

Mental Health, Work Attitude, and Teaching Performance of Teachers in Flood Prone Areas in the City of Biñan

Yasser L. Arcilla¹, Susana C. Bautista²

^{1,2}University of Perpetual Help System-Laguna

Abstract

This study examined the interplay between mental health, work attitude, and teaching performance of public elementary school teachers in selected flood-prone barangays in the City of Biñan. Specifically, it determined the level of mental health in terms of stress, work-life balance disruption, and risk of burnout; the level of work attitude in terms of job satisfaction, attendance and punctuality, and professional commitment; and the level of teaching performance in terms of curriculum delivery, student interaction, and teaching environment. It also investigated the relationships among these variables and examined the predictive influence of mental health and work attitude on teaching performance. The study employed a descriptive-correlational research design with regression analysis. Data were collected from 248 public elementary school teachers using a researcher-made questionnaire. Statistical tools such as weighted mean, standard deviation, correlation analysis, and multiple regression were used in the analysis of data. Findings revealed that teachers frequently experienced stress and work-life balance disruptions, while burnout-related conditions were often experienced. Despite these conditions, teachers demonstrated a very positive level of work attitude and a very high level of teaching performance. Significant relationships were found among mental health, work attitude, and teaching performance. Furthermore, mental health and work attitude were identified as significant predictors of teaching performance, with work attitude showing a stronger association. However, the high explanatory power of the model was interpreted with caution due to the use of self-reported measures. Based on the findings, the study proposed the YASSER Action Plan, which focuses on teacher wellness, adaptability, support systems, and resilience to support teachers' well-being and sustain their professional functioning in flood-prone areas.

Keywords: flood-prone areas, educational resilience, mental health, teachers, teaching performance, work attitude

INTRODUCTION

Natural disasters, particularly floods, had posed significant challenges to communities worldwide, affecting not only infrastructure but also the mental health and overall well-being of individuals (Meseka, 2021). Among those greatly impacted were educators, especially those assigned in flood-prone areas. In many countries, including the Philippines, teachers had experienced unique stressors brought about by recurring flooding, which influenced their work attitudes and teaching performance (Amoroso, 2025). Globally, several studies had highlighted the adverse effects of flooding on educators. In Bangladesh, frequent flooding due to monsoon rains had disrupted educational systems and displaced communities.

Teachers in these regions had reported high levels of stress and anxiety, which negatively affected their job performance and interactions with students (Rahman et al., 2025). Similarly, in the United States, educators in hurricane- and flood-prone areas had demonstrated resilience but also experienced psychological distress. These teachers often assumed additional roles, such as providing emotional support to students and families, thereby intensifying their own mental health burdens (Edmeade & Buzinde, 2021). Consequently, these challenges had led to reduced motivation, decreased engagement, and declining teaching effectiveness.

The interplay between mental health, work attitude, and teaching performance in disaster-prone areas had underscored the importance of support systems for educators (Fu & Zhang, 2024). Countries like Japan had implemented comprehensive mental health programs to assist teachers in coping with disaster-related stress, recognizing that teacher well-being was essential to maintaining effective educational practices (Kawasaki et al., 2022).

In the Philippine context, the country's geographical location within the Pacific typhoon belt had made it highly vulnerable to natural disasters, particularly flooding. With over 7,000 islands, the Philippines had frequently experienced intense rainfall and typhoons, resulting in recurring floods that threatened socio-economic stability, public health, and environmental sustainability. In recent years, the increasing frequency and intensity of flooding had raised concerns about the country's resilience and adaptive capacity in the face of climate change (Asian Disaster Reduction Center (ADRC)).

The City of Biñan, located in the province of Laguna, had been among the areas significantly affected by flooding. Its low-lying topography, rapid urbanization, and inadequate drainage systems had contributed to frequent water inundation during heavy rains and typhoons. These conditions had adversely affected communities, infrastructure, and economic activities. As urban expansion continued, understanding the implications of flooding had become essential for effective disaster management and sustainable urban planning.

Flooding in Biñan had not only disrupted daily life but also affected the professional and psychological well-being of teachers. Environmental disasters had caused heightened levels of stress, anxiety, and trauma, particularly among educators who were responsible not only for their own well-being but also for supporting their students. These mental health challenges had influenced teachers' work attitudes, often resulting in decreased motivation, reduced job satisfaction, and diminished morale. Consequently, their teaching performance had been compromised, affecting student engagement and overall educational outcomes.

Moreover, recurring exposure to flooding had led to chronic stress and burnout among teachers, creating a sense of helplessness and reduced commitment to their professional roles. These issues highlighted the urgent need for comprehensive support systems, including mental health services, disaster preparedness training, and community-based interventions, to help teachers cope with the challenges brought about by environmental disasters.

Given these conditions, this study examined the relationships between mental health, work attitude, and teaching performance among teachers in flood-prone areas in the City of Biñan. Specifically, it investigated how flooding-related stressors had affected teachers' mental health and how these, in turn, had influenced their work attitudes and instructional performance.

Ultimately, this research contributed to the broader discourse on educational resilience by emphasizing the importance of addressing mental health concerns among educators. The study provided valuable insights for policymakers, educational leaders, and mental health practitioners in developing programs

and strategies that promote teacher resilience, improve work attitudes, and ensure effective teaching performance despite the challenges posed by flooding and other environmental disasters.

THEORETICAL FRAMEWORK

This study was anchored in the Ecological Systems Theory developed by Urie Bronfenbrenner, as cited by Freshmann (2021). This theory emphasizes that individuals interact dynamically with their social, psychological, and physical environments. It explains that workplace conditions are interconnected and significantly influence employees' behavior and performance. In the context of this study, teachers in flood-prone areas are exposed to environmental stressors that affect their overall functioning. A supportive environment enhances teachers' motivation and performance, while unfavorable conditions, such as recurring floods, negatively impact their well-being and professional outcomes.

This study was also supported by the Transactional Model of Stress and Coping by Richard Lazarus and Susan Folkman. This model explains how individuals perceive and respond to stress, emphasizing that stress depends on personal appraisal and coping mechanisms rather than the situation alone. Applied to this study, teachers in flood-prone areas experience stress due to recurring disasters, disruptions, and emotional demands. Their ability to cope with these stressors influences their mental health, which subsequently affects their work attitudes and teaching effectiveness.

Guided by these theories, the conceptual framework of the study proposes that mental health influences work attitude, which in turn affects teaching performance. Mental health is considered a key factor, as teachers experiencing stress, anxiety, or depression are more likely to develop negative work attitudes, such as low motivation and reduced job satisfaction. Conversely, teachers with better mental health tend to demonstrate positive work attitudes, leading to improved teaching performance. The framework also recognizes the role of external factors, such as institutional support and community resources, in mitigating the negative effects of flooding.

Taken together, these theories explain that teachers' mental health is shaped by both environmental stressors and individual coping processes. These, in turn, influence their work attitudes, which ultimately affect their teaching performance. Hence, strengthening coping mechanisms and providing institutional support are essential in mitigating the adverse effects of flooding on teachers' well-being and effectiveness.

METHODOLOGY

This study employed a quantitative descriptive–correlational research design with regression analysis to examine the relationships among mental health, work attitude, and teaching performance of public elementary school teachers in selected flood-prone barangays in the City of Biñan. The descriptive approach determined the levels of the key variables, while correlational analysis assessed the relationships among them. Multiple regression analysis was further applied to identify the predictive influence of mental health and work attitude on teaching performance. The respondents consisted of 248 teachers from Barangays Dela Paz, San Jose, and Malaban, identified as flood-prone areas through hazard maps and local risk assessments. A total enumeration sampling technique was utilized to include all accessible teachers, ensuring comprehensive representation. Data were collected during the Academic Year 2025–2026 using a researcher-developed questionnaire designed to capture context-specific conditions related to flooding, with constructs anchored on mental health, work attitude, and teaching performance domains.

The instrument underwent content validation by five experts, yielding a Content Validity Index of 0.86, and was pilot-tested among 30 teachers outside the study area, producing high reliability coefficients (Cronbach’s alpha ranging from 0.984 to 0.987). Ethical standards were strictly observed, including informed consent, voluntary participation, and compliance with the Data Privacy Act of 2012. Data collection was conducted from February to March 2026, after securing approvals from relevant authorities. Completed questionnaires were screened, coded, and statistically analyzed using weighted mean and standard deviation to describe variables, Pearson’s r to test relationships, and multiple regression to determine predictive effects. Self-reported measures, particularly for teaching performance, were acknowledged as a limitation due to potential response bias.

RESULTS AND DISCUSSION

This section presents the findings of the study , the results of the statistical analysis done and interpretation of findings. These are presented in tables following the sequence of the specific research problem regarding the mental health, work attitude, and teaching performance of teachers in flood prone areas in the City of Binan. The data obtained from the survey were statistically processed in accordance with the design of the study.

**Table 1
Mental Health of the Respondents**

| Scale | Domains | WM | SD | Interpretation |
|----------------|------------------------------|-------------|-------------|------------------|
| Mental health | Stress level | 3.39 | .593 | Very High |
| | Work-life balance disruption | 3.32 | .640 | Very High |
| | Risk of burnout | 3.23 | .649 | High |
| OVERALL | | 3.31 | .611 | Very High |

Table 1 presents the mental health status of the respondents across the three domains: stress level, work-life balance disruption, and risk of burnout. The findings reveal that all domains fall within the “High” to “Very High” range, indicating that teachers often to frequently experience mental health-related challenges associated with working in flood-prone areas. Among the domains, stress level registered the highest mean (WM = 3.39, SD = 0.593), interpreted as “Very High,” suggesting that respondents are consistently exposed to demanding and stressful conditions. This is followed by work-life balance disruption (WM = 3.32, SD = 0.640), also “Very High,” reflecting that professional demands significantly interfere with personal responsibilities and recovery time. Meanwhile, risk of burnout (WM = 3.23, SD = 0.649), although slightly lower, remains at a “High” level, indicating that teachers are still frequently at risk of prolonged exhaustion and diminished work capacity.

Overall, the composite mean (WM = 3.31, SD = 0.611) confirms that the respondents’ mental health is at a “Very High” level of concern, characterized by frequent stress exposure and disruption of work-life balance, alongside notable burnout risk.

These findings suggest that the teaching environment in flood-prone areas imposes sustained psychological demands that may compromise both well-being and professional functioning if left unaddressed. These results are supported by existing literature Cantuaria et al. (2023) emphasized that prolonged exposure to stressors without adequate coping mechanisms leads to psychological strain and impaired functioning. Similarly, the Belloni et al. (2022) highlighted that environmental disruptions

significantly affect mental health, particularly among individuals in high-responsibility professions. Furthermore, Vandenaabeele et al. (2025) explained that chronic stress and work-related pressures can accumulate over time, resulting in burnout and reduced occupational effectiveness.

Table 2
Work Attitude

| Scale | Domains | WM | SD | Interpretation |
|----------------|----------------------------|-------------|-------------|----------------|
| Work attitude | Job satisfaction | 3.50 | .502 | Very Positive |
| | Attendance and punctuality | 3.44 | .576 | Very Positive |
| | Professional commitment | 3.48 | .511 | Very Positive |
| OVERALL | | 3.47 | .510 | Very Positive |

Table 2 presents the work attitude of the respondents across the domains of job satisfaction, attendance and punctuality, and professional commitment. The findings indicate that all domains fall within the “Very Positive” range, reflecting that teachers consistently maintain a favorable disposition toward their work despite being assigned in flood-prone areas. Among the domains, job satisfaction recorded the highest mean (WM = 3.50, SD = 0.502), suggesting that respondents generally experience a strong sense of fulfillment in their profession. This is followed by professional commitment (WM = 3.48, SD = 0.511), indicating sustained dedication and responsibility in carrying out teaching duties. Attendance and punctuality (WM = 3.44, SD = 0.576), while slightly lower, still reflect a high level of consistency in reporting to work and meeting obligations. The minimal differences among the means further suggest a stable and uniformly positive work attitude across all dimensions.

Overall, the composite mean of 3.47 (SD = 0.510) confirms a “Very Positive” work attitude among the respondents, implying that teachers are able to uphold strong professional values and motivation even under challenging environmental conditions. This suggests that positive work attitudes may function as a protective factor that helps sustain performance despite external stressors.

These observations align with existing literature. Aljumah (2023) emphasized that intrinsic motivators play a key role in fostering positive work attitudes. Similarly, Husain and De Leon (2025) highlighted that committed teachers sustain motivation and effectiveness even in challenging environments. Furthermore, Dilekçi et al. (2025) reported that positive work attitudes among teachers are closely associated with resilience and sustained performance, particularly in demanding contexts.

Table 3
Level of Teaching Performance

| Scale | Domains | WM | SD | Interpretation |
|----------------------|----------------------|-------------|-------------|------------------|
| Teaching performance | Curriculum delivery | 3.48 | .476 | Very High |
| | Student interaction | 3.56 | .486 | Very High |
| | Teaching environment | 3.50 | .491 | Very High |
| OVERALL | | 3.51 | .473 | Very High |

Table 3 presents the overall level of teaching performance of the respondents across the domains of curriculum delivery, student interaction, and teaching environment. The results showed that all domains

were within the “Very High” range, indicating that teachers consistently demonstrated effective teaching practices despite working in flood-prone areas.

Among the domains, student interaction obtained the highest weighted mean (WM = 3.56, SD = 0.486), indicating that teachers consistently demonstrated strong communication, engagement, and support toward their students. This suggests that despite the challenges posed by flood-prone environments, teachers prioritize maintaining positive relationships and responsive classroom interactions, which are essential for effective learning. Teaching environment followed (WM = 3.50, SD = 0.491), reflecting that teachers were generally able to sustain classroom organization, discipline, and conducive learning conditions. Meanwhile, curriculum delivery (WM = 3.48, SD = 0.476), although slightly lower, remained within the “Very High” range, indicating that teachers were still able to implement instructional tasks and meet curriculum demands consistently.

Overall, the average weighted mean of 3.51 (SD = 0.473) indicated that teachers demonstrated a very high level of teaching performance. This directly shows that across the three domains, student interaction ranked highest, followed by teaching environment, and then curriculum delivery. These findings suggest that teachers maintained consistent instructional practices and student engagement despite environmental disruptions.

Dulay (2023) emphasized that effective teaching is characterized by adaptability and the ability to maintain high-quality instruction under varying conditions. Similarly, Briñosa and Collina (2025) reported that high-performing teachers employ flexible and innovative strategies to sustain student learning during disruptions. Furthermore, Hanaysha et al. (2023) highlighted that teacher effectiveness is closely linked to their capacity to respond to change and maintain student outcomes in challenging contexts.

Table 4
Relationship Between the Mental Health and Work Attitude of the Respondents

| Independent | Dependent | Pearson’s r ^a | p-value | Decision | Interpretation ^b |
|---------------|---------------|--------------------------|---------|-----------------------|-----------------------------|
| Mental health | Work attitude | .706 (strong) | p<.001 | Reject H ₀ | Significant |

Note. ^a Correlation: 0.00–0.19 (very weak); 0.20–0.39 (weak); 0.40–0.59 (moderate); 0.60–0.79 (strong); 0.80–1.00 (very strong) (Evans, 1996). ^b Correlation is significant at p < .05.

Table 4 presents the relationship between mental health and work attitude of the respondents. The results show a Pearson’s correlation coefficient of 0.706, which indicates a strong relationship, with a p-value of < .001, suggesting that the relationship is statistically significant at the 0.05 level. Consequently, the null hypothesis was rejected.

This finding implies that mental health is significantly associated with work attitude among teachers in flood-prone areas. As teachers experience changes in their mental health conditions—such as stress, work-life balance disruption, and occupational burnout—there is a corresponding influence on their job satisfaction, attendance and punctuality, and professional commitment. The strong positive correlation indicates that variations in mental health are closely linked to variations in work attitude.

In practical terms, this suggests that better mental health conditions may contribute to more positive work attitudes, while poorer mental health may adversely affect teachers’ motivation, engagement, and overall disposition toward their work. Given the environmental challenges faced by teachers in flood-prone areas, maintaining mental well-being becomes crucial in sustaining a positive and productive work attitude.

Charan et al. (2025) emphasized that individuals’ psychological responses to stress significantly influence their attitudes and behaviors. Similarly, Erer et al. (2025) found that teachers experiencing lower stress levels tend to exhibit more positive work attitudes and higher job satisfaction. Furthermore, Pandey et al. (2025) highlighted that mental well-being plays a critical role in shaping individuals’ productivity, engagement, and workplace behavior.

Table 5

Relationship Between the Mental Health and Level of Teaching Performance of the Respondents

| Independent | Dependent | Pearson’s r ^a | p-value | Decision | Interpretation ^b |
|---------------|----------------------|--------------------------|---------|-----------------------|-----------------------------|
| Mental health | Teaching performance | .629 (strong) | p<.001 | Reject H ₀ | Significant |

Note. ^a Correlation: 0.00–0.19 (very weak); 0.20–0.39 (weak); 0.40–0.59 (moderate); 0.60–0.79 (strong); 0.80–1.00 (very strong) (Evans, 1996). ^b Correlation is significant at p < .05.

Table 5 presents the relationship between mental health and teaching performance of the respondents. The results indicate a Pearson’s correlation coefficient of 0.629, which reflects a strong relationship, with a p-value of < .001, signifying that the relationship is statistically significant at the 0.05 level. Therefore, the null hypothesis was rejected.

This result suggests that mental health is significantly associated with teaching performance among teachers in flood-prone areas. Variations in teachers’ mental health conditions—such as levels of stress, work-life balance disruption, and occupational burnout—are closely linked to their effectiveness in curriculum delivery, student interaction, and management of the teaching environment. The strong positive correlation indicates that improvements in mental health are likely associated with enhanced teaching performance, while poorer mental health may hinder instructional effectiveness.

Furthermore, the finding highlights that teachers’ psychological well-being plays a crucial role in sustaining high levels of teaching performance. In contexts where environmental stressors such as flooding are prevalent, maintaining mental health becomes essential in ensuring that teachers can continue to perform their roles effectively and support student learning.

Chen et al. (2022) emphasized that mental health, particularly in terms of burnout, significantly affects job performance and effectiveness. Similarly, Hascher and Waber (2021) highlighted that teachers’ well-being directly influences their ability to deliver quality instruction and engage students.

Table 6

Relationship Between Work Attitude and Teaching Performance

| Independent | Dependent | Pearson’s r ^a | p-value | Decision | Interpretation ^b |
|---------------|----------------------|--------------------------|---------|-----------------------|-----------------------------|
| Work Attitude | Teaching performance | .629 (strong) | p<.001 | Reject H ₀ | Significant |

Note. ^a Correlation: 0.00–0.19 (very weak); 0.20–0.39 (weak); 0.40–0.59 (moderate); 0.60–0.79 (strong); 0.80–1.00 (very strong) (Evans, 1996). ^b Correlation is significant at p < .05.

Table 6 presents the relationship between work attitude and teaching performance of the respondents. The results indicate a Pearson’s correlation coefficient of 0.938, which reflects a very strong relationship, with

a p-value of $< .001$, signifying that the relationship is statistically significant at the 0.05 level. Hence, the null hypothesis was rejected.

This outcome suggests that work attitude is highly associated with teaching performance among teachers in flood-prone areas. Variations in work attitude—particularly in terms of job satisfaction, attendance and punctuality, and professional commitment—are closely linked to differences in teaching performance, including curriculum delivery, student interaction, and the management of the teaching environment. The very strong positive correlation indicates that teachers who demonstrate more positive work attitudes are more likely to exhibit higher levels of teaching effectiveness.

From a practical standpoint, this finding highlights that work attitude serves as a critical determinant of teaching performance. Teachers who are motivated, committed, and satisfied with their profession tend to be more engaged, consistent, and effective in delivering instruction, even in challenging environments such as flood-prone areas. Conversely, less favorable work attitudes may hinder performance and reduce instructional quality. Hoxha and Ramadani (2024) emphasized that positive work attitudes driven by intrinsic motivation significantly enhance job performance. Similarly, Kosec et al. (2022) found that job satisfaction is strongly correlated with job performance across various professions. Furthermore, Özgenel et al. (2026) highlighted that teachers’ commitment and professional attitudes are key predictors of effective teaching and sustained student outcomes.

Table 7

Model Summary of the Combined Predictive Power of Mental Health and Work Attitude on the Level of Teaching Performance of the Respondents

| Model | R ² | Adj. R ² | F | df | p-value | Interpretation |
|-------|----------------|---------------------|---------|--------|----------|----------------|
| 1 | .882 | .881 | 915.527 | 2, 245 | $< .001$ | Significant |

Note. Predictors: (Constant) Mental health, work attitude; Dependent Variable: Teaching performance

Table 7 presents the model summary of the combined predictive power of mental health and work attitude on teaching performance of the respondents. The results showed that the model yielded an R² value of 0.882 and an adjusted R² of 0.881, indicating that approximately 88.2% of the variance in teaching performance was explained by the combined predictors. The F-value (F = 915.527, df = 2, 245, p $< .001$) indicated that the model was statistically significant.

While the model explained a substantial proportion of variance, the very high R² value should be interpreted with caution, as it may reflect shared method variance given that all variables were measured using self-report instruments. This suggests that part of the explained variance may be influenced by similarities in measurement rather than purely independent predictive effects.

The findings indicate that mental health and work attitude were statistically significant predictors of teaching performance. However, rather than implying a direct causal relationship, the results suggest that these variables were associated with variations in teaching performance within the context of this study. Fandos-Herrera et al. (2022) emphasized that individuals’ psychological states and attitudes significantly influence their performance outcomes. Similarly, Yang et al. (2024) found that both well-being and job attitudes are strong predictors of job performance. Furthermore, Song (2022) highlighted that teacher effectiveness is closely linked to both personal well-being and professional commitment.

Table 8

Predictive Power of Mental Health and Work Attitude on the Level of Teaching Performance of the Respondents

| Predictors | B | SE | Beta (β) | P-value | Decision | Interpretation |
|---------------|-------|------|------------------|---------|-----------------------|----------------|
| Mental health | -.052 | .024 | -.068 | .030 | Reject H ₀ | Significant |
| Work attitude | .914 | .029 | .986 | <.001 | Reject H ₀ | Significant |

Note. Dependent Variable: Teaching performance

Table 8 presents the regression analysis examining the predictive power of mental health and work attitude on teaching performance. The results indicated that both predictors were statistically significant.

Mental health yielded a regression coefficient of $B = -0.052$ ($SE = 0.024$, $\beta = -0.068$, $p = 0.030$), indicating a small but significant negative relationship with teaching performance. This suggests that increased frequency of stress, work-life disruption, and burnout-related conditions was associated with a slight decrease in teaching performance.

In contrast, work attitude demonstrated a regression coefficient of $B = 0.914$ ($SE = 0.029$, $\beta = 0.986$, $p < .001$), indicating a very strong positive relationship with teaching performance. This suggests that higher levels of job satisfaction, attendance and punctuality, and professional commitment were associated with higher reported teaching performance.

However, the extremely high beta value for work attitude ($\beta = 0.986$), combined with the high R^2 , suggests the possibility of multicollinearity or common method bias, particularly since both predictors and the outcome variable were derived from self-reported measures. Additionally, the negative beta for mental health despite its expected positive association may indicate a suppression effect, where overlapping variance between predictors affects the direction and magnitude of regression coefficients.

Taken together, the findings indicate that work attitude was the dominant predictor of teaching performance, while mental health showed a weaker but statistically significant association. However, these results should be interpreted with caution due to potential methodological limitations, including shared measurement source and possible multicollinearity.

Gazi et al. (2024) found that job attitudes, particularly job satisfaction, are strong predictors of job performance. Similarly, Esmeria et al. (2024) emphasized that individuals' beliefs, attitudes, and psychological states significantly influence their performance outcomes. Furthermore, Chireh et al. (2025) highlighted that poor mental health conditions, such as burnout, negatively affect work performance.

Table 9

Proposed YASSER Action Plan to Enhance the Mental Health, Work Attitude, And Teaching Performance of Teachers in Flood-Prone Areas

| Key Result Area | Objectives | Strategies/Activities | Persons Involved | Time Frame | Budget/Resources | Expected Outcome | Evaluation Indicator |
|----------------------------|-------------------------|----------------------------------|-----------------------|------------|------------------|---------------------|--------------------------|
| Y – Yield Teacher Wellness | Reduce teachers' stress | Stress debriefing, mental health | School Head, Guidance | Quarterly | School MOOE, | Improved well-being | At least 85% of teachers |

| | | | | | | | |
|---|--|--|---|--------------|-------------------------|--------------------|---|
| | and mental health burden | sessions, resilience seminars | e Counselor, DRRM Coordinator, Teachers | | DepEd, LGU/NGO | | report reduced stress levels in post-assessment; 90% participation rate in wellness activities |
| A – Adapt Work-Life Balance Measures | Improve work-life balance during disruptions | Flexible scheduling, workload adjustments | School Head, Dept. Heads, Teachers | Flood season | School MOOE, LGU | Better balance | At least 85% of teachers report improved work-life balance; 90% compliance with flexible scheduling policies |
| S – Strengthen Support Systems | Minimize burnout and provide support | Peer groups, counseling, wellness programs | School Head, Guidance Counselor, HR | Monthly | MOOE, LGU health office | Lower burnout risk | At least 80% of teachers report reduced burnout indicators; minimum of 2 support activities conducted monthly |

| | | | | | | | |
|---|--|--|----------------------------------|----------------------------|---------------------|---------------------------------|--|
| S Sustain Positive Work Attitude | – Maintain job satisfaction and commitment | Recognition and motivation programs | School Head, Master Teachers | Every semester | MOOE, PTA | Sustained positive attitude | At least 90% of teachers maintain “Very Positive” work attitude ratings; 95% attendance rate maintained |
| E Enhance Disaster-Respon sive Teaching Skills | – Improve teaching during disruptions | Training on flexible, digital teaching | School Head, ICT Coordinator | Semestral | DepEd, LGU/SEF | Improved teaching effectiveness | At least 90% of teachers complete training; 85% demonstrate application in classroom practice |
| R Reinforce Safe Learning Environment | – Ensure safe, functional classrooms | DRRM plans, recovery activities | School Head, DRRM Team, PTA, LGU | Before/during flood season | DRRM funds, LGU/SEF | Safer environment | At least 95% of classrooms restored within 1 week post-flood; 90% of students report safe learning environment |

The **YASSER Action Plan** was developed as a structured intervention framework in response to the findings of the study, which showed that teachers in flood-prone areas frequently experienced stress and work-life balance disruptions, while burnout-related conditions were also commonly encountered. Despite these challenges, teachers demonstrated very positive work attitudes and very high levels of teaching performance. These results indicate the need for targeted support mechanisms that will help reduce the frequency of stress-related experiences while sustaining the positive professional attitudes and practices already exhibited by teachers.

The plan integrates key areas such as wellness, adaptability, support systems, and resilience to provide both preventive and responsive interventions. It aims to enhance teachers' coping capacity, promote mental well-being, and strengthen institutional support through school-based and collaborative initiatives. By doing so, the YASSER Action Plan seeks to maintain consistent teaching performance and positive work attitudes, ensuring that teachers remain effective in delivering instruction despite the challenges posed by environmental disruptions.

CONCLUSION AND IMPLICATIONS

This study provides empirical evidence on the interplay among mental health, work attitude, and teaching performance of public elementary school teachers in flood-prone barangays in the City of Biñan. The findings reveal that teachers frequently experience high levels of stress and work-life balance disruption, with burnout also occurring at a notable level, underscoring the psychological demands associated with disaster-prone environments. Despite these challenges, teachers demonstrated a very positive work attitude and a very high level of teaching performance, indicating a strong degree of professional resilience and commitment. Furthermore, the significant relationships among the variables confirm that mental health and work attitude are closely linked to teaching performance. Regression results further highlight that both variables significantly predict teaching performance, with work attitude emerging as the stronger predictor, while mental health exerts a meaningful but comparatively lesser influence.

The findings carry important theoretical and practical implications. Theoretically, the study contributes to the growing body of literature by demonstrating that positive work attitudes may function as a protective factor that sustains performance even when mental health risks are elevated in disaster-affected contexts. Practically, the results underscore the need for targeted and institutionalized interventions that address teachers' mental health while reinforcing their existing strengths. The proposed YASSER Action Plan offers a structured framework that integrates wellness, adaptability, support systems, and resilience-building strategies to mitigate stress and prevent burnout. Its implementation may enhance teachers' coping capacity, sustain positive work attitudes, and ensure consistent teaching performance. Overall, the study highlights that supporting teacher well-being is not only a welfare concern but also a critical component in maintaining the quality and continuity of education in environmentally vulnerable settings.

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