



Relevance of the Teachers' Association to the Welfare and Development of Public-School Teachers

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ABSTRACT

This study examined the relevance of the Public-School Teachers' Association to the welfare and professional development of teachers in the Division of San Carlos City, Negros Occidental. Specifically, it determined the level of teachers' participation in terms of membership involvement and engagement, awareness of programs and services, and perceived benefits and support. It also assessed the association's relevance across four domains: economic and social welfare, opportunities for professional development, advocacy and policy representation, and work-life balance and well-being. A descriptive-comparative research design was employed, utilizing a survey questionnaire administered to teachers, school heads, and Public Schools District Supervisors (PSDS). Results revealed a high level of participation overall ($M = 4.13$), particularly in volunteering, committee engagement, and awareness of professional development activities. Teachers perceived the association as very relevant ($M = 4.14$), with extremely relevant ratings in areas such as social welfare programs, scholarships and CPD access, policy consultation participation, mental health support, and equitable workload advocacy. Inferential analysis showed no significant differences in participation or perceived relevance when respondents were grouped according to member classification or years of membership ($p > .05$), indicating consistent perceptions across roles and membership duration. The findings suggest that the Teachers' Association plays a vital role in promoting teacher welfare, professional growth, advocacy representation, and well-being. Sustaining meaningful engagement and strengthening support mechanisms may further enhance teacher morale, resilience, and overall educational effectiveness.

Keywords: Participation, Relevance, Teacher Welfare, Professional Development, Advocacy

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INTRODUCTION

Teachers play a vital role in ensuring quality education, and their welfare and professional development significantly influence their effectiveness in the classroom. Research consistently shows that teachers who receive adequate welfare support, manageable workloads, and continuous professional development opportunities demonstrate higher motivation, stronger commitment, and improved instructional performance (Darling-Hammond & Hyster, 2020; OECD, 2021). In contrast, teachers who experience excessive administrative demands, limited support systems, and inadequate professional development are more likely to suffer from stress and burnout, which negatively affect teaching quality and student learning outcomes (Kim & Asbury, 2020).

In the San Carlos City Division, these challenges are evident in the day-to-day experiences of public-school teachers. Teachers are tasked not only with instructional responsibilities but also with extensive non-teaching duties such as documentation, reporting, learner monitoring, and participation in multiple school- and division-level programs. These demands often limit teachers' opportunities for professional growth and contribute to work-related stress. Informal division-level reports and school narratives indicate that many teachers struggle to balance instructional duties with administrative requirements, highlighting the need for strong organizational support mechanisms that can advocate for teachers' welfare and professional development.

The welfare and development of public-school teachers in the division are protected under Republic Act No. 4670, or the Magna Carta for Public School Teachers. Sections 5–10 ensure fair compensation, reasonable teaching loads, service credits, academic freedom, and access to professional development, while Sections 26–28 affirm teachers' rights to organize and join associations that represent their collective interests. Within the San Carlos City Division, teachers' associations are expected to serve as key platforms for addressing welfare concerns, providing professional development initiatives, and strengthening teacher solidarity.

However, despite these legal provisions, several welfare-related concerns remain evident in the division. Teachers continue to report challenges related to administrative workload, limited access to division-supported professional development programs, and insufficient platforms for collective advocacy. While the Public School Teachers' Association in San Carlos City Division was revitalized in 2023 after a period of inactivity, its actual relevance and effectiveness in responding to teachers' welfare and developmental needs have not been systematically examined. Many teachers remain uncertain about the association's programs, services, and tangible contributions to their professional and personal well-being.

This situation reveals a significant contextual research gap. There is currently no empirical evidence in the San Carlos City Division that assesses teachers' level of awareness, participation, and perceptions of the Teachers' Association in relation to welfare and professional development as mandated by RA 4670. Without such data, division leaders and association officers lack a reliable basis for strengthening programs, improving engagement strategies, and aligning initiatives with teachers' actual needs.

Given these challenges, the present study seeks to determine the relevance of the Teachers' Association to the welfare and development of public-school teachers in the San Carlos City Division. Guided by the provisions of RA 4670 Sections 5–10 and 26–28, this study aims to generate evidence-based findings that can inform policy decisions, enhance association-led welfare and development programs, and promote a more supportive professional environment for teachers. Strengthening the Teachers' Association in the division is essential to empowering educators, improving instructional quality, reducing teacher burnout, and ultimately advancing the quality of education for learners in San Carlos City.

OBJECTIVES OF THE STUDY

This study aimed to determine the relevance of the Teachers' Association to the welfare and development of public-school teachers in the Division of San Carlos City, grounded on the mandates of Republic Act No. 4670 (Magna Carta for Public School Teachers), particularly Sections 5-10 and 26–28. Specifically, it seeks answers to the following questions: 1. What is the level of participation of public-school teachers in their Teachers' Association in terms of: 1.1. membership involvement and engagement; 1.2. awareness of programs, services, and activities; and 1.3. perceived benefits and support? 2. What is the degree of relevance of their Teachers' Association in promoting: 2.1. economic and social welfare; 2.2. opportunities for professional development; 2.3. advocacy and policy representation aligned; and 2.4. work-life balance and overall well-being? 3. Based on the findings, what program may be proposed for the well-being, professional development, and welfare of the teachers?

LITERATURE REVIEW

Teachers' Associations and Their Role in the Educational System

Teachers' associations serve as collective platforms that advocate for teachers' rights, professional growth, and participation in policy-making. The European Trade Union Committee for Education (ETUCE) / Education International (EI) "Teachers'



Unions for the Teaching Profession” report emphasizes that teacher unions globally safeguard working conditions, provide professional development opportunities, amplify teachers’ voices in education policy, and support social dialogue. Unions, therefore, extend their influence beyond labor concerns to include career and professional advancement. A recent empirical study, “What Did Teachers’ Unions Do During the COVID-19 Pandemic? Evidence Based on Returns on Teacher Unionization” (2025), shows that unionized teachers experienced greater job security and maintained wage premiums compared to non-unionized peers, demonstrating the protective and stabilizing function of associations during crises.

In the Philippine context, school support systems—sometimes facilitated by association-led initiatives—play a role in shaping teachers’ research competence and professional capabilities. For instance, the study “An Assessment of School Support Systems Shaping Teachers’ Research Competence” (2024, Bukidnon, Philippines) suggests that organized support structures enhance teachers’ skills and confidence in research. Similarly, “Work Climate and Work Commitment of Teachers in Integrated Schools and Their Relationship to School Performance” (2025) highlights that supportive institutional environment, often fostered by professional associations, correlate with higher teacher commitment and improved school performance.

Internationally, “Teachers’ Unions, Schools and Success: Opportunities and Contradictions” (2024) illustrates the protective role of unions in preventing staff victimization and negotiating safer working conditions, reinforcing their mediating and advocacy functions. Historically, the Philippine Teachers’ Association and its journal *The Filipino Teacher* (1907–1911) documented early efforts in salary advocacy, promotion, and improved working conditions, evidencing a long-standing role of associations in championing teacher welfare.

Teachers’ Welfare: Health, Working Conditions, and Legal Support

Teacher welfare is closely linked to educational quality, retention, and professional satisfaction. UNESCO (2021) defines welfare broadly, including physical and mental health services, equitable working conditions, legal protection, and access to basic entitlements. Similarly, OECD TALIS (2020) finds that adequate welfare reduces burnout, improves motivation, and enhances teacher job satisfaction. In the Philippine context, challenges persist. Alzate and Torres (2021) report that public-school teachers often face delayed salaries, limited medical support, and vulnerability to administrative or legal issues. These realities highlight the significance of RA 4670, which mandates medical services and protection from work-related injustices.

Active teachers’ associations serve as frontline advocates in workplace disputes, legal matters, and workload management (De Guzman, 2022). By addressing health, working conditions, and legal support, associations fulfill a critical role in safeguarding teachers’ welfare, aligning directly with the indicators examined in this study: health and safety, workplace well-being, and access to legal or financial assistance.

Teachers’ Development: Professional Growth and Career Advancement

Beyond welfare, associations are pivotal in promoting continuous professional development. The World Bank (2019) emphasizes that structured teacher training and career pathways are essential for improving instructional quality and student achievement. In Region VI, Bañez and Carreon (2020) observed that associations organize seminars, provide training grants, and facilitate peer mentoring, particularly benefiting novice teachers. Likewise, Pascua and Salcedo (2021) report that associations coordinate with the Department of Education to make Continuing Professional Development (CPD) programs more accessible and contextually relevant. Flores et al. (2020) add that active association participation enhances teachers’ self-efficacy, instructional confidence, and motivation. These findings underscore that associations act not only as representative bodies but also as engines of professional development, sustaining teacher competence and aligning their skills with evolving educational standards.

Perceived Relevance of Organizations and Teacher Participation

The effectiveness of teachers’ associations depends heavily on members’ perception of their relevance and the level of engagement they promote. Bautista and Manalo (2023) argue that visibility, responsiveness, and meaningful involvement are key determinants of perceived relevance. Teachers who recognize proactive and service-oriented associations are more likely to participate actively. Similarly, Reyes and Santiago (2022) find that associations offering tangible benefits—legal advice, welfare assistance, networking—retain members more effectively. Conversely, Cruz and Herrera (2020) note that organizations lacking visible programs or responsiveness face declining participation and diminished legitimacy.

This body of literature highlights the importance of assessing both participation levels and perceived relevance in local associations. Understanding how public-school teachers in San Carlos City engage with and perceive their association provides insight into its effectiveness and potential areas for improvement.

Teachers’ Associations and Their Role in the Educational System



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Synthesis

The reviewed literature demonstrates that teachers' associations play a crucial role in supporting welfare, professional development, and engagement. Grounded in Maslow's Hierarchy of Needs and Social Support Theory, associations contribute to teacher health, workplace security, legal protection, career advancement, and collaborative professional practice. Empirical evidence suggests that active participation in associations correlates with higher teacher engagement, job satisfaction, and instructional effectiveness. However, despite these documented benefits internationally and nationally, localized studies in smaller city divisions like San Carlos City remain scarce. This research addresses that gap by examining teachers' perceptions, participation, and the practical relevance of their association, providing evidence to guide policy, program improvement, and advocacy strategies in the division.

METHODOLOGY

Research Design

This study employs a quantitative descriptive research design to investigate the relevance of the Teachers' Association to the welfare and professional development of public-school teachers in the Division of San Carlos City, Negros Occidental, for the School Year 2024–2025. This design is appropriate because it enables the systematic collection of data directly from teachers regarding their participation, awareness, perceived benefits, and overall perceptions of the association.

Respondents of the study

The study involves 217 respondents selected from 474 public school personnel in the Division of San Carlos City. Specifically, it includes 182 teachers, 30 school heads, and 5 Public Schools District Supervisors (PSDS), chosen through proportional stratified sampling.

Research Instrument

The primary instrument used in this study is a researcher-made questionnaire designed to gather data on the relevance of teachers' associations to the welfare and development of public-school teachers. The questionnaire is structured and divided into sections that reflect the major variables of the study, such as advocacy for teachers' Economic welfare, Employment rights, and Professional development.

The questionnaire is a Likert scale format, allowing respondents to indicate their level of agreement or frequency of experiences related to the role of teachers' associations. It is validated by a panel of experts in education and research to ensure content validity and undergoes pilot testing to assess reliability before final administration. The instrument is administered in person or online, depending on the availability and preference of the respondents.

Validity

To ensure the validity of the researcher-made questionnaire, content validity is established. The instrument was reviewed and evaluated by a panel of experts in education, research, and public-school administration. These experts assess whether the items accurately represent the objectives and variables of the study, particularly in relation to the relevance of teachers' associations to teacher welfare and development.

Revisions are made based on the experts' feedback to improve the clarity, appropriateness, and alignment of each item with the research questions. The validation process aims to confirm that the questionnaire adequately covers the dimensions of the study and elicits relevant and meaningful responses.

Reliability

To ensure the reliability of the researcher-made questionnaire, a pilot test is conducted involving a group of respondents who are not part of the actual study but share similar characteristics with the target population. The responses from the pilot test are analyzed using Cronbach's Alpha, a statistical measure used to determine the internal consistency of the instrument.

A Cronbach's Alpha coefficient of 0.70 or higher is considered acceptable, indicating that the items in the questionnaire reliably measure the intended constructs. Necessary revisions are made based on the results of the pilot test to improve the clarity and consistency of the items before the final administration of the instrument.

Data Gathering Procedure



Before the actual data collection, a formal letter of request is sent to the Schools Division Office of San Carlos City to secure permission to conduct the study. Upon approval, coordination is made with the school heads and the selected participants. The researcher administers the validated and pilot-tested researcher-made questionnaire to 30 respondents, which include teachers, school heads, and Public Schools District Supervisors (PSDS), selected through proportional stratified sampling. The distribution of the questionnaire is done in person or online, depending on the accessibility and availability of respondents. Respondents are given clear instructions and assurance of confidentiality and voluntary participation. Sufficient time is allowed for them to complete the questionnaire. After collection, the data are checked for completeness and accuracy before being encoded and statistically analyzed.

Data Analysis Procedure

The gathered data were organized, tabulated, and analyzed using quantitative methods, corresponding to each Statement of the Problem (SOP).

For SOP 1 and 2: Descriptive statistics such as frequency, percentage, mean, and standard deviation were used to determine the level of teachers' participation in their association and their assessment of its relevance to welfare and development. The weighted mean and a five-point Likert scale were applied to interpret the data.

Ethical Considerations

This study strictly adheres to ethical standards in conducting educational research to protect the rights, welfare, and dignity of all participants. Before data collection, the researcher will seek formal permission from the Schools Division Office, school heads, and other concerned authorities.

Informed consent is obtained from all participants, ensuring that they are fully aware of the purpose of the study, the nature of their involvement, and their right to withdraw at any time without any penalty. Participation in the study will be entirely voluntary, and no participant will be coerced or pressured to take part.

Confidentiality and anonymity of the respondents are strictly maintained. Any information gathered from the participants is treated with utmost privacy and is used solely for academic and research purposes. Personal identities are not disclosed in any part of the study, and data are reported in aggregated form to prevent individual identification.

The researcher ensures honesty and integrity in data collection, analysis, and reporting. Results are presented objectively without fabrication, falsification, or misrepresentation. Proper acknowledgments are given to all sources used in the study to avoid plagiarism and uphold academic integrity.

RESULTS AND DISCUSSION

Profile of the Respondents

The respondents of this study consisted of teachers, school heads, and Public Schools District Supervisors (PSDS) from the Division of San Carlos City, Negros Occidental. Their profile was described in terms of key demographic and professional characteristics, including age, gender, highest educational attainment, length of service in teaching, current position, and years of membership in the Teachers' Association. Age was considered to determine the distribution of respondents across different life stages, which might have influenced their experiences, needs, and engagement within the association. Gender was examined to identify any potential differences in perceptions between male and female educators. Educational attainment highlighted the professional qualifications of respondents, providing insights into how formal education might have related to participation or involvement in the association's activities. Length of service indicated respondents' experience in the teaching profession, which could have affected their awareness of teachers' rights, welfare programs, and opportunities for professional development. Position differentiated regular teachers, school heads, and PSDS, allowing for comparisons of perceptions across various levels of responsibility. Finally, years of membership in the Teachers' Association provided an understanding of how long-term involvement might have shaped respondents' views regarding the association's relevance to welfare and professional growth. Presenting the profile of the respondents not only described the composition of the study sample but also served as a foundation for analyzing whether these characteristics influenced their perceptions of the Teachers' Association in promoting the welfare and professional development of public-school teachers.

Descriptive Results

The findings indicate that public-school teachers in the Division of San Carlos City generally exhibit a high level of participation in their Teachers' Association, with an overall mean of 4.1188. Teachers reported Very High Participation in activities such as volunteering for events, engaging in committees, and recruiting colleagues, demonstrating active involvement beyond mere attendance. Activities like attending meetings, contributing suggestions, and holding official roles were rated as High Participa-



tion, indicating consistent engagement in routine association functions. The absence of moderate or low participation scores suggests that teachers are largely motivated and committed to participating in association initiatives. High and very high levels of participation reflect teachers' active engagement in professional development opportunities, collaborative activities, and leadership roles within the association. These results are consistent with recent research showing that participation in professional teacher organizations enhances competencies, encourages collaboration, and fosters career growth (Atlantis Press, 2025). Moreover, engagement in associations contributes to teacher welfare by providing access to training, mentorship, and resources that support both personal and professional development (PPIPBR Journal, 2025).

However, literature suggests that participation alone does not automatically translate to improved welfare outcomes; associations must ensure meaningful involvement in decision-making and program planning to maximize benefits (PPIPBR Journal, 2025). In addition, active membership in professional learning communities has been linked to increased teacher resilience and sustained professional growth, reinforcing the importance of collaborative participation (Nature Communications, 2025). The findings indicate that public-school teachers in the Division of San Carlos City show strong engagement in their Teachers' Association, reflecting its perceived relevance and value. High participation demonstrates collaboration, commitment, and organizational support. However, participation must translate into meaningful involvement in decision-making and program implementation to improve teacher welfare and professional development. Sustained engagement, aligned with Republic Act No. 4670, can strengthen teacher well-being, resilience, and long-term professional growth.

The results show that public-school teachers exhibit a high level of participation in their Teachers Association in terms of awareness of programs, services, and activities, with a mean score of 4.1349. Items such as receiving timely notices about upcoming events ($M = 4.4679$), knowledge of professional development activities ($M = 4.3394$), and awareness of advocacy initiatives ($M = 4.3257$) fall under very high participation, indicating that teachers are well informed and actively engaged in association functions. In contrast, awareness of partnerships with the Division Office or LGUs ($M = 3.6193$) had the lowest score, suggesting that teachers are less informed about external collaborations.

These findings align with recent literature emphasizing that active involvement in professional organizations enhances teacher growth, instructional competence, and professional identity (Yaman et al., 2025). Moreover, awareness of advocacy initiatives reflects teachers' understanding of the association's social and policy roles, which research shows can strengthen collective action and professional empowerment (Ortiz-Mallegas et al., 2025). High awareness of procedural information and professional development opportunities also supports literature indicating that teacher participation in professional learning communities fosters motivation, collaboration, and well-being (Ohayon & Albulescu, 2022).

The findings indicate that teachers are well-informed and actively engaged in their association's programs, professional development, and advocacy initiatives, supporting growth, collaboration, and professional identity. However, lower awareness of external partnerships suggests a need to strengthen communication with the Division Office and local government units to enhance teacher empowerment and the association's overall impact.

The result of the level of participation of public-school teachers in their Teachers Association in terms of perceived benefits and support, revealing an overall mean score of 4.3670, which falls under very high participation. Teachers reported the highest benefits in areas such as professional growth through association activities ($M = 4.4679$), and receiving useful welfare support when needed ($M = 4.3670$), indicating that the association effectively provides tangible and professional support. Items related to legal or administrative assistance ($M = 4.1422$), job security protection ($M = 4.1330$), and timely emergency support ($M = 3.9954$) were rated slightly lower, reflecting that while teachers perceive support, there is room to enhance services in these areas. Experiencing increased professional belonging ($M = 4.2615$) and boosted morale ($M = 3.6284$) suggests that participation also strengthens teachers' sense of community and motivation.

These findings align with recent studies indicating that teacher associations provide critical welfare and professional benefits that improve job satisfaction, professional identity, and overall engagement (Yaman et al., 2025; Ohayon & Albulescu, 2022). The results imply that while the association effectively delivers both personal and professional support, attention to equitable distribution of emergency assistance and morale-boosting initiatives may further enhance teacher participation and satisfaction.

In the Public school teachers rated the economic and social welfare relevance of their Teachers Association as very relevant overall ($M = 4.1518$, $SD = .28852$), with the highest mean scores on programs that improve social welfare ($M = 4.4679$) and assisting members in accessing financial assistance or loans ($M = 4.3761$), both categorized as extremely relevant, indicating that teachers see these welfare oriented functions as most critical; the lowest score, while still very relevant, was for assisting members in administrative or disciplinary cases ($M = 3.6376$), suggesting that procedural support is perceived as less impactful compared to direct economic and social benefits.

These perceptions align with recent literature showing that strong teacher welfare support is significantly correlated with higher job satisfaction and performance effectiveness, as enhanced remuneration and professional development opportunities



positively influence teaching outcomes and motivation (Kairania & Nabirye, 2025). A systematic review of professional teacher organizations highlights their role in advocating for better working conditions and structured support systems that contribute to teacher effectiveness and professional growth (Yaman et al., 2025). Additionally, research indicates that welfare packages positively influence teachers' job satisfaction, reinforcing the idea that welfare benefits are essential for sustaining teacher engagement and well-being (2025 study on welfare impact on job satisfaction).

The implication is that when teachers perceive welfare functions—such as access to financial aid, health support, and clear information on entitlements—as relevant and effective, this can strengthen teacher commitment, morale, and retention, suggesting that associations should continue to prioritize and enhance economic and social welfare initiatives to reinforce professional support and educational quality.

The results show that public-school teachers assess the relevance of their Teachers' Association in providing professional development opportunities as very relevant overall ($M = 4.1312$, $SD = .25839$). Teachers value support for scholarships, study leave, or CPD programs ($M = 4.4725$) and facilitation of peer mentoring or coaching ($M = 4.3303$) as extremely relevant, indicating that opportunities directly enhancing professional growth and career development matter most to them. Helping members meet licensing or CPD requirements ($M = 3.6147$) remains very relevant, though it appears less critical compared to skill- and knowledge-building activities.

These results align with studies showing that active participation in teacher professional associations improves competencies, instructional practices, and career progression (Yaman et al., 2025). Research also emphasizes that mentoring, coaching, and collaborative learning communities foster peer support, reflective practice, and professional identity (Ohayon & Albulescu, 2022). Access to scholarships and CPD programs enhances teacher motivation, job satisfaction, and retention (Kairania & Nabirye, 2025).

The findings imply that Teachers' Associations play a critical role in strengthening professional skills and career trajectories, and continued focus on mentorship, capacity-building, and CPD access supports teacher engagement, instructional quality, and overall educational outcomes. The results show that public-school teachers perceive the relevance of their Teachers' Association in advocacy and policy representation as very relevant overall ($M = 4.1294$, $SD = .26668$). Teachers rate communicating members' views effectively during consultations ($M = 4.4587$) and participating in policy consultations affecting teachers ($M = 4.3670$) as extremely relevant, reflecting their recognition of the association's vital role in ensuring their voices are heard in decision-making processes.

Defending members against unjust treatment ($M = 3.6101$) and building partnerships with stakeholders for policy advocacy ($M = 3.9587$) remain very relevant, though they appear less impactful than direct policy engagement and communication. These results align with recent studies showing that teacher associations serve as key platforms for policy advocacy, professional representation, and rights protection, which improve working conditions and influence education policy (Yaman et al., 2025). Research also emphasizes that active participation in policy consultations and collaborative advocacy enhances teacher empowerment, professional identity, and engagement in organizational governance (Ortiz Mallegas et al., 2025). Associations that provide clear communication and representation opportunities increase teachers' trust in institutional processes and job satisfaction (Gámez Genovart, 2025). The findings imply that Teachers' Associations play a critical role in amplifying teachers' voices and safeguarding their professional interests, and strengthening advocacy initiatives and stakeholder partnerships enhances teachers' influence in policy decisions and overall educational governance.

The result shows that public-school teachers perceive the relevance of their Teachers' Association in promoting work-life balance and well-being as very relevant overall ($M = 4.1321$, $SD = .27150$). Teachers rate advocating for reasonable distribution of tasks among staff ($M = 4.4495$), providing programs that support mental health and stress management ($M = 4.3257$), and facilitating access to health and wellness services ($M = 4.3257$) as extremely relevant, indicating that they highly value initiatives that reduce stress, promote equitable workload, and support physical and mental well-being.

Advocating for safe and secure working conditions ($M = 3.6055$) and raising awareness about work-life balance issues ($M = 3.9679$) remain very relevant, though teachers perceive them as less directly impactful than programs offering practical stress relief and workload management.

These results align with studies showing that teacher associations play a significant role in supporting well-being, reducing burnout, and enhancing work-life balance through structured programs and advocacy (Liang et al., 2024). Research also indicates that peer support, stress management workshops, and health programs improve teacher motivation, job satisfaction, and retention (Nguyen & Pham, 2023), while institutional support for workload management and mental health contributes to higher teacher performance, engagement, and overall organizational effectiveness (Garcia et al., 2023).



The findings imply that Teachers' Associations are crucial in promoting teacher well-being, and sustained focus on mental health programs, equitable task distribution, and wellness initiatives strengthens teacher resilience, satisfaction, and sustainable professional performance.

The result presents the overall level of participation and perceived relevance of the Public-School Teachers' Association. Teachers reported a high level of participation ($M = 4.13$, $SD = .185$) and perceived the association as very relevant overall ($M = 4.14$, $SD = .147$). The high participation score indicates that teachers are actively engaged in association activities, programs, and services, reflecting consistent involvement across welfare, professional development, advocacy, and well-being initiatives. The very relevant score for overall relevance suggests that teachers recognize the association's importance in supporting their economic, social, professional, and personal needs. These overall findings align with research showing that active membership in teacher associations enhances professional growth, job satisfaction, and engagement, while also providing critical welfare, advocacy, and well-being support (Yaman et al., 2025; Kairania & Nabirye, 2025; Ohayon & Albulescu, 2022).

The implication is that the Public-School Teachers' Association plays a central role in strengthening teacher participation, professional identity, and organizational support, and continued efforts to maintain high levels of engagement and relevance across all domains are likely to improve teacher morale, performance, and educational outcomes.

Inferential Results

The result presents the differences in public-school teachers' participation in their Teachers Association across different member classifications, including teachers, school heads, and PSDS. Across all variables—membership involvement and engagement, awareness of programs, services, and activities, perceived benefits and support, and the overall combined score—teachers generally reported the highest mean scores (e.g., 4.1500 for perceived benefits and support), while PSDS consistently had the lowest mean scores (e.g., 3.8800 for membership involvement and engagement), suggesting that classroom teachers are slightly more engaged in association activities than school leaders or division personnel. However, all F-values were not statistically significant ($p > .05$), indicating that these differences are not significant and that participation levels are relatively consistent regardless of member classification. These findings align with research suggesting that teacher association activities tend to engage all educational personnel uniformly, with slight variations depending on daily responsibilities and access to programs (Yaman et al., 2025; Ortiz-Mallegas et al., 2025). The implication is that while individual roles may influence minor differences in participation, the Teachers Association effectively maintains a uniform level of engagement and relevance across all member classifications, supporting collaboration, inclusivity, and equitable access to programs and benefits within the organization.

The result presents the differences in the perceived relevance of the Teachers Association across different areas based on member classification. Across all dimensions—economic and social welfare, opportunities for professional development, advocacy and policy representation, and work-life balance and well-being—teachers, school heads, and PSDS reported relatively high mean scores, ranging from 4.0800 (PSDS – economic and social welfare, the lowest) to 4.2400 (PSDS – professional development, the highest). This indicates that all members perceive the association as relevant, with PSDS occasionally rating some areas higher than teachers or school heads. However, all F-values were not statistically significant ($p > .05$), suggesting that differences in relevance perceptions between member classifications are not significant.

These findings are consistent with research demonstrating that professional teacher organizations provide benefits and services that are broadly recognized and valued across all levels of educational personnel, regardless of role or administrative responsibility (Yaman et al., 2025; Ortiz-Mallegas et al., 2025; Gámez Genovart, 2025). The implication is that the Teachers Association effectively maintains consistent relevance across its membership, ensuring that its programs, advocacy efforts, professional development, and well-being initiatives meet the needs of teachers, school heads, and division personnel alike, thereby fostering inclusivity, engagement, and professional support within the education system.

The result presents the differences in public-school teachers' participation in their Teachers Association across different lengths of membership. The highest mean scores for membership involvement and engagement were reported by teachers with 3–4 years of membership ($M = 4.1491$), while the lowest were for teachers with 1–2 years of membership ($M = 4.0704$), suggesting that participation slightly increases after initial membership years. In terms of awareness of programs, services, and activities, teachers with 1–2 years of membership had the highest score ($M = 4.1648$), whereas those with 5 years and above had the lowest ($M = 4.1189$), indicating that newer members may be more attentive to association communications. For perceived benefits and support, the 1–2 years group again reported the highest score ($M = 4.2222$), with the 5 years and above group reporting the lowest ($M = 4.1207$). Despite these minor variations, all F-values were not statistically significant ($p > .05$), showing that differences in participation based on years of membership are not significant.

These findings suggest that teachers' engagement and perceived benefits from the association are consistently high regardless of membership duration, which aligns with studies showing that teacher associations maintain sustained participation and relevance across members of varying experience levels (Yaman et al., 2025; Kairania & Nabirye, 2025; Ohayon & Albulescu,



2022). The implication is that the association effectively supports both new and long-standing members, providing continuous opportunities for involvement, awareness, and access to benefits, thereby fostering inclusive engagement and sustained professional development among all members.

The result presents the differences in the perceived relevance of the Teachers Association across different lengths of membership. Across all dimensions—economic and social welfare, opportunities for professional development, advocacy and policy representation, and work-life balance and well-being—teachers with 3–4 years of membership generally reported the highest mean scores (e.g., $M = 4.1571$ overall), while those with 5 years and above often had the lowest mean scores (e.g., $M = 4.1286$ overall). The 1–2 years group also rated most areas very high, indicating that even newer members recognize the association's relevance. Despite these minor variations, all F-values were not statistically significant ($p > .05$), suggesting that perceptions of relevance are consistent regardless of membership duration.

These findings align with research showing that teacher associations maintain high perceived relevance across members with varying experience, reflecting consistent recognition of benefits in welfare, professional development, advocacy, and well-being (Yaman et al., 2025; Ortiz-Mallegas et al., 2025; Gámez Genovart, 2025).

The implication is that the Teachers Association effectively serves both new and long-standing members, ensuring that its programs, support systems, and advocacy initiatives remain meaningful, accessible, and impactful across all membership durations, thereby fostering sustained engagement, professional growth, and overall teacher satisfaction.

CONCLUSION

The study concludes that the Teachers' Association in the Division of San Carlos City plays a vital and multifaceted role in supporting public-school teachers. Teachers demonstrate consistently high participation in association activities, reflecting active engagement in professional development, welfare programs, advocacy, and well-being initiatives. They perceive the association as very relevant in providing opportunities for career growth, mentoring, stress management, equitable workload, and social and economic support. Participation and relevance remain consistent across different member classifications and lengths of membership, suggesting that the association effectively serves both new and long-standing members.

RECOMMENDATIONS

The proposed TEACHER 360° – Holistic Support and Development Program is designed to comprehensively address the professional development, well-being, and welfare needs of public-school teachers. The program integrates three key components: professional development, well-being and work-life balance, and welfare and economic support. Through mentoring and peer coaching, access to scholarships and CPD programs, and collaborative learning communities, teachers are empowered to enhance their instructional skills, knowledge, and career growth. Well-being is prioritized through mental health and stress management programs, equitable workload planning, and health and wellness initiatives that promote resilience and reduce burnout. The welfare component provides financial assistance, rights and legal guidance, and recognition activities that strengthen motivation, professional belonging, and job satisfaction. Implementation relies on regular needs assessments, collaboration with school heads, division offices, and local government units, and ongoing monitoring and evaluation to ensure the program remains responsive, effective, and sustainable. By addressing the holistic needs of teachers, TEACHER 360° fosters professional growth, personal well-being, and overall teacher engagement, ultimately contributing to improved educational outcomes.

Conflict of Interest

The researcher declares that there is no conflict of interest regarding the conduct, analysis, and publication of this study. The research was carried out objectively, and no financial, personal, or institutional relationships influenced the results and conclusions. All data were collected and interpreted with integrity and in accordance with ethical research standards.

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