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TEACHERS' SELF-CARE ENGAGEMENT, LEARNER ENGAGEMENT, AND CLASSROOM PRODUCTIVITY IN SELECTED ELEMENTARY SCHOOLS IN FLORA DISTRICT

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Abstract

This study determined the levels of teachers' self-care engagement, learner engagement, and classroom productivity, and examined the relationships among these variables in selected elementary schools in Flora District, Apayao. Grounded in Self-Determination Theory, Prosocial Classroom Model, Conservation of Resources Theory, Social Cognitive Theory, and Learner Engagement Theory, the study employed a quantitative descriptive-correlational design. Fifteen purposively selected elementary teachers from five public schools participated. Data were collected using an adapted structured questionnaire measuring four domains of teacher self-care, three dimensions of learner engagement, and four indicators of classroom productivity. Data were analyzed using mean and Pearson r.

Findings revealed that teachers exhibited a *Very High* level of self-care engagement ($M = 4.55$), with professional self-care highest ($M = 4.75$) and physical self-care lowest but still *Very High* ($M = 4.36$). Learner engagement was *High* overall ($M = 4.16$), with emotional engagement rated *Very High* ($M = 4.27$). Classroom productivity was *Very High* ($M = 4.57$), with effective instruction obtaining the highest mean ($M = 4.76$). Significant positive relationships were found between teachers' self-care and learner engagement ($r = 0.72$, $p = .002$), teachers' self-care and classroom productivity ($r = 0.64$, $p = .011$), and learner engagement and classroom productivity ($r = 0.81$, $p < .001$).

The study concludes that higher teacher self-care engagement is associated with higher learner engagement and classroom productivity in rural elementary contexts. Results underscore the importance of teacher well-being in fostering positive classroom outcomes. It is recommended that schools implement wellness programs to sustain teacher self-care, particularly in the physical domain. Future research should triangulate teacher perceptions with student self-reports and classroom observations.

Keywords: teacher self-care, learner engagement, classroom productivity, teacher well-being, rural schools

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Introduction

Teaching is a demanding profession that requires not only knowledge and skill but also emotional stability and physical well-being. Teachers are expected to respond to diverse learner needs, manage classroom behavior, complete administrative tasks, and actively participate in school and community activities. These expanding roles expose teachers to prolonged stress, heavy workloads, and emotional exhaustion, which can negatively affect their overall well-being and job performance. Consequently, teacher well-being has gained increasing recognition as a critical factor influencing instructional effectiveness, classroom productivity, and learner outcomes.

Globally, teacher burnout, attrition, and teacher shortages remain serious concerns across many education systems (Maslach & Leiter, 2016). The **OECD Education at a Glance 2025** report highlighted that 6.5% of qualified teachers left the profession during the 2022–2023 period, with teacher shortages being most severe at the secondary education level. Similarly, **UNESCO's Global Report on Teachers** warns that the world faces a projected shortfall of nearly 44 million teachers by 2030, posing a serious threat to the achievement of **Sustainable Development Goal 4**, which aims to ensure inclusive and equitable quality education for all .

These alarming trends underscore the urgent need to address teacher well-being as a global policy priority. The recognition of burnout as an occupational phenomenon in ICD-11 further highlights the importance of addressing teacher well-being in work settings (World Health Organization, 2019). Empirical studies further demonstrate that mindfulness-based and holistic self-care practices improve teachers' emotional regulation, focus, and instructional effectiveness, thereby enhancing classroom productivity and learner engagement (Roeser et al., 2012; Emerson et al., 2017).

In the Philippine context, similar challenges confront teachers within one of the largest public education systems in Asia. The Department of Education (DepEd) manages millions of learners nationwide, yet teachers continue to face heavy administrative workloads, overcrowded classrooms, and limited access to relevant professional development opportunities. The **Second Congressional Commission on Education (EDCOM II)** reported in 2025 that 62% of public high school teachers are teaching subjects outside their field of college specialization, reflecting systemic inefficiencies that contribute to professional stress and burnout.

In Apayao, particularly in the Flora District, the need for teacher self-care is especially evident. Many public elementary teachers manage large class sizes, multi-grade teaching arrangements, and long travel distances to reach their schools. Limited instructional resources, shortage of teaching personnel, participation in school programs, and additional community responsibilities further intensify their workload. These conditions can adversely affect teachers' physical energy, emotional resilience, and motivation, which in turn influence classroom productivity and learner engagement.

Despite these realities, there is a notable gap in the literature. Existing studies have largely focused on teacher well-being, learner engagement, or classroom productivity as separate constructs. However, limited research has examined the

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combined relationships among teachers' self-care engagement, learner engagement, and classroom productivity within a single framework. Moreover, there is a scarcity of localized empirical evidence in rural and geographically isolated areas such as Flora District, Apayao, where contextual challenges may significantly shape these variables. This lack of integrated and context-specific data limits a comprehensive understanding of how teachers' self-care practices influence both learner engagement and overall classroom productivity.

This study, titled "Teachers' Self-Care Engagement, Learner Engagement, and Classroom Productivity in Selected Elementary Schools in Flora District," seeks to address these gaps by examining the relationships among teachers' self-care engagement, learner engagement, and classroom productivity. In this study, self-care engagement refers to teachers' active participation in physical, emotional, social, and professional self-care activities. Learner engagement refers to the behavioral, emotional, and cognitive involvement of learners in classroom activities. Classroom productivity refers to effective instruction, active learner participation, efficient classroom management, and overall learning outcomes. Anchored on Self-Determination Theory, the Prosocial Classroom Model, Conservation of Resources Theory, Social Cognitive Theory, and Learner Engagement Theory, this study provides a theoretical basis for examining how teachers' self-care engagement may be associated with learner engagement and classroom productivity.

Statement of the Problem

This study aims to determine the levels of teachers' self-care engagement, learner engagement, and classroom productivity, and to examine the significant relationships among these variables in selected elementary schools in Flora, Apayao.

Specifically, this study seeks to answer the following questions:

1. What is the school-related profile of the respondents in terms of:
    a. grade level currently handled; and
    b. class size (number of learners in the class)?
2. What is the level of teachers' self-care engagement in terms of:
    a. physical self-care;
    b. emotional self-care;
    c. social self-care; and
    d. professional self-care?
3. What is the level of learners' engagement as perceived by teachers in terms of:
    a. behavioral engagement;
    b. emotional engagement; and
    c. cognitive engagement?
4. What is the level of classroom productivity in the teaching-learning environment as perceived by teachers in terms of:
    a. effective instruction;
    b. active learner participation;
    c. efficient classroom management; and

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d. overall learning outcomes?

5. Is there a significant relationship between:
   a. Teachers' self-care and learner engagement;
   b. Teachers' self-care and classroom productivity;
   c. Learner engagement and classroom productivity?

Hypotheses

H_o1: There is no significant relationship between teachers' self-care engagement and learner engagement.

H_o2: There is no significant relationship between teachers' self-care engagement and classroom productivity.

H_o3: There is no significant relationship between learner engagement and classroom productivity.

THEORETICAL FRAMEWORK

This study is grounded in established psychological and educational theories that explain how teachers' well-being, motivation, and social-emotional functioning influence classroom outcomes. Specifically, it is anchored on Self-Determination Theory, the Prosocial Classroom Model, Conservation of Resources Theory, and Social Cognitive Theory, as well as Learner Engagement Theory. These theories collectively provide a solid basis for examining the relationship between teacher self-care engagement and key educational outcomes, including learner engagement and classroom productivity.

Self-Determination Theory (SDT) posits that optimal functioning and sustained motivation occur when individuals' basic psychological needs for autonomy, competence, and relatedness are satisfied (Deci & Ryan, 2000). In the teaching context, self-care practices support these needs by helping teachers manage stress, maintain emotional balance, and sustain professional motivation. Physical self-care enhances energy and stamina; emotional self-care supports emotional regulation; social self-care strengthens interpersonal relationships; and professional self-care reinforces competence and professional growth. When these needs are met, teachers are more likely to demonstrate resilience, intrinsic motivation, and effective teaching behaviors that directly influence classroom outcomes.

The Prosocial Classroom Model emphasizes the importance of teachers' social and emotional competence in shaping classroom climate and learner outcomes (Jennings & Greenberg, 2009). Teachers who can regulate emotions, demonstrate empathy, and maintain positive relationships create supportive, well-managed, and emotionally safe classrooms. These conditions foster positive teacher–learner interactions, reduce disruptive behaviors, and contribute to higher levels of learner engagement. Teacher self-care practices strengthen social and emotional competence, enabling teachers to sustain these productive classroom conditions.

Conservation of Resources Theory explains that individuals strive to acquire, maintain, and protect valuable resources such as physical energy, emotional stability, time, and social support (Hobfoll, 1989). When these resources are depleted due to prolonged stress, teachers experience burnout and reduced professional effectiveness. Engaging in self-care replenishes and protects these resources, allowing teachers to sustain the energy and emotional capacity necessary for effective teaching and classroom management.

Social Cognitive Theory highlights the role of self-efficacy in influencing behavior and performance (Bandura, 1977). Teachers who consistently practice self-care are more likely to develop higher self-efficacy due to improved emotional regulation, confidence, and perceived competence. High self-efficacy supports effective classroom management, increases learner

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engagement, and improves instructional outcomes (Skaalvik & Skaalvik, 2010).

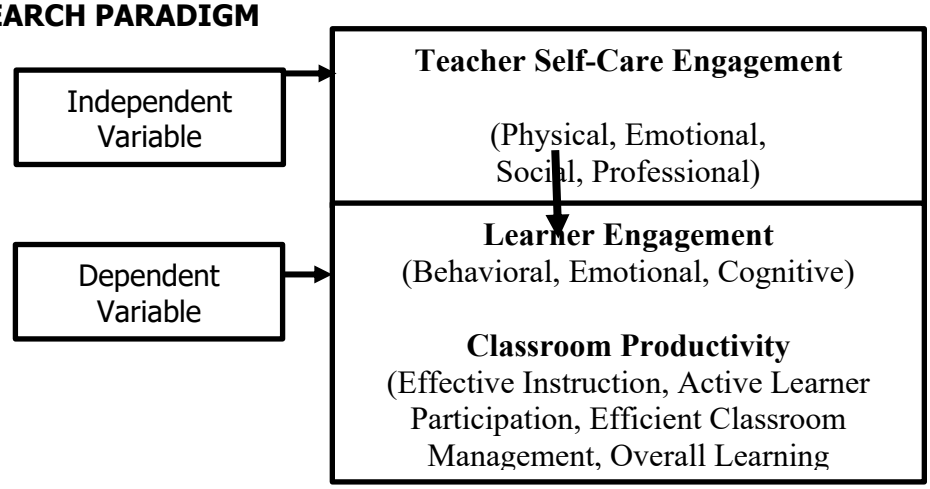
Learner Engagement Theory provides the basis for conceptualizing learner engagement as a primary outcome of teacher practices (Fredricks et al., 2004). Engagement is multidimensional, comprising behavioral, emotional, and cognitive components. Behavioral engagement refers to active participation in learning activities; emotional engagement reflects students' interest, enjoyment, and positive feelings toward learning; and cognitive engagement involves investment in understanding and mastering academic content. Teachers who actively engage in self-care are expected to create supportive, structured, and emotionally safe classrooms that promote higher learner engagement.

In this study, teacher self-care engagement is the independent variable and includes four domains: physical, emotional, social, and professional self-care. The study identifies learner engagement and classroom productivity as the dependent variables. Classroom productivity reflects effective instruction, active learner participation, efficient classroom management, and improved learning outcomes. Teacher self-care is theorized to be positively associated with both learner engagement and classroom productivity.

Taken together, these theories explain that teachers who engage in self-care are more likely to preserve their physical and emotional resources, sustain motivation, strengthen self-efficacy, and create supportive classroom conditions. These teacher conditions may be associated with higher learner engagement and improved classroom productivity.

Together, these theories explain how teacher self-care engagement strengthens psychological well-being, social-emotional competence, and self-efficacy, thereby fostering higher learner engagement and improved classroom productivity.

RESEARCH PARADIGM



This framework suggests that when teachers engage in consistent self-care practices, they are more likely to maintain emotional balance, model positive behaviors, and create an engaging classroom atmosphere. Consequently, higher teacher self-care engagement may be associated with higher learner engagement and classroom productivity.

METHODOLOGY

Research Design

This study employed a quantitative descriptive-correlational research design to determine the levels of teachers' self-care engagement, learner engagement, and classroom productivity, and to examine the significant relationships among these variables. Since the study did not involve

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manipulation of variables, it only described conditions and determined associations among variables.

Locale of the Study

The study was conducted in selected elementary schools in the Flora District, namely: San Jose Integrated School, Aninipan Elementary School, Allig Elementary School, Malubibit Sur Elementary School, and Flora East Central School.

Respondents of the Study

The respondents of the study consisted of elementary school teachers currently teaching in

the selected schools within the Flora District. A total of 15 teachers participated in the study. Purposive sampling was used to select teachers who were actively engaged in classroom instruction during the conduct of the study. The respondents were chosen based on their availability, willingness to participate, and direct involvement in teaching.

Research Instrument

The instrument used in this study was a researcher-made structured survey questionnaire composed of adapted items drawn from related literature, theories, and existing instruments relevant to teachers' self-care engagement, learner engagement, and classroom productivity. The questionnaire was designed to gather quantitative data aligned with the objectives of the study.

Part I covered the profile of the respondents, including selected demographic variables relevant to the study. Part II measured teachers' self-care engagement in four domains: physical self-care, emotional self-care, social self-care, and professional self-care. Part III measured learner engagement as perceived by teachers in terms of behavioral, emotional, and cognitive dimensions. Part IV measured classroom productivity as perceived by teachers in terms of effective instruction, active learner participation, efficient classroom management, and overall learning outcomes.

The items in the questionnaire were adapted and contextualized to suit the setting of the present study. The instrument used a five-point Likert scale with the following response options: 5 – Strongly Agree, 4 – Agree, 3 – Moderately Agree, 2 – Disagree, and 1 – Strongly Disagree.

Data Gathering Procedure

The researcher secured permission from the Public Schools District Supervisor (PSDS) and school heads prior to the conduct of the study. Upon approval, the questionnaires were administered to the respondents.

The purpose of the study was explained to the participants. Informed consent was obtained through the introductory section of the questionnaire, which stated the purpose, benefits, risks, voluntary nature of participation, and the right to withdraw at any time without penalty. Respondents were assured that all responses would be kept strictly confidential and anonymous and would be used for academic purposes only. The respondents were given sufficient time to answer the questionnaire.

After retrieval, the collected data were organized, tabulated, and prepared for statistical analysis.

Statistical Analysis

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The data were analyzed using descriptive and inferential statistics. Frequency and percentage were used to describe the profile of the respondents in terms of age, gender, highest educational attainment, years of teaching experience, grade level currently handled, and number of learners in class. Mean was used to determine the level of teachers' self-care engagement, learner engagement, and classroom productivity. The following verbal interpretations were used for the mean scores: 4.21–5.00 = Very High; 3.41–4.20 = High; 2.61–3.40 = Moderate; 1.81–2.60 = Low; and 1.00–1.80 = Very Low. To determine the significant relationships among teachers' self-care engagement, learner engagement, and classroom productivity, the Pearson Product-Moment Correlation Coefficient (r) was used. All hypotheses were tested at the 0.05 level of significance

Ethical Considerations

Participants were provided with information regarding the purpose and procedures of the study, as well as their rights as respondents. Informed consent was obtained prior to participation through the introductory section of the questionnaire

Participation was voluntary, and respondents were allowed to withdraw at any time without penalty. All data were treated with strict confidentiality, and no personal identifiers were included in the final report.

RESULTS AND DISCUSSION

Table 2. School-Related Profile of Teacher-Respondents

Profile Variable	Category	Frequency	Percentage
Grade Level Currently Handled	Grade 1	4	26.67
	Grade 2	1	6.67
	Grade 3	4	26.67
	Grade 4	3	20.00
	Grade 5	1	6.67
	Grade 6	2	13.33
	Total	**15**	**100.00**
Class Size	Below 20	12	80.00
	21–30	1	6.67
	31–40	2	13.33
	Total	**15**	**100.00**

Grade Level Handled

Data shows that respondents are distributed across all elementary levels, with the highest percentages in Grade 1 and Grade 3 at 26.67% each, followed by Grade 4 (20%), Grade 6 (13.33%), and Grades 2 and 5 (6.67% each). Pupil achievement in writing in the Flora District is varied across the spread. Studies indicate that the teaching methods used differ by grade level; primary grades need more behavioral management and basic instruction (Emmer & Stough, 2001) and intermediate grades need more cognitive engagement strategies (Fredricks et al., 2004).. In the Philippines, teachers who teach several classes experience higher level of stress which leads to less engagement in self-care and less productivity in the classroom (De Vera & Salva, 2020). Therefore, the distribution of grade levels can be a factor affecting the practice of teachers' self care and the engagement of learners.

Class Size

Results indicate that 80% of respondents handle classes with fewer than 20 learners, 13.33% have 31–40 learners, and 6.67% have 21–30 learners, showing that most teachers in

Flora District manage small class sizes. Literature shows that smaller classes are linked to better teacher self-efficacy and classroom management (Finn et al., 2003), which can enhance professional self-care and active learner participation. In the Philippine context, teachers with small classes report lower stress and higher instructional quality compared to those with overcrowded rooms (Bernardo & Ganotice, 2019). However, even small classes require effective self-care to sustain emotional engagement and productivity (Kyriacou, 2001). Thus, the predominantly small class sizes may support teachers' self-care engagement and classroom productivity.

Table 3. Level of Teachers' Self-Care Engagement

Indicator	Mean	Descriptive Interpretation
Physical Self-Care	4.36	Very High
Emotional Self-Care	4.39	Very High
Social Self-Care	4.69	Very High
Professional Self-Care	4.75	Very High
Overall Mean	**4.55**	**Very High**

The data revealed that teachers demonstrated a very high level of self-care practices, with an overall mean of 4.55. Among the different domains, Professional Self-Care (4.75) appeared to be the Highest while Physical Self-Care (4.36) was rated as the Lowest but is still very high.

These results indicated that teachers in the selected elementary schools in Flora, Apayao are highly committed to maintaining their well-being, particularly in their professional roles. The high rating in professional self-care suggested that teachers actively engage in activities that enhance their teaching competence, such as planning, reflection, and professional growth.

Although physical self-care received the lowest mean, it still falls within the very high category, which implied that teachers generally maintain healthy lifestyles, though slightly less prioritized compared to professional demands.

Because the teacher assessed their own performance, there's a possibility of bias toward favorable answers. Teachers might rate their self-care higher than reality because they feel they *should* be taking care of themselves — it's part of being a "good teacher." Research backs this up: when teachers assess their own well-being, they tend to over-report positive behaviors to match professional expectations (Tourangeau & Yan, 2007).

However, not all literature aligns with the present findings. In contrast to the current results, Caringal-Go and Magtubo found that Filipino public school teachers reported only *Moderate* levels of physical self-care due to time constraints, heavy paperwork, and multiple ancillary tasks. Similarly, Skaalvik and Skaalvik (2010) reported that Norwegian teachers scored lowest in physical self-care, citing exhaustion from extended work hours as a key barrier. These contrasting findings suggest that while the Flora teachers perceived strong self-care engagement, contextual factors such as workload and cultural norms may influence actual practice.

Qualitative responses help explain why physical self-care, although *Very High*, was rated lowest among the domains. When asked about challenges in maintaining physical well-being, teachers stated: *"Madalas kulang sa tulog at exercise kasi pag-uwi, may mga lesson plans pa at papers na iche-check." "Napapabayaan ang sarili minsan lalo na pag sunod-sunod ang school activities at deadlines." "Priority ko talaga ang work at family. Yung workout or pahinga, saka na lang pag bakasyon."* These statements indicate that time pressure, multiple responsibilities, and

prioritization of work and family over personal health contribute to physical self-care being the lowest domain, even if teachers still view their overall engagement as *Very High*.

The very high self-care levels suggest that teachers are well-equipped emotionally, socially, and professionally, which may positively influence teaching effectiveness, learner relationships, and classroom environment.

The findings are supported by Self-Determination Theory, which states that meeting competence and relatedness needs enhances motivation and performance (Deci & Ryan, 2000). The Prosocial Classroom Model further explains that teachers' social-emotional competence fosters positive classroom environments (Jennings & Greenberg, 2009). Additionally, Conservation of Resources Theory posits that maintaining physical and emotional resources reduces burnout risk (Hobfoll, 1989), aligning with studies linking teacher well-being to higher self-efficacy and performance (Skaalvik & Skaalvik, 2016). In the Philippine setting, Alde and Bautista (2021) found that public elementary teachers who practiced intentional coping and self-care maintained higher classroom productivity despite workload demands, supporting the present results .

Table 4. Level of Learners' Engagement as Perceived by the Teachers

Indicator	**Mean**	**Descriptive Interpretation**
Behavioral Engagement	4.11	High
Emotional Engagement	4.27	Very High
Cognitive Engagement	4.11	High
Overall Mean	4.16	**High**

The overall mean of 4.16 indicates a *High* level of learner engagement as perceived by teachers. Among the dimensions, Emotional Engagement obtained the highest mean (M=4.27, *Very High*), while Behavioral and Cognitive Engagement both had a mean of 4.11 (*High*).

Based on teachers' perceptions, learners show strong interest and emotional connection to lessons. The high emotional engagement score suggests that learners are generally motivated and involved during class activities. However, since behavioral and cognitive engagement scored comparatively lower, there is still room to strengthen active participation and the use of higher-order thinking skills. Since learner engagement was assessed through teacher perceptions rather than student self-reports or observations, results should be interpreted as perceptual rather than direct measures.

This implies teachers may need to incorporate more interactive and higher-order thinking activities to strengthen behavioral and cognitive engagement.

Because learner engagement was measured through teacher perception, response bias is a possible limitation. Teachers may overestimate learner engagement due to social desirability or their own investment in instructional effectiveness. Paulhus noted that self-reported and proxy-reported measures in educational settings are prone to positive response sets, especially when evaluators are also stakeholders (Paulhus, 2002; Podsakoff et al., 2003).

Applying different kinds of assessments reveals contrasting patterns, when learners are assessed directly. One of the findings that Wang and Holcombe (2010) made is that students reported Moderate levels of cognitive engagement despite the teacher rating it High, because students may often go along with the teacher's behavior but not be cognitively engaged . In the Philippine context, Magno (2013) found that although teachers think that there is High emotional engagement, Filipino high school students have Moderate cognitive engagement because of the limited opportunities for inquiry-based learning. The discrepancies between teachers' perceptions

and learners' actual cognitive and behavioral engagement indicate that teachers' perceptions may not accurately reflect learners' engagement and this must be treated with caution when interpreting the High overall rating in this study .

Although subject to bias, the results are consistent with Learner Engagement Theory that suggests behavioural, emotional and cognitive engagement in learning are effective in learning (Fredricks et al., 2004). This aligns with the Prosocial Classroom Model which focuses on the positive emotions and engagement that can be promoted through teacher-student relationships (Jennings & Greenberg, 2009). Based on the Philippine context, Bernardo and Ganotice (2019) concluded that the emotional engagement of Filipino learners in supportive classrooms increased, whereas the cognitive engagement needs to be encouraged through deliberate teaching strategies for better performance in school .

Table 5. Level of Classroom Productivity as perceived by the Teachers

Indicator	**Mean**	**Descriptive Interpretation**
Effective Instruction	4.76	Very High
Active Learner Participation	4.41	Very High
Efficient Classroom Management	4.64	Very High
Overall Learning Outcomes	4.47	Very High
Overall Mean	4.57	**Very High**

Classroom productivity was rated *Very High*, with an overall mean of 4.57. Teachers gave the highest rating to Effective Instruction (M = 4.76), followed by Efficient Classroom Management (M = 4.64), Overall Learning Outcomes (M = 4.47), and Active Learner Participation (M = 4.41).

The findings suggest that teacher-respondents perceive classroom productivity to be *Very High* across all dimensions, especially in effective instruction and classroom management. However, the comparatively lower mean for active learner participation indicates that while teaching practices and management are strong, learner involvement may still be improved. This suggests the need to further promote student-centered strategies that encourage more active participation.

Since the same teacher-respondents assessed their own self-care, learners' engagement, and classroom productivity, same-source bias and social desirability bias may have inflated the ratings. Podsakoff et al. cautioned that common method variance can produce artificially high correlations and overly positive self-assessments when a single source rates multiple related constructs (Podsakoff et al., 2003; Podsakoff et al., 2012).

Contrasting studies using multiple data sources show more varied results. Hattie and Timperley (2007) reported that when classroom productivity was measured through external observation and student achievement data rather than teacher self-report, ratings were often *Moderate* to *High* instead of *Very High*, particularly for active learner participation . In the Philippine setting, David et al. (2019) found that public school principals rated classroom management and instruction as *High*, but standardized test scores and classroom observations revealed only *Moderate* learning outcomes, suggesting a gap between teacher perception and actual productivity measures. These findings indicate that while teachers in Flora perceived very high productivity, actual learner participation and outcomes may be lower when measured through independent or student-based metrics.

Despite potential bias, the findings are supported by the Prosocial Classroom Model, which explains that teachers' social-emotional competence and instructional practices contribute to

positive classroom climate and improved student outcomes (Jennings & Greenberg, 2009). Social Cognitive Theory further highlights that teacher self-efficacy influences instructional performance and classroom organization, affecting learning outcomes (Bandura, 1977). In the Philippine context, Cruz and Mendoza (2022) found that teachers with strong instructional competence and classroom management in Northern Luzon reported higher learning outcomes, but noted that active student participation required intentional interactive strategies to maximize achievement, which aligns with the present pattern of active learner participation having the lowest mean.

Table 6. Relationship Between Variables

Correlation between Variables				
Variables	**R**	**p-value**	**Decision**	**Significance**
Self-Care vs Learner Engagement	0.72	0.0023	Reject H_0	Significant
Self-Care vs Classroom Productivity	0.64	0.0105	Reject H_0	Significant
Learner Engagement vs Classroom Productivity	0.81	0.0003	Reject H_0	Significant

1. Teachers' Self-Care and Learner Engagement ***(****r = 0.72, p-value = 0.0023)*

The r value computed was found to be 0.72, which is a strong positive correlation, showing that there is a strong relationship between the teachers' self-care practices and the learners' engagement, with higher levels of self-care in teachers being linked to higher levels of engagement in learners. The relationship is statistically significant ($p = 0.002 < 0.05$). This means that self caring teachers (physically, emotionally, socially, and professionally) might be better able to establish an interactive learning atmosphere as they are likely to be happier, more enthusiastic, more patient, and better able to engage learners. So, the null hypothesis is rejected.

2. Teachers' Self-Care and Classroom Productivity *(r = 0.64, p-value = 0.0105)*

Results revealed an r-value of 0.64, which reflects a moderate to strong positive relationship between teachers' self-care and classroom productivity. This suggests that as self-care improves, classroom performance tends to get better as well. The relationship was statistically significant ($p = 0.011 < 0.05$).This reveals that teachers who prioritize self-care may be more effective in delivering instruction, managing classrooms, and achieving learning outcomes, as maintaining well-being contributes to a more structured and efficient teaching-learning environment. Therefore, the null hypothesis is rejected.

3. Learner Engagement and Classroom Productivity *(r = 0.807, p-value = 0.0003)*

An r-value of 0.807 indicated a very strong positive correlation between learner engagement and classroom productivity, the highest among the three relationships examined. This suggests a very close association between learner engagement and classroom productivity.

The p-value of less than 0.001, being far below 0.05, shows that the relationship is highly statistically significant.

This result suggests that learner engagement is strongly associated with classroom productivity. Thus, the null hypothesis is rejected, indicating a significant and strong relationship between learner engagement and classroom productivity.

The table reflected that all variables show positive and statistically significant relationships, indicating that they move in the same direction. This suggests that:

a. Higher teachers' self-care engagement is associated with higher learner engagement.
b. Higher teachers' self-care engagement is associated with higher classroom productivity.
c. Higher learner engagement is associated with higher classroom productivity.

Notably, the strongest relationship was between learner engagement and classroom

productivity (r = 0.81), highlighting the close association between student involvement and classroom outcomes. However, the study does not test causal or mediating pathways[o]

Since all three variables were measured from the same source using teacher self-reports, the strong correlations may be partly attributed to common method variance. Podsakoff et al. noted that when respondents rate predictor and criterion variables in the same survey, correlations can be artificially inflated due to consistency motif and social desirability. This same-source bias is a limitation that should be considered when interpreting the strength of relationships in this study (Podsakoff et al., 2003; Podsakoff et al., 2012).

Contrasting findings from multi-source studies show weaker but still positive relationships. Shen et al. (2015)found that teacher-reported self-care had only a *Moderate* correlation (r = 0.38) with student-rated engagement when data were collected from separate sources, suggesting that teacher perception may overestimate the association . Similarly, Kunter et al. (2013)reported that the link between teacher well-being and classroom productivity dropped from r = 0.59 to r = 0.32 when student achievement scores replaced teacher-rated outcomes. These studies indicate that while the relationships exist, their magnitude may be smaller without common method bias .

Despite potential bias, the findings are supported by Self-Determination Theory, which posits that when teachers' psychological needs are supported through self-care, they demonstrate greater motivation and effectiveness, consistent with higher learner engagement (Deci & Ryan, 2000). Conservation of Resources Theory explains that maintaining physical and emotional resources sustains performance, aligning with the self-care–productivity link (Hobfoll, 1989). Furthermore, Learner Engagement Theory emphasizes that behavioral, emotional, and cognitive involvement is linked with improved learning outcomes (Fredricks et al., 2004). In the Philippine context, Alde and Bautista (2021)reported significant positive correlations among teacher coping, classroom productivity, and student participation in public elementary schools, supporting the present interrelated results .

CONCLUSION

Based on the findings of the study, it was concluded that the respondents represented diverse professional and classroom backgrounds in terms of age, sex, educational attainment, teaching experience, grade level assignment, and class size. Teachers demonstrated a very high level of self-care engagement, particularly in the professional and social domains, while learners exhibited a high level of engagement, especially in the emotional domain. Classroom productivity was likewise rated very high, reflecting effective instruction and classroom management, although active learner participation was comparatively lower. Furthermore, the study revealed significant positive relationships among teachers' self-care, learner engagement, and classroom productivity, indicating that teacher well-being contributes to higher learner engagement and improved classroom outcomes.

Recommendations

In view of the findings and conclusions, the following recommendations are offered:

1. **Teachers** are encouraged to continuously practice and strengthen self-care, particularly in the physical domain, to maintain balance between personal well-being and professional responsibilities.
2. **School administrators** should implement programs that promote teacher well-being, such as wellness activities, stress management seminars, and continuous professional development opportunities.

3. **Schools** should sustain a supportive and motivating learning environment that maintains students' emotional engagement while fostering active participation.
4. **Educational policymakers** may consider integrating teacher wellness programs into school systems to support sustained teacher effectiveness and classroom productivity.
5. **Future researchers** are encouraged to conduct similar studies in different settings, use student self-reports or classroom observations to triangulate teacher perceptions, and include additional variables such as academic achievement to further validate and expand the findings.

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