and mindfulness.	4.25	0.668	Very High
I get adequate sleep and rest daily.	4.15	0.710	High
I maintain a healthy diet and regular physical exercise.	4.07	0.728	High
I seldom experience stress or fatigue from teaching tasks.	3.90	0.712	High

I rarely get sick or take sick leaves.	3.73	0.988	High
Overall	4.21	0.520	Very High
Scale	Interval	Qualitative Description	Qualitative Interpretation
5	4.20-5.00	Always	Very High
4	3.40-4.19	Often	High
3	2.60-3.39	Sometimes	Moderate
2	1.80-2.59	Rarely	Low
1	1.00-1.79	Never	Very Low

Table 3 indicate robust self-perceived health gains from wellness engagement, with tight standard deviations (mostly under 0.75) showing agreement across respondents and a clear gradient from awareness to tangible outcomes like reduced absences. The top-rated self-awareness reflects proactive health monitoring as a foundation, while physical energy and mental positivity cluster closely, signaling holistic benefits from program activities.

Table 4 Level of teacher’s health and productivity.

Indicator	Mean	SD	Interpretation
I attend my classes regularly and punctually.	4.76	0.467	Very High
I feel that my health condition helps me perform better at work.	4.71	0.510	Very High
I actively participate in school programs and projects.	4.68	0.522	Very High
I maintain good classroom management and student engagement.	4.65	0.514	Very High
I show enthusiasm and motivation in teaching.	4.65	0.514	Very High
I believe that the wellness program contributes to my work productivity.	4.63	0.610	Very High
I collaborate effectively with co-teachers and administrators.	4.58	0.545	Very High
I accomplish reports and requirements accurately and on time.	4.56	0.516	Very High
I prepare quality instructional materials and lesson plans.	4.50	0.551	Very High
I can complete my teaching tasks on time and efficiently.	4.49	0.551	Very High
Overall	4.62	0.406	Very High
Scale	Interval	Qualitative Description	Qualitative Interpretation
5	4.20-5.00	Always	Very High
4	3.40-4.19	Often	High
3	2.60-3.39	Sometimes	Moderate
2	1.80-2.59	Rarely	Low
1	1.00-1.79	Never	Very Low

These results highlight exceptional alignment between health and professional output, with low standard deviations (all under 0.65) indicating strong consensus and minimal variation among teachers. Overall, the results indicate that teachers’ good health and participation in wellness activities support high levels of productivity and professional effectiveness.

Table 5 Test of Significant Relationship Between the Level of Participation in Wellness Program Level of Participation in Wellness Program in Terms of Participation in Wellness Program and Teachers' Health Activities and The Teacher's Health and Productivity.

Variable	r	p-value	Interpretation
Participation in Wellness Program	.508	.000	Significant
Teachers' Health Activities	.578	.000	Significant
Overall	.593	.000	Significant

Table 5 reveals a significant positive relationship between the level of participation in the wellness program—specifically participation in wellness program activities ($r = .508$, $p = .000$) and teachers' health activities ($r = .578$, $p = .000$)—and teachers' health and productivity (overall $r = .593$, $p = .000$). This moderate-to-strong correlation indicates that higher engagement in structured wellness initiatives enhances professional output, with teachers' health activities ($r = .578$). The p-value of .000 across all variables confirms statistical significance, rejecting the null hypothesis of no relationship.

CONCLUSION AND RECOMMENDATIONS

The study confirms that teachers exhibit very high levels of participation in both wellness program activities and health-related practices. Alongside, the teachers had very high health and productivity, which indicates robust engagement and positive outcomes from school-sponsored wellness initiatives.

A significant positive association exists between participation in wellness program activities, teachers' health activities, and overall participation in teachers' health and productivity. Active involvement directly enhances professional performance, such as attendance, classroom management, and task efficiency.

Teachers should sustain their high engagement in wellness activities, such as health seminars, physical fitness sessions, and stress management practices, by incorporating personal routines like daily mindfulness and balanced diets to further minimize fatigue and sick leaves, ensuring long-term health gains translate into consistent classroom enthusiasm and efficiency.

School administrators may maintain or enhance existing wellness programs by increasing the frequency of tailored mental health and nutrition workshops, providing stronger administrative incentives like flexible scheduling, and monitoring participation levels to

replicate the observed links between engagement and productivity outcomes such as punctual attendance and effective collaboration.

Future researchers should expand this study through longitudinal designs tracking wellness participation's long-term effects on teacher retention and student performance, incorporate qualitative interviews to explore barriers for slightly lower-rated habits like sleep and diet, and compare findings across diverse Philippine school divisions to generalize the significant correlations identified here.

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