

Teachers' Occupational Well-Being and Students' Academic Engagement in Cagayan De Oro City Division

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ABSTRACT

Teachers' occupational well-being is associated with their capacity to sustain effective teaching and support students' academic engagement. This study aimed to determine teachers' occupational well-being and students' academic engagement in select districts of Cagayan de Oro City Division during the School Year 2026–2027. The study described the respondents' profiles, assessed their occupational well-being and student engagement, examined the relationships between these variables, and tested the moderating effect of the respondents' profiles. It used a quantitative descriptive-correlational design involving two hundred and twenty (220) Grade 7 public secondary school teachers selected through universal sampling. Data were collected using a modified questionnaire and analyzed using frequency, percentage, mean, standard deviation, Pearson Correlation, and multiple regression. Findings showed that job satisfaction was stronger than work-life balance, while workload stress was more pronounced than burnout. Emotional engagement emerged as the strongest dimension of students' academic engagement. Job satisfaction and work-life balance were significantly related to student engagement. Workload stress showed no significant relationship, while burnout had a weak link only to emotional engagement. Class size and teaching experience affected these relationships, but the subject taught did not. The study concludes that teachers' occupational well-being and students' academic engagement are interconnected, although their relationships vary across specific dimensions and profile characteristics. School administrators and teachers are encouraged to strengthen work-life balance, manage workload stress and burnout, promote cognitive engagement, and provide support responsive to class size and teaching experience.

Keywords: Teachers' Well-Being, Students' Engagement

INTRODUCTION

Background of the Study

Teachers serve as the cornerstone of student learning and engagement, yet their occupational well-being is increasingly under threat. The demands of modern education have become harder for teachers. Teachers are expected to give good lessons, do administrative work, follow new changes in the curriculum, and meet the different needs of their students. Because of these responsibilities, many teachers work long hours and have less time to rest. They may also experience stress, burnout, anxiety, and physical tiredness. These problems can affect their ability to teach well and keep students interested in learning. Hascher and Waber (2022) explained that even teachers who are physically healthy may still have low occupational well-being because they may have low job satisfaction or lack support from others. This can also affect how they help

students become more active in their learning.

This problem is not only about teachers but also about the education system. The EDCOM II Report (2023–2024) showed that teacher well-being is an important concern in the Philippines. Too much administrative work and lack of support can make teachers feel tired and less motivated. These problems can also affect students' performance and add to the problem of learning poverty. This shows that teachers' well-being is important not only inside the classroom but also for the development of the country. The Department of Education's Basic Education Report 2024 also reported that too much work is one of the reasons for the country's learning poverty. Many teachers experience high stress and lower well-being because of too many administrative tasks and not enough support from their schools (RCTQ, 2024).

Similarly, a study in Sulu found that public secondary school teachers experienced high levels of stress, anxiety, and depression during the 2023–2024 school year. This shows the need for programs that can help protect teachers' well-being and improve their ability to support students' learning (Asak, 2024). Teacher well-being is also a concern in other countries. The Global Status of Teachers 2024 report by Education International found that teachers in 121 countries are facing difficult working conditions. Poor working conditions can affect teachers' well-being, make them leave their jobs, and affect their teaching performance (Education International, 2025). UNESCO (2024) also warned about a possible global shortage of teachers. Poor well-being and burnout are some of the reasons why teachers leave their jobs. This problem may make it harder for countries to achieve Sustainable Development Goal 4, which aims to provide quality education for everyone.

Central to this investigation is the concept of teachers' occupational well-being and its influence on students' academic engagement. While health is traditionally defined as the absence of disease and the maintenance of physical and mental homeostasis, well-being represents a broader, multidimensional construct encompassing an individual's subjective evaluation of life satisfaction, professional purpose, and emotional resilience (World Health Organization, 2022).

Within the educational context, health refers to teachers' physiological and psychological capacity to perform their professional responsibilities, whereas well-being reflects a state in which educators flourish by feeling supported, valued, and emotionally regulated within their school environment (OECD, 2023). When educators experience compromised well-being, classroom environments are adversely affected, as reduced energy, diminished patience, and lower creativity weaken students' connection to lessons and participation in learning. This challenge is particularly evident in public school systems, where overcrowded classrooms, limited resources, and systemic inefficiencies intensify occupational strain, creating a cycle in which poor teacher well-being contributes to reduced student engagement, while disengaged students further increase teachers' workload and stress.

Recent empirical studies further reinforce the relationship between teachers' occupational well-being and students' academic engagement. Xu et al. (2025) conducted a systematic review demonstrating that teachers' emotional regulation and occupational well-being significantly influence student learning outcomes and classroom engagement. Likewise, Rebollos et al. (2025) found that teacher competence and effective classroom management in Koronadal City significantly affected students' academic engagement, highlighting the importance of supporting teachers' professional competence alongside their personal and occupational well-being.

Furthermore, students' academic performance shows how well they learn and apply their knowledge and skills. It is affected by factors such as motivation, learning environment, and personal circumstances. Teachers' well-being may also affect students' performance. Teachers who feel well are more likely to

teach effectively, support students, and manage the classroom. In contrast, stressed or burned-out teachers may struggle to provide effective learning experiences. Therefore, studying teachers' occupational well-being helps us understand its possible effects on students' engagement and academic performance.

This study seeks to examine the relationship between teachers' occupational well-being and students' academic engagement in the Division of Cagayan de Oro City. Although previous studies have established that teachers' occupational well-being is associated with various aspects of teaching effectiveness and student outcomes, there remains a gap in understanding its specific relationship with students' academic engagement, particularly across its behavioral, cognitive, and emotional dimensions. More importantly, limited studies on whether contextual characteristics such as class size, teaching experience, and subject taught moderate this relationship.

Literature and Related Studies

This section presents literature and related studies gathered from various sources, including books, articles, magazines, theses, periodicals, unpublished studies, and online sources that have a bearing on the present study. It covers teachers' occupational well-being in terms of job satisfaction, work-life balance, workload stress, and burnout level. Moreover, students' academic engagement in terms of behavioral, cognitive, and emotional engagement is also considered.

Teachers' Occupational Well-being

In developing the investigation into how educators influence their classrooms, the study positions teachers' occupational well-being as a foundational determinant of the instructional environment. This study views teachers' well-being, including job stress, workload, and burnout, as factors that affect students' learning. Teachers' mental and emotional state can influence how they teach and how students participate in class. Therefore, supporting teachers' well-being is important in creating a positive learning environment where students can actively engage.

To present the study's premise, the present study draws upon the work of Thies (2026), which examined teacher burnout in the K to 12 setting, including its effects on students and possible interventions. The study found that teacher burnout is caused by different factors and can affect students. It also showed that teachers' emotional well-being affects how they work and interact with students. These findings support the present study by showing that teachers' well-being may be related to students' participation, thinking, and emotional involvement in learning.

Specifically, the study draws upon the findings of Roeser et al. (2021), who demonstrated that structured mindfulness training significantly reduced job stress, anxiety, emotional exhaustion, and depression among middle school teachers. By focusing on these dimensions of occupational well-being, the present study explores how reducing psychological strain serves as a prerequisite for maintaining a resilient and effective teaching workforce.

Furthermore, the study bridges the relationship between teachers' internal well-being and classroom outcomes. The work of Roeser et al. (2021) provides a critical empirical foundation, as their longitudinal findings showed that improvements in teachers' occupational self-compassion and mental health resulted in better classroom organization over time, particularly in highly stressful teaching environments. These findings show that teachers who have better psychological well-being can handle their work better. They can also help create a good and supportive learning environment. Because of this, improving teachers' well-being may also improve students' academic engagement.

Onbaşı (2026) found that work stress and anxiety can affect teachers' well-being. Too much stress can make teachers feel tired and affect how they teach and interact with students. The study also found that emotional intelligence can help teachers handle stress and improve their well-being. Teachers who feel well and get support from their school may create a better learning environment for students.

Job Satisfaction

The study draws on recent international empirical evidence establishing the central role of job satisfaction in educational development. Teachers do more than teach lessons. They also help students learn and grow. Their well-being can affect the classroom and students' learning. Teachers who are happy with their jobs may help students become more active in learning. Good school leadership and teamwork can also improve job satisfaction. Ma and Gu (2026) found that good leadership and teamwork can make teachers more satisfied with their jobs.

These findings show that teachers may have better well-being when they feel supported, trusted, and included at school. Good relationships with other teachers can also help them feel better about their work. Job satisfaction is an important part of teachers' well-being. When teachers are happy with their work, they may also help students become more engaged in learning. Guo et al. (2026) also found that good support from school leaders can improve teachers' job satisfaction. Clear goals, good curriculum planning, and professional development can help teachers feel more satisfied. However, more supervision and monitoring did not have a significant effect. This shows that teachers need support rather than too much supervision. Good job satisfaction can help teachers become more motivated and committed to their students.

The evidence presented by Guo et al. (2026) strengthens the conceptual framework by demonstrating that when school leaders prioritize meaningful practices such as professional development and clearly defined educational goals, they enhance the overall educational environment. Consequently, satisfied and well-supported teachers are better positioned to cultivate higher levels of student academic engagement. Drawing upon this empirical foundation provides strong justification for examining how occupational well-being factors extend beyond teachers themselves to influence student outcomes, reinforcing the importance of administrative support as a prerequisite for educational success. The educational environment requires not only instructional competence but also a stable sense of professional fulfillment among educators.

Work-Life Balance

The structural equilibrium that educators maintain between their professional obligations and their private lives is not merely a personal luxury but a core determinant of their vocational efficacy. Jagtap and Nimbhorkar (2026) found that poor work-life balance can affect teachers' well-being, job satisfaction, and teaching. Lack of rest, heavy workload, and extra school tasks can make teachers tired and stressed. This may make it harder for them to teach and engage students. Schools can help teachers by reducing workloads, giving flexible schedules, fair pay, and mental health support (Jagtap & Nimbhorkar, 2026). These can help teachers feel better and stay motivated.

Karina et al. (2025) also found that work-life balance is important for teachers' well-being and performance. Teachers need enough time for both work and personal life. When teachers are tired and stressed, their teaching and communication may be affected. The study found that work-life balance explains about 35% of teacher performance. This shows that schools should help teachers have a better balance between work and personal life.

Arcenas et al. (2025) further reported that even when educators demonstrate effective time-planning practices and maintain positive attitudes toward time management. In their study, their perceived work-life balance remains low across most demographic groups. This discrepancy indicates that institutional demands frequently exceed teachers' individual coping capacities, resulting in the encroachment of professional responsibilities upon the personal recovery time necessary for maintaining optimal teaching performance.

Workload Stress

In framing this study, "Teachers' Occupational Well-Being and Students' Academic Engagement," the researchers recognize that the operational climate within educational institutions places an immense psychological burden on educators, making the exploration of workload stress a critical priority. In investigating how workplace pressures erode professional well-being, the study finds a strong conceptual alignment with contemporary organizational research. Specifically, it draws vital insights from the empirical findings of Suryani et al. (2026), who demonstrate that excessive workload acts as a powerful, direct determinant of maladaptive workplace behaviors and operational strain. By examining how structural demands destabilize employee performance and focus, their work provides a robust academic foundation for justifying why mitigating workload stress is essential to preserving educators' capacity to foster meaningful student academic engagement.

This research views workload stress not merely as an isolated administrative challenge but as an institutional strain that directly compromises professionals' behavioral integrity and attention. Suryani et al. (2026) establish that a heavy workload exerts a significant, direct influence on negative workplace coping mechanisms, such as cyberloafing, independent of lingering psychological mediation. This direct pathway underscores the study's argument that when the sheer volume of grading, lesson preparation, and administrative tasks becomes unmanageable, teachers experience a rapid decline in professional focus. The study argues that this systematic depletion of energy prevents educators from dedicating the necessary cognitive and emotional resources to their classrooms, thereby hindering their ability to effectively promote student academic engagement.

By integrating these findings into its framework, the study justifies the urgent need to address workload stress as a core pillar of teachers' occupational well-being. The evidence provided by Suryani et al. (2026) regarding hospital personnel clarifies a broader organizational reality: regardless of the specific sector, unmanaged workplace volume structurally fragments an individual's operational efficiency. The study leverages this insight to argue that if workload pressures can directly derail professional focus in high-stakes environments, the same pressures within school settings will inevitably degrade instructional quality. The investigation positions the reduction of workload stress as an indispensable prerequisite for protecting teacher well-being and, ultimately, optimizing student learning outcomes. The empirical insights regarding structural strain and emotional exhaustion established by Triyanti et al. (2025) provide a foundational framework for this research. In their systematic evaluation of high-intensity operational environments, Triyanti et al. (2025) demonstrate that a heavy workload, characterized by a high volume of demanding responsibilities and intense task complexity, exerts significant physical and psychological pressure on frontline professionals, directly triggering elevated work stress.

Burnout Level

This study, titled "Teachers' Occupational Well-Being and Students' Academic Engagement in the Cagayan de Oro City Division," looks at how teachers' well-being may affect students' participation in school. Teacher burnout causes stress, tiredness, and low motivation, which can affect teaching and

student learning. Serey et al. (2025) found that student teachers with high burnout had more difficulty managing emotions, showing empathy, and connecting with others.

These findings show that teacher burnout needs attention. Education students may feel stressed and tired from school and training, and these problems may continue when they become teachers. Heavy workloads and lack of support can cause burnout. Desfitranita and Desfitranita (2025) found that teamwork, support, and a safe workplace can help prevent it. Burnout can make teachers feel tired, less motivated, and less effective. Tahir and Safder (2025) found that a lack of skills, coping strategies, and support makes work problems harder to manage. This can affect teachers' well-being and students' engagement in learning.

Student Academic Engagement

Student academic engagement means how students take part in learning. It includes their actions, thoughts, and feelings about their studies. Student engagement is shown through class participation, effort, and interest. It helps students learn better and achieve good grades. It is also affected by the classroom environment and teacher support.

Behavioral Engagement

Behavioral engagement means students attend classes, join activities, work hard, and follow classroom rules. Li and Li (2023) found that teacher support helps students keep trying, while Zhu et al. (2023) showed that helpful feedback keeps them active and motivated. Bhardwaj et al. (2025) highlighted the importance of teacher encouragement, and a 2025 University of South Australia study showed that regular attendance and attentiveness improve learning. These studies show that behavioral engagement involves discipline, effort, and active participation, which help students learn better and achieve their goals.

Cognitive Engagement

Cognitive engagement refers to how much students focus and participate in learning. It includes good study habits, managing their learning, and wanting to learn more. Teacher support can improve student engagement and help them use better learning strategies (Wang & Derakhshan, 2023; *Frontiers in Psychology*, 2025; Tripon, 2024). However, stress, too much schoolwork, and excessive technology use can reduce students' focus, understanding, and interest in learning (Alruwaili & Alasmari, 2025; *PMC*, 2025; Xin & Derakhshan, 2025).

Teachers' well-being is also important. Teachers who feel well can create a safe and positive classroom. This helps students think better and take part in class. Teacher support and clear guidance also help students learn better and become more active (*Frontiers in Psychology*, 2026; Zhao, 2023).

Emotional Engagement

Emotional engagement refers to how students feel while learning, such as being happy, interested, or bored. Chen and Tang (2025) found that teachers' emotions affect students' engagement. When teachers manage their emotions well, students feel safe and are more willing to participate in class. Ott et al. (2023) explored subjective well-being in schools, finding that emotional engagement is highest when students feel they have a voice. This is directly facilitated by teachers who have the social well-being to share power in the classroom. A 2026 report on social-emotional learning emphasizes that emotional engagement is the engine of learning. If students feel anxious or alienated due to a stressed teacher, their emotional engagement remains low, regardless of the curriculum (Digital Commons at NLU, 2026). Research by Bhardwaj et al. (2025) suggests that student-centered strategies are only effective when the emotional bond between teacher and student is strong. This bond is the foundation of emotional engagement and is highly sensitive to the teacher's mental state. The studies reviewed paint a clear picture

that the well-being of teachers is at the heart of student success. When teachers are healthy physically, mentally, and emotionally in their classrooms, they become places where students feel safe, supported, and motivated to learn. Teacher well-being is not just about avoiding burnout; it is about having the energy, resilience, and clarity to connect meaningfully with students and sustain a positive learning environment. Research shows that stress and burnout among teachers quickly ripple into the classroom. Ledger et al. (2024) and Dreer (2023) highlight how teacher mental health is directly related to student participation and achievement. Interventions that support work-life balance, such as those reported by the Sharjah Private Education Authority (2023, cited in JMIR, 2025), have been shown to reduce behavioral problems and dramatically improve attendance. These findings remind us that when teachers thrive, students follow.

Theoretical Framework

This study is anchored on the Self-Determination Theory (SDT), a macro-theory of human motivation developed by Edward L. Deci and Richard M. Ryan in their 1985 book, *Intrinsic Motivation and Self-Determination in Human Behavior*. Self-Determination Theory posits that individuals possess three innate psychological needs: autonomy, which refers to the sense of choice and volition in one's actions; competence, which pertains to the feeling of mastery and effectiveness; and relatedness, which reflects the sense of belonging and connection with others. When these psychological needs are satisfied, individuals experience enhanced motivation, psychological well-being, and sustained engagement. Conversely, when these needs are frustrated or unmet, motivation declines, resulting in increased stress, disengagement, and diminished performance.

Within the context of this study, Self-Determination Theory provides the theoretical lens for examining the relationship between teachers' well-being and student academic engagement in selected districts of the Division of Cagayan de Oro City. The theory explains that teachers with freedom, confidence, and good work relationships have better well-being. When teachers feel supported and happy, they can help students become more active in learning. School leaders can support teachers by reducing paperwork, giving fair pay, and providing training. This study uses the theory to show how supporting teachers can improve their well-being and student engagement.

Conceptual Framework

This conceptual framework looks at the relationship between teachers' well-being and students' academic engagement. It shows how teachers' well-being may affect how students learn and participate in class. Teachers' occupational well-being refers to their overall condition at work, measured through job satisfaction, work-life balance, workload stress, and burnout. Job satisfaction means how happy teachers are with their work. It includes their freedom, working conditions, school leaders, and relationships with co-workers. A supportive school helps teachers feel valued and motivated. Work-life balance means managing work and personal life, including having time to rest, spend time with family, and meet personal needs.

Workload stress is the stress teachers feel from teaching, preparing lessons, checking work, and doing other school tasks. Too many tasks and deadlines can make teachers stressed and tired. Burnout is physical, emotional, and mental exhaustion caused by long-term stress. It can reduce teachers' energy and motivation. Poor work-life balance and lack of support can increase burnout, which may also affect students' behavior, thinking, and emotions (Nwoko et al., 2023). Teacher burnout can make classroom management difficult and lower students' effort (Guo et al., 2022). High stress may also limit teachers'

ability to use effective teaching methods (Bond, 2023). It can also harm the classroom environment and teacher-student relationships, making students feel less safe and included (Tu, Wang, & Huang, 2024). Thus, teacher stress and burnout may reduce students' academic engagement.

Statement of the Problem

This study aimed to determine the teachers' occupational well-being and students' academic engagement in select districts of Cagayan De Oro City Division during the School Year 2026-2027.

It specifically answered the following questions:

1. What is the respondents' level of perceived occupational well-being based on job satisfaction and work-life balance?
2. What is the respondents' level of perceived occupational well-being based on workload stress and burnout level?
3. What is the respondents' level of perceived students' academic engagement with regard to behavioral, cognitive, and emotional engagement?
4. Is there a significant relationship between the respondents' perceived occupational well-being based on job satisfaction and work-life balance and their perceived students' academic engagement?
5. Is there a significant relationship between the respondents' perceived occupational well-being based on workload stress and burnout level and their perceived students' academic engagement?
6. Do the respondents' profile moderate the relationship between teachers' occupational well-being based on job satisfaction and work-life balance and students' academic engagement?
7. Do the respondents' profile moderate the relationship between teachers' occupational well-being based on workload stress and burnout level and students' academic engagement?

Scope and Limitations

This study focused on determining how teachers' occupational well-being is related to students' academic engagement in select districts within the Division of Cagayan de Oro City during the School Year 2026–2027. The study involved the two hundred twenty (220) currently employed public secondary school Grade 7 teachers who served as the respondents of the study. The independent variables were limited only to the respondents' occupational well-being based on job satisfaction, work-life balance, workload stress, and burnout level. Moreover, the dependent variables were also limited to students' academic engagement with regard to behavioral, cognitive and emotional. Indeed, the moderating variables were the respondents' profile in terms of class size, teaching experience, and subject taught, which were also considered.

METHODOLOGY

This section presents the methods and procedures that will be used in the study: research design, study setting, research respondents, research instrument, validation of the instrument, data gathering procedure, statistical treatment of the data, and ethical considerations of the study.

Research Design

This study made use of descriptive-correlational methods of research to examine the relationship between teachers' occupational well-being and students' academic engagement. The descriptive component of the design provides a comprehensive description of the current status of teachers' occupational well-being and

the level of students' academic engagement in selected public secondary schools within the Division of Cagayan de Oro City during the School Year 2026–2027. Descriptive statistics, including weighted mean and standard deviation, are utilized to determine the extent to which teachers experience job satisfaction, work-life balance, workload stress and burnout level, as well as to describe students' behavioral, emotional, and cognitive engagement. Establishing these baseline conditions provides an empirical basis for understanding the characteristics of the variables before examining their relationship.

The correlational component is appropriate because the study aims to determine the existence, direction, and strength of the relationship between teachers' occupational well-being and students' academic engagement. Since the study does not involve the manipulation of variables or the implementation of interventions, a correlational approach is considered the most suitable research design. This approach enables the researchers to determine whether significant relationships exist between the dimensions of teachers' occupational well-being and students' academic engagement while preserving the natural educational setting. Consequently, the findings are expected to provide evidence regarding the extent to which teachers' occupational well-being is associated with student academic engagement during the School Year 2026–2027.

Study Setting

This study was conducted within selected districts of the Division of Cagayan de Oro City, focusing on public secondary schools operating during School Year 2026–2027. Cagayan de Oro City is an important place for education in Northern Mindanao. It has many schools and different communities, making it a good place to study teachers' experiences. The North I District includes Puntod National High School, Macabalan National High School, and Angeles Sisters National High School. These schools are in busy areas with many students. Teachers face problems such as large classes and limited facilities. The North II District includes Kauswagan, Bayabas, and Bonbon National High Schools. These schools serve coastal and inland communities. Some students come from fishing and small business families. Teachers adjust to the different needs of their students.

The East II District includes Agusan National High School. It has both urban and rural areas. Teachers meet modern school needs while also respecting community traditions. The South District includes Cagayan de Oro National High School, Indahag National High School, and Macasandig National High School. These schools serve upland communities. Some students come from farming and small business families. Teachers also adjust to changes in the city. The Southwest II District includes Taglimao National High School and Tagpangi National High School. These schools are in distant areas. Teachers face problems with distance, transportation, and limited resources. Still, they continue to support their students. The districts represent diverse school settings across Cagayan de Oro City, including urban, coastal, upland, and remote areas. These differences provide the study with a broader view of teachers' experiences across various educational environments. The varied settings influence how teachers manage their instructional responsibilities and respond to the needs of their learners. Each district presents distinct opportunities and challenges that shape teachers' daily work experiences. Factors such as geographic location, availability of resources, and community context contribute to differences in teaching conditions. By including schools from diverse settings, the study provides a broader and more comprehensive understanding of teachers' experiences across different educational contexts in Cagayan de Oro City.

Research Respondents

The respondents were the two hundred twenty (220) Grade 7 public secondary school teachers from selected districts in Cagayan de Oro City who were teaching during the school year. They had worked at their current school for at least one year and were familiar with the school, its culture, and its students. Junior high school teachers were chosen because they face teaching challenges that may affect their well-being and students' classroom engagement. School heads and administrators without teaching duties were excluded because their roles differ from teachers. Teachers on long medical, maternity, or study leave were also excluded. Elementary and senior high school teachers were not included because the study focuses only on junior high school teachers.

Sampling Technique

The study employed total enumeration sampling, also referred to as universal sampling, wherein all eligible Grade 7 public secondary school teachers within the selected schools and districts were included as respondents. A total of two hundred twenty (220) Grade 7 teachers comprised the study population, as reflected in the distribution of respondents across the participating schools. Total enumeration was considered appropriate because the study population was sufficiently identifiable and manageable in size, allowing the researchers to include the entire accessible population rather than select only a portion of it. The use of this sampling technique eliminated the need to determine a smaller sample from the identified population and reduced the possibility that the experiences of particular groups of Grade 7 teachers would be excluded from the study. The respondents were limited to teachers who had served for at least one full year in their current school, ensuring that they had sufficient familiarity with the school environment, institutional practices, and students they were teaching. School heads or administrators without teaching loads, teachers on extended medical, maternity, or study leave during the data-gathering period, and elementary and senior high school teachers were excluded because they did not meet the specific conditions established for the study.

Research Instrument

The research instrument used in gathering the data was a structured questionnaire divided into three parts. The questionnaire was designed to gather information about the respondents' profile, teachers' occupational well-being, and students' academic engagement.

Part I inquired about teachers' occupational well-being across four dimensions: job satisfaction, work-life balance, workload stress and burnout level. The variables were patterned and modified from the empirical frameworks of Calicdan and Hernando (2025) and Nwoko et al. (2023) to suit the context and objectives of the present study. Each dimension consisted of ten indicators using a four-point response scale: 4 – Strongly Agree, 3 – Agree, 2 – Disagree, and 1 – Strongly Disagree. The items described the teachers' experiences and perceptions during the current school year. Workload Stress focused on teachers' perceived workload demands, time pressure, emotional demands, responsibilities, and available support. Job Satisfaction covered satisfaction with workload, autonomy, professional growth, working conditions, social support, relationships, and school leadership. Burnout Level assessed experiences related to emotional exhaustion, work intensification, professional stress, reduced motivation, psychological and physical strain, and difficulty coping with work demands. Work-Life Balance examined the extent to which teachers were able to manage their professional responsibilities alongside their family and personal lives.

Part II measured students' academic engagement in three areas: behavioral, cognitive, and emotional engagement. The indicators were based on Bond (2023), with eight indicators for each area, using a four-point scale from 4 (Strongly Agree) to 1 (Strongly Disagree). Behavioral Engagement covered students' participation, attendance, task completion, preparation, and attention in class. Cognitive Engagement focused on understanding lessons, connecting ideas, thinking deeply, and finding other learning resources. Emotional Engagement covered students' interest, enjoyment, confidence, and feelings toward learning. Respondents answered based on their experiences during the current school year. Their answers were interpreted using the scoring ranges and descriptions in the categorization of variables and system of scoring. Higher scores meant greater workload stress and burnout, better job satisfaction and work-life balance, and higher students' academic engagement.

Validity and Reliability of Instrument

To ensure the validity and reliability of the research instrument, the questionnaire was subjected to expert validation. The experts consisted of a Master Teacher in Mathematics from Agusan National High School, a Doctor in Technology Education and a School Principal of Bulua National High School, and a Doctor in Education specializing in English at Lourdes College. The validators provided a few comments on items that needed refinement. These suggestions were carefully edited and incorporated by the researcher, resulting in the final copy of the questionnaire with valid and polished content.

Following the validation process, the instrument was pilot-tested with thirty (30) teachers specifically from the West I District at Carmen National High School last April 2026. These participants possessed characteristics similar to those of the target respondents, but they were not part of the actual study. The pilot test yielded good results, with only minimal concerns such as occasional confusion in navigating items, unclear wording in some directions, and minor difficulties in submitting responses, none of which significantly affected the accuracy or usability of the questionnaire.

For the reliability of the instrument, Cronbach's alpha was utilized for its internal consistency. The reliability analysis demonstrates an exceptionally high level of internal consistency across all dimensions of the research tool. The 56-item overall instrument achieved a total Cronbach's Alpha coefficient of 0.89 (Good), indicating a higher reliability of the instrument.

Statistical Treatment

After collecting and recording the data, the researcher used the following statistical tools to analyze and interpret the results. Mean, standard deviation, and verbal description were used to answer Problems 1, 2, and 3 to determine the respondents' perceived occupational well-being based on job satisfaction and work-life balance, workload stress and burnout level, and their perceived students' academic engagement with regard to behavioral, cognitive, and emotional engagement. Pearson Product-Moment Correlation Coefficient (Pearson r) was used to answer Problems 4 and 5 to determine the significant relationships between the respondents' perceived occupational well-being based on job satisfaction and work-life balance and workload stress and burnout level, and their perceived students' academic engagement. Multiple regression analysis with interaction terms was used to answer Problems 6 and 7 to determine whether the respondents' profile, particularly class size, teaching experience, and subject taught, moderated the relationships between teachers' occupational well-being and students' academic engagement. For the moderation analysis, the interaction between the occupational well-being variables and each profile variable was examined to determine whether the strength or direction of the relationship

with students' academic engagement changed according to the respondents' profile. The level of significance for all inferential statistical tests was set at 0.05.

Ethical Considerations

The conduct of this study was governed by the ethical principles stipulated in the Data Privacy Act of 2012 (Republic Act No. 10173) and the established ethical standards for educational research. The study prioritized the protection of the participants' rights and welfare, ensuring that the investigation on teacher well-being and student academic engagement in the selected districts does not result in professional or personal harm. In accordance with the principle of informed consent, all teacher-participants were provided with a written explanation of the study's objectives, the nature of their participation, and their right to withdraw from the study at any stage without any adverse consequences to their employment or professional standing within the Division of Cagayan de Oro City.

To uphold the highest ethical standards, strict measures on anonymity and confidentiality were implemented throughout the research process. Prior to the conduct of the study, ethical clearance was obtained from the appropriate authority to ensure that the research procedures complied with established ethical standards and guidelines. The clearance also confirmed that the rights, safety, privacy, and welfare of the participants were appropriately considered and protected throughout the study. These measures were intended to protect the identities of all participants and ensure that no personal or institutional information could be linked to any individual respondent. Accordingly, the research instruments, collected data, and final research report excluded names, employee identification numbers, and any other identifying information that could compromise the privacy and confidentiality of the participants.

RESULTS AND DISCUSSION

This section presents the results and discussion on teachers' occupational well-being and students' academic engagement in select districts of Cagayan de Oro City Division during the School Year 2026-2027. The data are presented in tabular form following the problems stated earlier.

Results

Problem 1: What is the level of perceived occupational well-being among the respondents based on Job Satisfaction and Work-Life Balance?

Table 1

Summary of the Respondents' Assessments of the Teachers' Occupational Well-being Based on Job Satisfaction and Work-Life Balance

Variable	Mean	Sd	Interpretation
Job Satisfaction	2.95	0.62	Good
Work-Life Balance	2.80	0.68	Good
Overall	2.80	0.71	Good

Legend: 3.26 - 4.00 Strongly Agree/ Very Good 1.76 – 2.50 Disagree/ Poor
2.51 – 3.25 Agree/ Good 1.00 – 1.75 Strongly Disagree/ Very Poor

Table 1 presents the Summary of the Respondents Assessments of the Teachers' Occupational Well-being in terms of Job Satisfaction and Work-Life Balance. It means the respondents generally rated their occupational well-being as Good, with a mean of 2.80 (SD = 0.71). This implies that the teachers generally

feel good about their work and have a good balance between work and personal life. As observed, both indicators got a Good rating, showing that the respondents had no negative assessment of either area. This suggests that teachers generally experience positive working conditions and can manage their professional responsibilities while attending to their personal needs. However, maintaining good occupational well-being requires continuous support from school administrators and colleagues. Providing a supportive work environment may help teachers remain motivated, satisfied, and committed to their profession.

Munda and Gache (2024) found that teachers had good work-life balance and job satisfaction, which helped improve their commitment to work. Similarly, Ma and Gu (2026) found that distributed leadership and teacher collaboration can improve job satisfaction. Guo et al. (2026) also emphasized the importance of school leadership support, clear goals, and professional development in improving teachers' job satisfaction. These findings support the present study by showing that teachers' occupational well-being is influenced not only by their personal experiences but also by the support and working conditions provided by their schools.

Job Satisfaction received the highest mean of 2.95 (SD = 0.62), interpreted as Good. This means teachers are generally satisfied with their jobs despite the demands of teaching. As a researcher, this suggests that job satisfaction is a strong part of teachers' occupational well-being. The result indicates that teachers may find fulfillment in their profession and value their experiences in the school environment. It also suggests that positive relationships with colleagues and students, together with support from school administrators, may contribute to their satisfaction. Maintaining this positive assessment is important because satisfied teachers may be more motivated to perform their duties and provide meaningful learning experiences for students.

Similarly, Çobanoğlu et al. (2023) found that good work-life balance improves career satisfaction, while work stress can lower it. Jagtap and Nimbhorkar (2026) also reported that poor work-life balance can negatively affect teachers' well-being, job satisfaction, and teaching performance. Furthermore, Karina et al. (2025) found that work-life balance is important for teachers' well-being and performance. These findings suggest that job satisfaction should be supported by manageable workloads, sufficient time for rest, and opportunities to maintain personal and family relationships.

The lowest assessment was recorded for Work-Life Balance, which obtained a mean of 2.80 (SD=0.68), although it was still interpreted as Good. It means that the respondents generally agreed that they are able to maintain a favorable balance between their work responsibilities and personal lives. This implies that teachers may be managing their professional duties and personal responsibilities adequately, although this area received a comparatively lower assessment. It is noticeable that Work-Life Balance had the lowest mean among the two indicators, suggesting that balancing teaching demands with personal time may be a relatively greater challenge for the respondents. This may be due to the time required for lesson preparation, checking students' outputs, completing administrative tasks, and fulfilling other school responsibilities. Although teachers generally reported a good level of work-life balance, these demands may limit their opportunities to rest, recover, and spend quality time with their families.

This finding is supported by Leung (2025), whose systematic review found that although Philippine public-school teachers generally reported moderate to high levels of work-life balance, their experiences varied according to workload intensity, administrative leadership, school culture, and personal circumstances. The review further identified excessive paperwork, overlapping responsibilities, and inadequate recognition as barriers to achieving sustainable work-life balance among teachers. Similarly, Arcenas et al. (2025) found that teachers' time-management competencies were significantly related to

their perceived work-life balance, highlighting the importance of effective time management. Jagtap and Nimbhorkar (2026) also emphasized that heavy workloads, insufficient rest, and additional school responsibilities can negatively affect teachers' well-being. These findings suggest that maintaining work-life balance should not depend solely on teachers' personal time-management skills. School administrators may also need to review task assignments, reduce unnecessary administrative burdens, and provide sufficient time for rest and family responsibilities. Strengthening these practices may help teachers sustain their occupational well-being and remain effective in supporting students' academic engagement.

Problem 2: What is the level of perceived occupational well-being among the respondents based on Workload Stress and Burnout Level?

Table 2

Summary of the Respondents' Assessments of the Teachers' Occupational Well- being Based on Work Load Stress and Burnout Level

Variable	Mean	Sd	Interpretation
Work Load Stress	2.92	0.75	Moderate
Burnout Level	2.53	0.77	Moderate
Overall	2.80	0.71	Moderate

Legend: 3.26 - 4.00 Strongly Agree/ High 1.76 – 2.50 Disagree/ Low
2.51 – 3.25 Agree/ Moderate 1.00 – 1.75 Strongly Disagree/ No

Table 2 presents the summary of the respondents' assessments of teachers' occupational well-being in terms of workload stress and burnout level. The results show an overall mean of 2.80 (SD = 0.71), which is described as Agree and interpreted as Moderate based on the established legend. It means that teachers experience a moderate level of workload stress and burnout. This implies both are present, but neither reached the High level. As observed, both workload stress and burnout level are present among the teachers, but neither reaches the 3.26–4.00 range required for a High interpretation. The findings suggest that teachers can generally manage their professional responsibilities, although they continue to experience work-related pressures and exhaustion.

These conditions deserve attention because moderate levels of stress and burnout may still affect teachers' energy, motivation, and ability to maintain their well-being over time. Nwoko et al. (2023) emphasized that teachers' occupational well-being is influenced by work-related demands, emotional challenges, and the availability of organizational support. Their systematic review also highlighted the importance of supportive working conditions in helping teachers manage their responsibilities and maintain positive relationships with students.

Workload Stress obtained a mean of 2.92 (SD = 0.75), which is described as Agree and interpreted as Moderate. It indicates that the respondents generally agree that they experience workload-related stress in performing their professional responsibilities. It implies that the demands associated with teaching, including instructional responsibilities, time requirements, and other work-related tasks, contribute to a moderate level of stress among the teachers. As observed, workload stress obtained the higher mean between the two variables, suggesting that it is the more pronounced concern in the respondents' occupational well-being. This finding indicates that the volume and demands of teachers' responsibilities may place pressure on their time, energy, and ability to complete various tasks within the required periods. Although the result does not indicate a high level of workload stress, the presence of moderate stress

suggests that teachers may still need adequate time, resources, and administrative support to manage their daily responsibilities effectively.

Karacabey et al. (2025) found that teacher workload plays an important role in the relationship between school leadership, teacher resilience, and burnout. Their findings showed that transformational leadership could help strengthen teachers' resilience and reduce burnout, particularly when workload demands were high. This supports the present finding that workload stress deserves attention because appropriate leadership and organizational support may help teachers cope with their professional demands. Similarly, Nwoko et al. (2023) found that high workloads and competing professional responsibilities can contribute to stress and reduced occupational well-being among teachers. They emphasized that adequate organizational support, positive professional relationships, and effective coping abilities are important in helping teachers manage workplace demands. In addition, Beames et al. (2023), in their systematic review and meta-analysis of interventions for teachers' mental health and well-being, found that psychological interventions can help reduce teacher stress and professional burnout. These findings highlight the importance of providing practical support that addresses teachers' workload and stress rather than relying solely on their individual coping strategies.

Burnout Level obtained a mean of 2.53 (SD = 0.77), which is described as Agree and interpreted as Moderate. It means that the respondents generally agree that they experience burnout-related conditions in their work, although the level remains moderate based on the established scoring range. This implies that teachers experience some degree of emotional and occupational strain associated with their professional responsibilities, but the result does not indicate a high level of burnout. As observed, burnout level obtained a slightly lower mean than workload stress, indicating that workload stress is relatively more pronounced among the respondents. This difference suggests that teachers' immediate concern may be the pressure arising from their daily responsibilities, while the reported level of burnout remains comparatively lower. However, the lower mean does not mean that burnout is absent or that its possible effects should be disregarded. Continuous exposure to work-related stress, particularly when accompanied by insufficient rest and limited workplace support, may contribute to exhaustion and reduced motivation over time.

The moderate burnout level also suggests that teachers may still be able to fulfill their professional responsibilities despite experiencing some degree of strain. Nevertheless, sustained occupational demands may gradually affect their emotional resources, professional satisfaction, and capacity to respond effectively to classroom needs. Beames et al. (2023) reported that teacher burnout and poor psychological well-being can have consequences for teachers' professional performance and their capacity to support students emotionally and academically. Their findings further showed that interventions targeting teachers' mental health can improve well-being and reduce professional burnout. Moreover, Nwoko et al. (2023) explained that stress and emotional exhaustion associated with teaching demands can undermine occupational well-being, while organizational support and positive professional relationships can help teachers cope with these challenges. These findings support the need to address burnout through manageable workloads, supportive school leadership, opportunities for professional collaboration, and appropriate wellness initiatives.

Problem 3: What is the level of the perceived Students' Academic Engagement among the respondents with regard to Behavioral, Cognitive, and Emotional Engagement?

Table 3
Summary of the Respondents' Perceived Students' Academic Engagement

Variable	Mean	Sd	Interpretation
Behavioral	2.77	0.62	Engaged
Cognitive	2.70	0.62	Engaged
Emotional	3.05	0.51	Engaged
OVERALL	2.84	0.58	Engaged

Legend: 3.26 - 4.00 Strongly Agree/ Highly Engaged 1.76 – 2.50 Disagree/ Slightly Engaged
2.51 – 3.25 Agree/ Engaged 1.00 – 1.75 Strongly Disagree/ Not Engaged

Table 3 presents the summary of the respondents' perceived students' academic engagement with an overall mean of 2.84 (SD = 0.58), and interpreted as Engaged. It means that students are expected to join learning activities, think about their schoolwork, and have positive feelings about their classroom experiences. This implies that teachers create a good learning environment that helps students stay active and supports their learning and feelings. As noticed, the engaged level shows that students are involved in learning. They give attention, effort, and emotions during class. However, their engagement is different in the three areas. The differences suggest that students may show stronger engagement in some aspects of learning than in others. Although they are emotionally connected to their classroom experiences, they may still need more support in developing deeper thinking and learning strategies. This highlights the importance of using teaching approaches that address students' behavioral, cognitive, and emotional needs. Li and Li (2023) found that teacher support helps students become more active in learning. Wang and Derakhshan (2023) and Chen and Tang (2025) also found that good teacher-student relationships improve students' behavioral, cognitive, and emotional engagement.

Among the three dimensions, Emotional Engagement obtained the highest mean of 3.05 (SD = 0.51), described as Agree and interpreted as Engaged. It indicates that students have positive feelings about learning and feel connected to their teachers, classmates, and school. It suggests that a friendly and supportive classroom can help students feel comfortable and willing to join class activities.

Chen and Tang (2025) found that supportive classrooms help students feel that they belong. Ott et al. (2023) also found that students become more emotionally involved when they feel respected and heard. These findings support the present result by emphasizing that students' feelings of belonging, respect, and connection are important parts of academic engagement. Therefore, teachers should continue to maintain a classroom environment where students feel safe to express their ideas, ask questions, and participate without fear of being judged.

Cognitive Engagement obtained the lowest mean of 2.70 (SD = 0.62), described as Agree and interpreted as Engaged. It means students are still involved in learning, but they may need more help with deeper thinking. This implies that teachers can give more activities that involve analyzing, solving problems, and applying lessons to real-life situations. As noticed, Cognitive engagement is an area that can still be improved. The lower mean shows that students are engaged, but they may not always use deeper thinking in their learning. This shows the need to help students think, understand, connect, and apply what they learn. Teachers may provide opportunities for students to explain their answers, compare different ideas, solve problems, and relate classroom lessons to their daily experiences. They may also encourage students to ask questions, reflect on their progress, and use different learning strategies to understand difficult

concepts. Through these activities, students can develop greater independence and become more actively involved in understanding their lessons rather than simply remembering information.

Wang and Derakhshan (2023) found that teacher support helps students use better learning strategies. Alruwaili and Alasmari (2025) also found that proper learning demands can help students understand lessons better. These findings support the need for teaching strategies that provide clear guidance while challenging students to think more deeply. By combining teacher support with meaningful learning tasks, teachers can help students strengthen their understanding, improve their problem-solving skills, and develop more effective learning habits. Thus, improving cognitive engagement may help address the lowest-rated dimension while maintaining students' existing emotional connection to learning.

Problem 4: Is there a significant relationship between the respondents' perceived occupational well-being based on Job Satisfaction and Work-Life Balance and their perceived students' academic engagement?

Table 4

Test on Relationship Between the Respondents Perceived Level of Occupational Well-Being Based on Job Satisfaction and Work-Life Balance and their Students' Academic Engagement

Teachers' Occupational Well-being	Student Academic Engagement							
	Behavioral		Cognitive		Emotional		Overall	
	r	p	r	p	r	p	r	P
Job Satisfaction	0.354	0.000	0.361	0.000	0.492	0.000	0.441	0.000
	S		S		S		S	
Work-life Balance	0.403	0.000	0.352	0.000	0.571	0.000	0.482	0.000
	S		S		S		S	

Legend: S - Significant NS - Not Significant

Table 4 presents the results of the test on the relationship between the respondents' perceived level of occupational well-being in terms of Job Satisfaction and Work-life Balance and students' academic engagement. The findings show that Job Satisfaction and Work-life Balance had significant positive relationships with all areas of students' academic engagement. Job Satisfaction had correlation values from 0.354 to 0.492, with all p-values below 0.001.

This means that teacher job satisfaction was significantly related to higher levels of students' academic engagement. It suggests that when teachers are more satisfied with their work, students tend to show higher participation, better thinking and learning behaviors, more positive feelings toward learning, and higher overall engagement. As observed, the strongest relationship was found between Work-life Balance and students' emotional engagement ($r = 0.571$), followed by overall academic engagement ($r = 0.482$), behavioral engagement ($r = 0.403$), and cognitive engagement ($r = 0.352$). These findings suggest that job satisfaction may be more closely associated with students' emotional engagement than with their behavioral and cognitive engagement. This implies that teachers who are satisfied with their work may be better able to create a positive classroom environment where students feel interested, supported, and

motivated to learn. However, the relationships were positive but varied in strength, indicating that job satisfaction was associated with all dimensions of academic engagement to different degrees.

For Work-life Balance, significant positive relationships were also found in all areas of students' academic engagement. This means that teachers' ability to maintain a balance between their work and personal life was significantly related to students' behavioral, cognitive, emotional, and overall academic engagement. It implies that teachers who experience better work-life balance tend to have students who are more engaged in their learning. As observed, the strongest relationship was found between Work-life Balance and students' emotional engagement ($r = 0.571$), followed by overall academic engagement ($r = 0.482$), behavioral engagement ($r = 0.403$), and cognitive engagement ($r = 0.352$). These findings suggest that work-life balance has a stronger relationship with students' emotional engagement than with their other engagement dimensions. Teachers who have enough time to rest and attend to their personal responsibilities may be better able to manage their emotions, interact positively with students, and provide a supportive classroom environment. This may help students develop greater interest, enjoyment, and positive feelings toward learning. However, since the study used a correlational design, these results indicate relationships rather than direct cause-and-effect effects.

Overall, Job Satisfaction and Work-life Balance had significant positive relationships with all areas of students' academic engagement. This means that teachers who are satisfied with their jobs and have a good work-life balance are linked to better student participation, thinking, feelings, and learning. Work-life Balance had the strongest relationship with emotional engagement. These findings are supported by Braun et al. (2019) and Roeser et al. (2021), who found that teacher well-being helps build positive teacher-student relationships and a classroom environment that supports student engagement. The findings further suggest that teachers' emotional well-being and ability to manage their professional and personal responsibilities may be particularly relevant to students' emotional connection to learning. Therefore, school administrators may consider strengthening teacher support, promoting manageable workloads, and encouraging work-life balance to help maintain a positive learning environment. Nevertheless, other factors may also influence students' academic engagement, so teacher occupational well-being should be considered alongside classroom practices and students' individual needs.

Problem 5: Is there a significant relationship between the respondents' perceived occupational well-being based on Workload Stress and Burnout Level and their perceived students' academic engagement?

Table 5

Test on Relationship Between the Respondents Perceived Level of Occupational Well-Being Based on Workload Stress and Burnout Level and Students' Academic Engagement

Teachers' Occupational Well-being	Student Academic Engagement							
	Behavioral		Cognitive		Emotional		Overall	
	r	p	r	p	r	p	r	P
Workload Stress	0.026	0.705	0.045	0.506	0.05	0.458	0.012	0.862
	NS		NS		NS		NS	
Burnout Level	0.043	0.521	0.085	0.209	0.138	0.041	0.096	0.156

	NS	NS	S	NS
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Legend: S – Significant NS – Not Significant

Table 5 presents the results of the test on the relationship between the respondents' perceived occupational well-being based on Workload Stress and Burnout Level and students' academic engagement. Overall, Workload Stress showed no significant relationship with behavioral, cognitive, emotional, and overall academic engagement, while Burnout Level showed a significant relationship only with emotional engagement and no significant relationship with behavioral, cognitive, and overall academic engagement. For Workload Stress, no significant relationships were found across all dimensions of students' academic engagement. This means that teachers' workload stress was not significantly related to students' academic engagement and suggests that differences in teachers' workload stress were not directly associated with differences in students' participation, thinking, emotions, or overall engagement. As observed, all p-values were greater than the 0.05 level of significance, indicating non-significant relationships across all dimensions. Although workload stress may affect teachers' energy, concentration, and ability to manage classroom responsibilities, the findings suggest that these challenges do not necessarily correspond to lower student academic engagement. One possible explanation is that teachers may continue to fulfill their instructional responsibilities despite experiencing work-related pressure. Students' engagement may also be influenced by other factors, such as teaching strategies, classroom management, peer relationships, learning resources, and students' personal motivation. Therefore, workload stress alone may not fully explain variations in students' behavioral, cognitive, and emotional engagement. These findings highlight the importance of considering other classroom and student-related factors when examining academic engagement.

For Burnout Level, the results revealed non-significant relationships with behavioral and cognitive engagement, but a significant relationship with emotional engagement. Specifically, the results showed $(r = 0.043, p = 0.521)$ for behavioral engagement; $(r = 0.085, p = 0.209)$ for cognitive engagement; and $(r = 0.138, p = 0.041)$ for emotional engagement. For overall academic engagement, the relationship was also non-significant $(r = 0.096, p = 0.156)$. This indicates that teacher burnout was not significantly associated with students' participation in learning activities or cognitive involvement but was significantly associated with their emotional engagement. The positive relationship with emotional engagement was weak, suggesting that higher reported burnout coincided with slightly higher emotional engagement in this sample, without establishing a causal effect. As observed, emotional engagement was the only dimension significantly related to Burnout Level, highlighting the need to consider students' emotional experiences alongside teachers' well-being. The significant relationship between burnout level and emotional engagement suggests that teachers' occupational experiences may be associated more closely with students' feelings and attitudes toward learning than with their observable participation or mental effort. Emotional engagement involves students' interest, enthusiasm, enjoyment, and sense of connection within the classroom. Teachers experiencing burnout may have difficulties sustaining their emotional energy and maintaining supportive interactions, which may be relevant to students' emotional experiences. However, the weak positive correlation found in this study indicates that the relationship was limited in strength. It also does not mean that burnout improves students' emotional engagement. Other factors may help explain this unexpected direction, including teachers' coping strategies, classroom practices, and students' individual characteristics. Since the study used a correlational design, the result establishes an

association rather than a cause-and-effect relationship. Thus, the finding should be interpreted cautiously and may warrant further investigation.

These findings are reinforced by Braun et al. (2019), who emphasized the connection between teachers' well-being, teacher-student relationships, and students' classroom experiences and engagement. Roeser et al. (2021) also highlighted the role of teacher well-being in fostering positive classroom environments that can influence students' engagement. These studies provide a broader understanding of how teachers' psychological well-being may be connected to classroom experiences and student engagement. However, the present findings indicate that such relationships may not be consistent across all dimensions of occupational well-being and academic engagement. While previous literature emphasizes the importance of teachers' well-being in supporting positive classroom environments, the current results show that workload stress was not significantly related to any engagement dimension, and burnout level was significantly related only to emotional engagement. This difference suggests that the effects or associations of teachers' occupational experiences may depend on the specific well-being indicator and engagement dimension being examined. It also highlights the importance of examining individual dimensions rather than assuming that all aspects of teachers' well-being are equally associated with students' academic engagement.

Problem 6. Do the respondents' profile moderate the relationship between teachers' occupational well-being based on Job Satisfaction and Work-Life Balance and Students' Academic Engagement?

Table 6

Regression Analysis on the Respondents' Profile Moderating the Relationship Between Teachers' Occupational Well Being Based on Job Satisfaction and Work- Life Balance and Students' Academic Engagement

Predictor	N	Standardized Coefficients (β) (SE)	t – value	p – value	Interpretation
(Constant)			-4.767	0.000	Significant
Class Size					
25-39	66	0.518 (.125)	4.083	0.001	Significant
Above 40	134	0.350 (.096)	2.174	0.045	Significant
Below 25	20	0.431 (.122)	2.764	0.014	Significant
Model Summary: $R^2 = 0.805$; Adjusted $R^2 = 0.768$; F – value = 21.954; p – value = 0.000; interpretation = Significant					
(Constant)			3.693	0.000	Significant
Teaching Experience					
10 – 14	51	0.194 (.067)	0.771	0.444	Not Significant
5 – 9	53	0.234 (.049)	1.427	0.158	Not Significant
Below 5	71	-0.592 (.055)	-2.898	0.005	Significant
Above 15	45	0.527 (.109)	5.004	0.000	Significant
Model Summary: $R^2 = 0.388$; Adjusted $R^2 = 0.351$; F – value = 10.474; p – value = 0.000; interpretation = Significant					
(Constant)			3.128	0.004	Significant
Subject Taught					

AP	29	0.887 (.664)	2.190	0.038	Significant
AP, ESP	9	-0.685 (.219)	-1.686	0.104	Not Significant
English	26	-1.313 (.365)	-1.862	0.074	Not Significant
ESP	10	0.353 (.203)	0.817	0.421	Not Significant
Filipino	13	0.512 (.156)	1.788	0.085	Not Significant
GMRC, Filipino, Language Reading and Literacy, Mathematics, English	4	0.120 (.443)	0.326	0.747	Not Significant
MAPEH	21	0.358 (.106)	1.247	0.223	Not Significant
Mathematics	26	0.657 (.242)	1.097	0.282	Not Significant
Science	28	-0.125 (.898)	-0.552	0.585	Not Significant
TLE	30	-0.574 (.817)	-1.369	0.183	Not Significant
Values Education and Visual Arts (SPA)	5	-0.251 (.177)	-0.748	0.461	Not Significant
Model Summary: $R^2 = 0.672$; Adjusted $R^2 = 0.221$; F – value = 1.954; p – value = 0.079.; interpretation = Not Significant					

Table 6 presents the test of the moderating effect of respondents' profile on the relationship between teachers' occupational well-being based on Job Satisfaction and Work-Life Balance and students' academic engagement. The results show that class size and teaching experience have significant overall models, while subject taught has a non-significant overall model.

For class size, the model was significant, with an R^2 of 0.805, Adjusted R^2 of 0.768, F-value of 21.954, and p-value of 0.000. This indicates that class size significantly moderates the relationship between teachers' occupational well-being and students' academic engagement. All three class-size categories included in the table, below 25, 25–39, and above 40 students, also obtained significant results. The 25–39 group obtained a positive coefficient of 0.518 ($p = 0.001$), the above 40 group obtained a positive coefficient of 0.350 ($p = 0.045$), and the below 25 group obtained a positive coefficient of 0.431 ($p = 0.014$). Among the three categories, the 25–39 group had the highest positive coefficient, indicating the strongest positive effect among the class-size categories presented in the table

These results indicate that the number of students in a class is associated with differences in the relationship between teachers' occupational well-being and students' academic engagement. Since all class-size categories were statistically significant, the findings suggest that the relationship varies across the different class-size groups included in the study. However, the results should be interpreted in terms of the statistical differences observed in the sample and should not be taken to mean that one particular class size is necessarily the most effective classroom arrangement.

For teaching experience, the overall model was also significant, with an R^2 of 0.388, Adjusted R^2 of 0.351, F-value of 10.474, and p-value of 0.000. This indicates that teaching experience significantly moderates the relationship between teachers' occupational well-being and students' academic engagement. However, the results differed across the four teaching-experience categories.

Teachers with less than 5 years of experience showed a significant negative effect ($-0.592, p = 0.005$), while those with over 15 years showed a significant positive effect ($0.527, p < 0.001$). However, the results for teachers with 5–9 years ($p = 0.158$) and 10–14 years of experience ($p = 0.444$) were not significant. The results show that teaching experience had a significant moderating effect on teachers with below 5 years and above 15 years of experience, but not on those with 5–14 years. The relationship was negative for teachers with below 5 years and positive for those with above 15 years. For the middle experience groups, there was not enough evidence to confirm a moderating effect.

For subject taught, the overall model was not significant, with an R^2 of 0.672, Adjusted R^2 of 0.221, F-value of 1.954, and p-value of 0.079. Since the p-value is greater than the 0.05 level of significance, the overall result indicates that subject taught does not significantly moderate the relationship between teachers' occupational well-being and students' academic engagement.

Although the table shows a significant coefficient for AP, with a coefficient of 0.887 and a p-value of 0.038, the overall model for subject taught remains not significant. The other subject categories, AP, ESP; English; ESP; Filipino; GMRC, Filipino, Language, Reading and Literacy, Mathematics, English; MAPEH; Mathematics; Science; TLE; and Values Education and Visual Arts (SPA), were not statistically significant based on their respective p-values. Therefore, the significant result for AP alone is not sufficient to conclude that subject taught, as an overall respondent profile variable, significantly moderates the relationship.

Overall, the findings in Table 16 indicate that class size and teaching experience significantly moderate the relationship between teachers' occupational well-being based on Job Satisfaction and Work-Life Balance and students' academic engagement, whereas subject taught does not significantly moderate the relationship. Among the significant models, class size obtained the higher R^2 and Adjusted R^2 values, indicating a stronger model fit compared with teaching experience. Specifically, class size obtained $R^2 = 0.805$ and Adjusted $R^2 = 0.768$, while teaching experience obtained $R^2 = 0.388$ and Adjusted $R^2 = 0.351$. The findings provide evidence that the relationship between teachers' occupational well-being and students' academic engagement varies according to class size and teaching experience, but not according to subject taught based on the overall model results presented in the table.

Problem 7. Do the respondents' profile moderate the relationship between teachers' occupational well-being based on Workload Stress and Burnout Level and Students' Academic Engagement?

Table 7

Regression Analysis on the Respondents' Profile Moderating the Relationship Between Teachers' Occupational Well-Being Based on Workload Stress and Burnout Level and Students' Academic Engagement

Predictor	N	Standardized Coefficients (SE)	t – value	p value	Interpretation
(Constant)			-6.236	0.000	Significant
Class Size					
25-39	66	0.977 (.442)	12.410	0.000	Significant
Above 40	134	0.012 (.322)	0.139	0.891	Not Significant
Below 25	20	0.300 (.243)	3.946	0.001	Significant

Model Summary: $R^2 = 0.934$; Adjusted $R^2 = 0.922$; F – value = 76.042; p – value = 0.000; interpretation = Significant					
(Constant)			7.862	0.000	Significant
Teaching Experience					
10 – 14	51	1.150 (.067)	4.712	0.000	Significant
5 – 9	53	-0.135 (.042)	0.744	0.459	Not Significant
Below 5	71	-1.073 (.058)	-5.370	0.000	Significant
Above 15	45	0.202 (.114)	1.875	0.065	Not Significant
Model Summary: $R^2 = 0.354$; Adjusted $R^2 = 0.315$; F – value = 9.053; p – value = 0.000; interpretation = Significant					
(Constant)			0.303	0.766	Not Significant
Subject Taught					
AP	29	0.857 (.140)	1.734	0.101	Not Significant
AP, ESP	9	-0.410 (.163)	-0.620	0.544	Not Significant
English	26	-0.004 (.205)	-0.006	0.995	Not Significant
ESP	10	0.523 (.146)	0.979	0.341	Not Significant
Filipino	13	0.324 (.088)	0.674	0.509	Not Significant
GMRC, Filipino, Language, Reading and Literacy, Mathematics, English	4	-0.521 (.175)	-0.586	0.566	Not Significant
MAPEH	21	0.128 (.081)	0.408	0.689	Not Significant
Mathematics	26	-0.354 (.185)	-0.670	0.512	Not Significant
Science	28	0.005 (.362)	0.007	0.994	Not Significant
TLE	30	-0.152 (.147)	-0.541	0.596	Not Significant
Values Education and Visual Arts (SPA)	5	-0.071 (.139)	-0.157	0.877	Not Significant
Model Summary: $R^2 = 0.434$; Adjusted $R^2 = 0.068$; F – value = 1.185; p – value = 0.365.; interpretation = Not Significant					

Table 7 presents the results of the test on the moderating effect of respondents' profile on the relationship between teachers' occupational well-being based on workload stress and burnout level and students' academic engagement. The results show that class size significantly moderates the relationship, with $R^2 = 0.934$, Adjusted $R^2 = 0.922$, $F = 76.042$, and $p = 0.000$. Teaching experience also demonstrates a significant moderating effect, with $R^2 = 0.354$, Adjusted $R^2 = 0.315$, $F = 9.053$, and $p = 0.000$. In contrast, subject taught does not significantly moderate the relationship, with $R^2 = 0.434$, Adjusted $R^2 = 0.068$, $F = 1.185$, and $p = 0.365$.

These findings indicate that class size and teaching experience are significant profile characteristics in the relationship between teachers' workload stress and burnout level and students' academic engagement. This suggests that the association between teachers' occupational well-being and students' academic engagement may vary according to the number of students handled by teachers and their length of teaching

experience. On the other hand, the non-significant result for subject taught indicates that the particular subject assigned to teachers does not significantly alter the relationship between workload stress and burnout level and students' academic engagement.

For class size, the model was significant, as indicated by $R^2 = 0.934$, Adjusted $R^2 = 0.922$, $F = 76.042$, and $p = 0.000$. Among the class-size categories, teachers handling 25–39 students obtained a positive and significant coefficient ($\beta = 0.977$, $SE = 0.442$, $t = 12.410$, $p = 0.000$). Teachers handling below 25 students also showed a positive and significant coefficient ($\beta = 0.300$, $SE = 0.243$, $t = 3.946$, $p = 0.001$). However, teachers handling above 40 students obtained a non-significant coefficient ($\beta = 0.012$, $SE = 0.322$, $t = 0.139$, $p = 0.891$).

The results indicate that the relationship between teachers' workload stress and burnout level and students' academic engagement varies across class-size categories. Specifically, significant results were observed among teachers handling classes with below 25 students and 25–39 students, whereas the result for teachers handling above 40 students was not significant. Thus, the table provides statistical evidence that class size functions as a significant moderator of the relationship, although the moderating pattern differs across the class-size categories.

This finding is supported by Triyanti et al. (2025), who explained that heavy workload and demanding responsibilities can increase work stress and weaken occupational well-being, particularly when institutional demands exceed an individual's capacity to cope. Similarly, Musyauwalah et al. (2026) emphasized that high job demands and heavy workloads can heighten work stress and affect teachers' professional functioning. These findings provide support for considering teachers' working conditions when examining the relationship between occupational well-being and students' academic engagement.

For teaching experience, the overall model was significant, with $R^2 = 0.354$, Adjusted $R^2 = 0.315$, $F = 9.053$, and $p = 0.000$. The results varied across the teaching-experience categories. Teachers with 10–14 years of experience showed a positive and significant coefficient ($\beta = 1.150$, $SE = 0.067$, $t = 4.712$, $p = 0.000$). Teachers with below 5 years of experience showed a negative and significant coefficient ($\beta = -1.073$, $SE = 0.058$, $t = -5.370$, $p = 0.000$). Meanwhile, teachers with 5–9 years of experience obtained a non-significant coefficient ($\beta = -0.135$, $SE = 0.042$, $t = 0.744$, $p = 0.459$), and those with above 15 years of experience also showed a non-significant result ($\beta = 0.202$, $SE = 0.114$, $t = 1.875$, $p = 0.065$).

The results show that the relationship between teachers' workload stress, burnout, and students' academic engagement varies by teaching experience. Significant relationships were found among teachers with below 5 years and 10–14 years of experience, but not among those with 5–9 years and above 15 years. The results also showed different patterns across experience groups. Therefore, teaching experience affects the relationship between workload stress, burnout, and students' academic engagement.

This finding is consistent with Thies (2026), who emphasized that teacher burnout can influence students' learning experiences and engagement because teachers' emotional and occupational well-being may affect how they respond to their work and students. The findings also suggest that teachers' professional experience is relevant when examining how workload stress and burnout are associated with students' academic engagement.

For subject taught, the overall model was not significant, with $R^2 = 0.434$, Adjusted $R^2 = 0.068$, $F = 1.185$, and $p = 0.365$. All subject categories included in the table obtained p-values greater than 0.05. Specifically, the coefficients for AP ($\beta = 0.857$, $p = 0.101$), AP and ESP ($\beta = -0.410$, $p = 0.544$), English ($\beta = -0.004$, $p = 0.995$), ESP ($\beta = 0.523$, $p = 0.341$), Filipino ($\beta = 0.324$, $p = 0.509$), GMRC, Filipino, Language, Reading and Literacy, Mathematics, and English ($\beta = -0.521$, $p = 0.566$), MAPEH ($\beta = 0.128$, $p = 0.689$),

Mathematics ($\beta = -0.354$, $p = 0.512$), Science ($\beta = 0.005$, $p = 0.994$), TLE ($\beta = -0.152$, $p = 0.596$), and Values Education and Visual Arts (SPA) ($\beta = -0.071$, $p = 0.877$) were all not significant.

The findings indicate that subject taught does not significantly moderate the relationship between teachers' workload stress and burnout level and students' academic engagement. Since the overall model was not significant and all subject categories had p-values greater than 0.05, there is insufficient statistical evidence to conclude that the particular subject taught changes the relationship between teachers' occupational well-being and students' academic engagement. This suggests that, based on the results presented in the table, subject assignment does not serve as a significant moderating factor in this relationship.

Conclusion

The study concludes that teachers generally experience positive occupational well-being characterized by good job satisfaction and work-life balance, while also facing a moderate levels of workload stress and burnout. The findings highlight the importance of supportive teacher-student relationships in promoting teachers' sense of professional fulfillment and overall occupational well-being. Likewise, students' emotional engagement emerged as the most prominent dimension of academic engagement and was the dimension most consistently associated with teachers' well-being variables. Furthermore, teacher work-life balance demonstrated the strongest relationship with students' academic engagement, emphasizing that teachers who effectively manage their professional and personal responsibilities are better able to create supportive learning environments that encourage student participation, connection, and involvement.

Recommendation

From the findings of the study, the following are recommended:

The recommendations emphasize the importance of promoting teachers' occupational well-being and enhancing students' academic engagement through effective school management, professional support, and balanced work practices. School administrators should implement strategic class-size management, targeted mentoring for beginning teachers, and subject-specific instructional support to address the diverse demands of teaching contexts. Professional development programs should also be tailored to teachers' years of experience and classroom conditions to strengthen their instructional effectiveness and classroom management. Maintaining positive teacher-student relationships, promoting job satisfaction, and protecting teachers' personal time are essential for sustaining professional motivation and well-being. Teachers should develop effective time-management strategies, establish clear boundaries between work and personal life, prioritize essential responsibilities, and ensure adequate rest and recovery. School administrators should support these efforts by reducing unnecessary workloads, setting reasonable deadlines, recognizing teachers' contributions, providing professional development opportunities, and fostering supportive working environments. Teachers should also strengthen students' cognitive engagement by incorporating meaningful and challenging learning activities that promote critical thinking, analysis, problem-solving, reflection, and independent learning. Using open-ended questions and real-life applications can help students develop a deeper understanding of lessons rather than relying solely on memorization. Furthermore, teachers should manage burnout by recognizing signs of emotional and physical exhaustion, practicing healthy coping strategies, maintaining sufficient rest, and seeking appropriate support when necessary. Overall, these recommendations highlight the shared responsibility of teachers and school administrators in creating supportive educational environments. By prioritizing

teacher well-being, work-life balance, job satisfaction, and professional growth, schools can sustain teachers' effectiveness and motivation while fostering stronger student engagement and improved learning experiences.

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