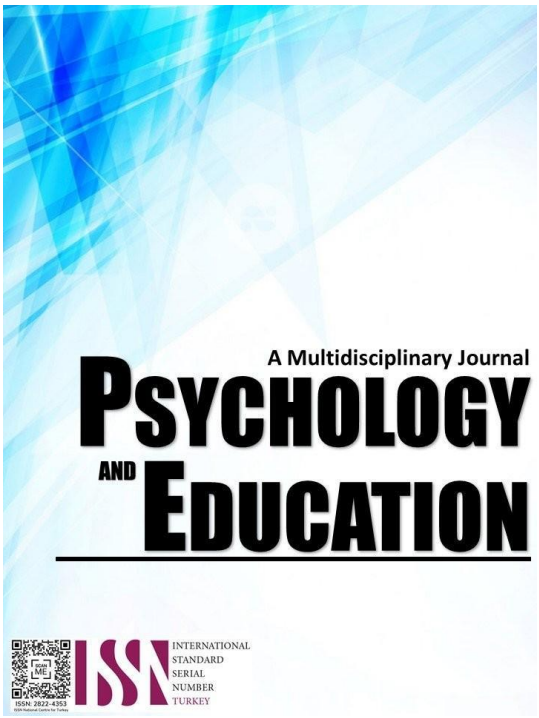
EXPLORATION OF THE RELATIONSHIP BETWEEN TEACHERS' INSTRUCTIONAL COMPETENCE: IMPLICATIONS FOR PROFESSIONAL DEVELOPMENT AND MENTAL WELL-BEING SUPPORT



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Research Article

Exploration of the Relationship Between Teachers' Instructional Competence: Implications for Professional Development and Mental Well-Being Support

Melan Dave C. Lalucan*
For affiliations and correspondence, see the last page.

Abstract

The challenges facing today's education system are growing, with increasing demands and diverse student needs. These pressures have raised concerns about the well-being and effectiveness of teachers, who play a vital role in shaping students' futures. Yet, many teachers experience stressors that can undermine both their teaching abilities and mental well-being. This has become even more evident in today's fast-paced, modern classroom, where teachers are expected to balance effective teaching methods or strategies with the emotional and psychological demands of the job. This study examines the connection between teachers' instructional competence and their mental well-being, aiming to understand how these factors influence one another and what this means for the professional development and support systems for educators. The research focuses on three hundred fifty-four (354) teachers, most of whom are women between the ages of thirty-one (31) and forty (40), with six (6) to ten (10) years of teaching experience. A significant number are full-time employees, indicating job stability. However, the study also highlights the challenges faced by teachers in more precarious positions. The majority of the participants hold a bachelor's degree, which raises concerns about the gap in advanced skills and mental health strategies, particularly for teachers in primary education. This demographic offers important insights into the kind of support needed to enhance both teaching effectiveness and teachers' mental health. The study emphasizes that effective teaching strategies and content delivery are key factors in improving teachers' mental well-being. It shows that even a slight improvement in these areas can lead to a notable increase in mental health, highlighting the importance of integrating teaching practices with mental health support in professional development programs. By providing teachers with better instructional tools, we can help reduce stress and burnout, resulting in a more balanced and effective teaching experience. On the other hand, the study found no significant link between student engagement or professional competency and teachers' mental health, suggesting these factors, while important, may not have as direct an impact on mental well-being as effective teaching methods do. This points to the need for further research into other factors affecting teachers' mental health, such as workload, institutional support, and the broader educational environment. The findings also suggest that mental well-being should be a core focus in teacher development programs. By offering both teaching strategies and mental health support, educational institutions can create an environment where teachers feel both professionally and emotionally supported. These insights call for targeted interventions that address the specific needs of teachers, particularly those with lower qualifications or job insecurity. Future research should explore additional factors influencing teacher well-being and professional growth, aiming to foster a more sustainable and supportive teaching environment in the ever-evolving landscape of education.

Keywords: *teachers, instructional competence, mental well-being, Division of Misamis Oriental*

Introduction

Teaching is challenging because teachers must simultaneously deal with classroom issues, students, parents, curriculum, and tests. There is a compelling demand among teachers to undergo relevant pieces of training that aim to enhance their instructional competence and practice. Mastery of instructional competencies is crucial for teachers to effectively guide students in acquiring knowledge and skills. Although teacher lecture has been the favored instructional method for generations, recent studies indicate that more engaging active learning practices are significantly more effective. Better learning happens in dynamic settings where teachers offer explicit, functional education that emphasizes student participation and demonstrates the content taught. A straightforward approach focuses on well-designed and sequenced lessons linked to "big ideas," offers ample opportunities for students to respond and practice the lesson content and includes mastered knowledge or skills in subsequent studies to maintain learning. Teachers must be more competent in delivering instruction; their mental well-being are significant factor in this endeavor. Experts commonly define mental well-being as the ability to excel in different areas of life, including personal relationships, work, leisure, and more, despite facing challenges and setbacks. It involves recognizing that we are distinct from our problems and having confidence in our ability to manage them.

Meanwhile, the Teachers with a healthy mental disposition can think of valuable and fruitful instructions to inflect into the young learners' minds. Employing diverse techniques and strategies for instruction delivery can facilitate effective knowledge transfer to learners, enabling them to comprehend and retain the information readily. Once this happens, teachers are truly fulfilled and will find happiness in their profession. If this is the scenario, sick leave, and teacher attrition have no place in the system because teaching is no longer a job but a passion. So, these three crucial things, teachers' instructional competence and mental well-being are inseparable.

Instructional competence is a critical variable in education, particularly in the context of teaching and learning. Instructional competence refers to the ability of teachers to design and deliver effective instruction that meets the needs of diverse learners. This

includes planning and organizing education, selecting appropriate teaching strategies and materials, and assessing student learning. Instructional competence is a complex construct that involves a range of knowledge, skills, and dispositions, including content knowledge, pedagogical knowledge, and interpersonal skills. In the context of their dissertation, researchers may investigate instructional competence as a predictor of student learning outcomes or as a factor that influences teachers' effectiveness and job satisfaction. Understanding the role of instructional competence in teaching and learning can have important implications for teacher preparation and professional development, as well as for educational policy and practice.

As the learning environment and learning preference of the student continues to evolve, teachers must upgrade their pedagogical competency to respond to the needs of the learners. The teaching practice of teachers is central to student learning. The student's mastery of competency is relatively dependent on the teacher's instructional competence. Unfortunately, some teachers struggle with delivering effective instruction, leading to suboptimal learning outcomes for their students (Hudson, 2008). Several observations have highlighted teachers' need for more proficiency in aligning classroom activities with the intended lesson objectives. Others need help delivering the lesson utilizing contextualization, and students need help finding meaning in applying the lesson to their daily experiences (Clinchy, 2012). Mental wellness is essential in various research fields, such as psychology, health, and education. It pertains to a condition of well-being where individuals can manage the daily stresses of life, work efficiently, and make valuable contributions to their communities. Mental wellness encompasses a range of factors, including emotional regulation, resilience, social support, and self-care.

Teachers often face numerous competing demands, which can lead them to prioritize the mental health and well-being needs of others over their own. Nevertheless, teachers must take the time to prioritize their own mental health and well-being for their benefit and that of the entire school community.

As the World Health Organization defined fifty years ago, health is "a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity" (Ryff & Singer, 1998). An intersection of factors characterizes the relationship between physical health and mental health; each factor influences the other factor, both as cause and effect (Barr, Kirkcaldy, Robinson, Poustie, & Capewell, 2005).

The significance of teacher well-being (TWB) and happiness cannot overstate, as they hold significant implications for both schools and society. Research has shown that high levels of TWB can enhance teaching effectiveness, improve student outcomes, and increase staff commitment, thereby promoting the stability of schools as organizations. Conversely, low levels of TWB can hinder school improvement and educational reforms, leading to higher rates of teacher absenteeism and other malfunctions. As a result, educators increasingly view TWB as a critical component of mental health within the broader educational context."

Clinical psychologists have long recognized the importance of pleasantness dimensions of well-being, such as happiness versus sadness or depression, in determining various individual outcomes. Educators widely accept that highly competent, well-prepared, and knowledgeable teachers in their subject matter facilitate the more effective and meaningful transfer of learning to students. Successful delivery of instruction can also contribute to a teacher's mental well-being and overall satisfaction, leading to a happier and more fulfilling life.

Our educational system has undergone various innovations and adopted some programs to improve instructions to compete with this constantly changing world. Everything is moving fast and complicated. Several factors can negatively impact the well-being of teachers, including the early age at which children are sent to school and the increasing difficulty of educational activities. Additionally, the proliferation of gadgets and other distractions can make it difficult for students to focus on their studies. Teachers may also need help with their workload, such as being given tasks unrelated to their primary responsibilities or required to complete online reports with tight deadlines. Poor internet connectivity can also be a significant issue. These factors can contribute to stress and burnout among teachers, ultimately impacting the quality of education that students receive.

Because of these facts, the researcher is motivated to determine the level of instructional competence among elementary-grade teachers of the District Tagolaon, Misamis Oriental, and how it relates to their mental well-being. Through data analysis and findings of the study, an intervention program be proposed incorporating suitable strategies and solutions to address the issue and effectively enhance the overall situation.

Research Questions

The main purpose of this study was to determine the levels of instructional competence and mental well-being in the among elementary grade teachers of Division of Misamis Oriental, during the School Year 2024-2025. The findings of this study served as the basis for proposing an intervention program. Specifically, the study sought to answer the following problems:

1. What is the level of instructional competence as perceived by teachers in terms of:
    1.1. teaching strategies and content delivery;
    1.2. student engagement and support; and
    1.3. professional competency and assessment?
2. What is the level of mental well-being among teachers in terms of:
    2.1. emotional and psychological well-being;

2.2. cognitive functioning and clarity; and
2.3. physical health and energy?

3. Is there a significant relationship between the profile of the teachers and the following:
   3.1. instructional competence as perceived by teachers; and
   3.2. mental well- being among teachers?
4. Which among the variables highly influence the teachers' instructional competence and mental well-being in the Division of Misamis Oriental?
5. What is the Intervention Program for Instructional Competence and Mental Well Being?

Methodology

Research Design

To achieve the purpose of this study, the researcher utilized a quantitative research design, especially the descriptive correlational survey method. In gathering data, the following were conducted through the use of a modified standardized questionnaire of Juan Antonio Moreno-Murcia, Yolanda Silveira Torregosa, and Noelia Belando Pedreño (2015) of the Department of Health Psychology, Miguel Hernandez de Elche University to determine the level of instructional competence, another modified standardized tool for mental well-being by Warwick Edinburgh Mental Well-being Scale (WEMWBS) by R Tennant (2007) among the public elementary grade teachers of the Division of Misamis Oriental. To establish the reliability of the modified tools, pilot testing was conducted. This involved testing the modified tools in a small-scale study to assess their effectiveness and identify any necessary adjustments before implementing them on a larger scale.

Respondents

The study utilized a random sampling technique to select the respondents. The target population consisted of approximately 4,350 public elementary grade teachers. Using the Raosoft sample size calculator with a 5% margin of error and a 95% confidence level, the required sample size was determined to be 354 respondents. The participants in the study were public elementary grade teachers from the Division of Misamis Oriental.

Procedure

This study utilized a combination of researcher-made, modified standardized questionnaires, which are composed of two parts.

The first part utilized a researcher-made questionnaire to gather data about the personal profile of the teachers in terms of age, sex and the professional profile of teachers in terms of teaching experience, highest educational attainment, and grade level in charge.

The second part of the study focuses on assessing the levels of instructional competence and mental well-being. The questionnaires were given to the three hundred fifty-four (354) public grade schools teacher. After obtaining signed consent forms from the respondents, the study was conducted in accordance with ethical guidelines and procedures.

Permit to conduct a study. After approval of the adviser and panelists, a letter request was made and signed by the researcher. The letter was noted by the Dean of the Graduate School and approved by the Vice-President for Academic Affairs. After the approval, the researcher also wrote a letter request addressed to the Public Schools Division Superintendent of Misamis Oriental. Upon approval, the researcher scheduled the date for the distribution of questionnaires by school with permission from the school heads of the respective schools.

Conduct of the study. Distribution of the questionnaires was done by school during noon break and after classes in the afternoon in every school with the permission of our school principals. Though the schools in the Division of Misamis Oriental were already issued Safety Seals, we were still observing the health protocols strictly upon entering the school premises of the respondents to ensure everybody's safety.

Retrieval of questionnaires. The researcher collected the answered questionnaires from the respondents and then treated them with confidentiality.

Statistical Treatment and Analysis of Data. The data gathered was interpreted using analytical tools (SPSS). Data were processed to answer the main sub-problems of the study.

Data Analysis

To measure the level of instructional competence among teachers, the researchers utilize a modified standardized questionnaire based on the work of Juan Antonio Moreno-Murcia, Yolanda Silveira Torregosa, and Noelia Belando Pedreño from the Department of Health Psychology at Miguel Hernandez de Elche University.The researcher worked closely with her expert adviser to modify the questionnaire, which was originally designed to evaluate teaching competencies in the university environment. The questionnaire takes the form of a checklist, with respondents reflecting on their perceptions of different items related to each aspect of instructional

competence.

To assess the mental well-being of the respondents, a modified standardized questionnaire was utilized, which was based on the Warwick Edinburgh Mental Well-being Scale (WEMWBS) developed by Tennant et al. (2007) and adapted for Turkish society by Keldal (2015). The researcher sought the assistance of her expert adviser in modifying the questionnaire, which was patterned after the WEMWBS developed by NHS Health Scotland, University of Warwick, and University of Edinburgh in 2006.

The Kruskal-Wallis test makes no assumptions about the normality of the data, making it highly suitable for analyzing data that may be skewed or contain outliers. The data presented in the appendix is not normally distributed. By ranking all data points and using mean ranks to compare groups, this test provides a versatile and reliable approach to determine if there are statistically significant differences between groups.

Similarly, the Mann-Whitney U test is another non-parametric test that does not assume normal distribution of the data. It is used to compare differences between two independent groups. By ranking the data points and calculating the U statistic, the Mann-Whitney U test provides a robust method to determine if there is a significant difference between the two groups. This test is particularly useful when dealing with small sample sizes or non-normal data, offering a reliable alternative to parametric tests such as the t-test. Utilizing both the Kruskal-Wallis test and the Mann-Whitney U test ensures comprehensive analysis of the data, accounting for potential deviations from normality and providing accurate insights into the relationships between variables.

Results and Discussion

This section includes data presentation, analysis, and interpretation gathered from the three hundred fifty-four (354) participants. The presenting order is determined by the order of specific problems in the statement of the problem.

The main purpose of this study was to determine the levels instructional competence and mental well-being in the among public elementary grade teachers of Division of Misamis Oriental, during the School Year 2024-2025. The findings of this study served as the basis for proposing an intervention program.

Specifically, the study sought to answer the following problems:

1. What is the level of instructional competence as perceived by teachers in terms of:

1.1 Teaching Strategies and Content Delivery;

As shown in Table 1, the average level of instructional competence as perceived by teachers in terms of teaching strategies and content delivery is 3.33, which is classified as "Highly Competent." This high average score indicates that, overall, the teachers feel confident in their ability to effectively convey subject matter and engage students using a variety of teaching strategies. Such a level of competence is likely to result in improved student understanding and retention of the material, as well as a positive learning environment.

Table 1. *Level of instructional competence as perceived by teachers in terms of Teaching Strategies and Content Delivery*

Teaching Strategies and Content Delivery		*Mean*	*SD*	*Remarks*
1.	I present the minimum content of his/her subject matter, tailored to the student's knowledge.	3.27	0.56	Highly Competent
2.	I provide scientific information that allows the students to gain a better and deeper understanding of the subject matter.	3.32	0.47	Highly Competent
3.	I present the contents following a clear and logical framework, highlighting the important aspects.	3.28	0.55	Highly Competent
4.	I provide clear information about objectives, bibliography, tutorials, contents, and assessment methods in the subject.	3.37	0.48	Highly Competent
5.	I inform my students of the competencies they will be expected to acquire.	3.37	0.48	Highly Competent
6.	I provide initial and final overview of the session and/or subject in class.	3.28	0.53	Highly Competent
7.	I use material resources that facilitate learning.	3.28	0.52	Highly Competent
8.	I efficiently incorporate and employ ICTs (Information and Communication Technologies).	3.43	0.50	Highly Competent
	Average	3.33	0.45	Highly Competent

The highest rating within the assessment is 3.43 for the item "I efficiently incorporate and employ ICTs (Information and Communication Technologies)." This suggests that teachers are particularly proficient in integrating technology into their teaching practices, which is essential in today's digital age. The high competence in using ICTs implies that students are likely benefiting from

diverse and interactive learning experiences, which can enhance their engagement and motivation.

On the other hand, the lowest rating is 3.27, for the item "I present the minimum content of his/her subject matter, tailored to the student's knowledge." Although still classified as "Highly Competent," this slightly lower score could indicate an area for further professional development. Teachers might benefit from additional training or resources to better tailor content to meet individual student needs. Addressing this area could further enhance the overall instructional competence and contribute to even more effective teaching and learning outcomes.

The article "Technology in education: a case study on the Philippines" by UNESCO discusses the integration of ICT in the educational system of the Philippines. It highlights how teachers are incorporating technology into their teaching practices and the overall impact on education. The case study emphasizes the importance of ICT in enhancing learning outcomes, improving access to education, and fostering digital literacy among students (Espinosa, Allen A. et al., 2023). It also addresses challenges such as the digital divide, lack of infrastructure, and the need for teacher training to effectively use ICT tools.

Additionally, the article "ICT integration in the educational system of Philippines" provides an overview of the current state of ICT adoption in Philippine schools. It underscores the role of government initiatives and policies in promoting the use of technology in education. The article also discusses various ICT projects and programs implemented in schools, aiming to improve teaching and learning experiences (Tomaro, 2018). Despite significant progress, the article notes ongoing issues such as limited access to ICT resources, uneven implementation across regions, and the necessity for continuous professional development for educators.

In conclusion, the assessment of teachers' instructional competence in teaching strategies and content delivery reveals a high overall level of competence.

1.2 Student Engagement and Support;

Based on Table 2, the average level of instructional competence as perceived by teachers in terms of student engagement and support is 3.29, classified as "Highly Competent." This average rating indicates that teachers are effectively engaging students and providing the necessary support to foster a positive learning environment. Such competence in student engagement and support suggests that teachers are skilled in encouraging student participation, promoting individual work, and facilitating meaningful interactions.

Table 2. *Level of instructional competence as perceived by teachers in terms of Student Engagement and Support*

Student Engagement and Support		*Mean*	*SD*	*Remarks*
1.	I am easily accessible (tutorials/e-mails, etc.).	3.24	0.55	Competent
2.	I allow my students to organize and distribute part of the assignments to be performed in the subject.	3.40	0.50	Highly Competent
3.	I allow and encourage student participation.	3.28	0.54	Highly Competent
4.	I promote individual work.	3.29	0.52	Highly Competent
5.	I promote teamwork.	3.23	0.58	Competent
6.	I encourage student interest and the motivation to learn.	3.29	0.52	Highly Competent
7.	I facilitate student-student and student-teacher interaction.	3.29	0.52	Highly Competent
8.	I attend and respond clearly to questions asked in class.	3.30	0.51	Highly Competent
Average		3.29	0.48	Highly Competent

The highest rating within this assessment is 3.40, for the item "I allow my students to organize and distribute part of the assignments to be performed in the subject." This high score reflects teachers' strong ability to empower students in taking responsibility for their learning. By encouraging students to organize and distribute assignments, teachers promote autonomy and collaboration, which can enhance students' motivation and sense of ownership over their education.

On the other hand, the lowest rating is 3.23, for the item "I promote teamwork." Although still classified as "Competent," this score highlights an area where teachers might benefit from further development. Providing additional training and resources to enhance teamwork promotion can lead to better collaborative skills among students and a more cohesive classroom environment.

Encouraging students to organize and distribute assignments promotes autonomy and collaboration, which can enhance their motivation and sense of ownership over their education. One research on encouraging students showed that through group activities and collaborative tasks, students were engaged in learning and working as a community (Rachman et al., 2021). This method not only improved their cognitive intelligence but also their social intelligence, making it an effective strategy for language teaching in secondary education. The study highlights the importance of providing students with opportunities to develop autonomy and collaborative skills, ultimately leading to a more dynamic and interactive learning environment. This approach not only boosts students' confidence and engagement but also prepares them for real-world situations where teamwork and leadership are essential.

Autonomy and collaboration are key components in fostering a productive and engaging learning environment. One study involving 215 Grade 10 students assessed the impact of collaborative-individual learning on their critical thinking abilities. The research demonstrated that students' critical thinking skills improved significantly after the application of collaborative-individual learning methods (Jo A. Espiritu & Ana Laigue Viado, 2023). The approach not only enhanced cognitive skills but also built self-empowerment and confidence among students. The study underscores the importance of integrating collaborative-individual learning strategies in

teaching various subjects to foster autonomy and collaboration. This method prepares students for real-world situations where teamwork and leadership are essential, ultimately creating a more dynamic and interactive learning environment.

In conclusion, the assessment of teachers' instructional competence in student engagement and support reveals a high overall level of competence.

1.3 Professional Competency and Assessment?

Based on the results in Table 3, the average level of instructional competence as perceived by teachers in terms of professional competency and assessment is 3.29, which is classified as "Highly Competent." This high average score indicates that teachers feel confident in their ability to relate their teachings to the professional environment and promote the acquisition of professional competencies. Such a level of competence suggests that teachers are well-equipped to prepare students for real-world applications of their knowledge and skills.

Table 3. *Level of instructional competence as perceived by teachers in terms of Professional Competency and Assessment*

	Professional Competency and Assessment	*Mean*	*SD*	*Remarks*
1.	I adequately attend to the tutorials requested of him/her.	3.29	0.53	Highly Competent
2.	I maintain an objective and respectful position with the students.	3.30	0.53	Highly Competent
3.	I relate the teachings to the professional environment.	3.31	0.51	Highly Competent
4.	I organize activities for the students to actively participate in subject assignments.	3.28	0.54	Highly Competent
5.	I had a good command of the contents of the subjects/course.	3.27	0.56	Highly Competent
6.	I interact satisfactorily with the students.	3.29	0.53	Highly Competent
7.	I design the content and develop the course to promote the acquisition of professional competencies.	3.29	0.53	Highly Competent
8.	I apply the assessment criteria of the activities as established in the subject's curriculum.	3.29	0.54	Highly Competent
	Average	3.29	0.51	Highly Competent

The highest rating within this assessment is 3.31 for the item "I relate the teachings to the professional environment." This high score highlights the teachers' strong ability to connect academic content with practical, real-world situations. By relating teachings to the professional environment, teachers ensure that students understand the relevance of their studies and are better prepared for their future careers.

On the other hand, the lowest rating is 3.27, for the item "I had a good command of the contents of the subjects/course." Although still classified as "Highly Competent," this slightly lower score could indicate an area for further professional development. Providing additional training or resources to enhance teachers' mastery of subject content could further improve their instructional competence and ensure that they are fully confident in delivering course material.

Professional Competency and Assessment are crucial in connecting academic content with practical, real-world situations, as highlighted in recent research on teacher performance and professional development activities. The study emphasizes that learning to teach reflectively is a lifelong process, enhanced through active engagement in various professional development activities. These activities are designed to improve essential teaching competencies such as instructional planning, delivery, and classroom management (G. Padillo et al., 2021). However, the findings indicate that while teachers may achieve mastery in these areas, they often perceive limited benefits from the professional development activities they participate in. This disconnect suggests a need for strategic planning and evaluation of professional development initiatives to ensure they effectively enhance teaching quality and align with teachers' real-world experiences and needs.

To enhance teachers' mastery of subject content, it is essential to ensure that course objectives, content, and assessment tasks are effectively aligned with Subject Learning Outcomes (SLOs). Research indicates that curriculum mapping serves as a valuable tool in this process, allowing educators to evaluate how well their courses meet the established SLOs (Lam & Tsui, 2013). By analyzing the integration of these factors within teacher education programs, it becomes evident that a well-structured curriculum can facilitate a deeper understanding of the subject matter. For instance, the findings suggest that programs with more curriculum space, such as the Bachelor of Education (BEd), provide opportunities for a spiral curriculum that promotes complex learning in a logical progression. This approach not only strengthens teachers' command of the content but also prepares them to apply their knowledge in practical, real-world situations.

In conclusion, the assessment of teachers' instructional competence in professional competency and assessment reveals a high overall level of competence.

1.4 Overall instructional competence as perceived by teachers

The overall level of instructional competence as perceived by teachers across various dimensions is 3.30, classified as "Highly Competent." This is shown in Table 4 below. This high average score reflects the collective strengths of teachers in effectively

delivering content, engaging and supporting students, and demonstrating professional competency. Such an overall high level of competence suggests that teachers are well-prepared to create a positive and effective learning environment, contributing to improved student outcomes.

Table 4. *Overall Level of instructional competence as perceived by teachers*

Instructional Competence	*Mean*	*SD*	*Remarks*
Teaching Strategies and Content Delivery	3.33	0.45	Highly Competent
Student Engagement and Support	3.29	0.48	Highly Competent
Professional Competency and Assessment	3.29	0.51	Highly Competent
Average	3.30	0.48	Highly Competent

The highest rating among the dimensions is 3.33 for "Teaching Strategies and Content Delivery." This indicates that teachers feel particularly strong in their ability to present and deliver subject matter effectively. The high competence in this area implies that students are likely to benefit from clear and logical content delivery, which can enhance their understanding and retention of the material.

Both "Student Engagement and Support" and "Professional Competency and Assessment" received a rating of 3.29, indicating that teachers are highly competent in these areas as well. This consistency across dimensions highlights the well-rounded capabilities of teachers in not only engaging and supporting students but also in maintaining professional standards and assessing student performance effectively.

Teachers feel particularly strong in their ability to present and deliver subject matter effectively, as evidenced by their self-reported command of the content within their subjects. This confidence is crucial for implementing effective teaching strategies and ensuring that students grasp complex concepts. Research indicates that teachers exhibit a very extensive level of instructional competence, which encompasses curriculum planning, assessment, and engagement with students, families, and the community (Lucero, 2018a). Such competencies not only enhance the delivery of content but also foster a supportive learning environment. However, to further improve instructional practices, it is essential to identify areas where teachers may need additional support.

Support to students in their academic engagement is essential for fostering a positive learning environment. A recent study highlights that students who actively participate in these collaborative activities experience high levels of self-efficacy and peer social support, both of which are critical for enhancing their engagement (Myla M. Arcinas et al., 2022). However, while students demonstrate high levels of well-being and self-efficacy, the correlation between their engagement in collaborative activities and academic performance suggests that ongoing support and effective instructional design are necessary to sustain and improve learning outcomes. Therefore, it is crucial for educators to regularly review and adapt their collaborative learning strategies to ensure they effectively support student engagement and academic success.

Professional Competency and Assessment focuses on evaluating the skills, knowledge, and abilities of individuals to ensure they meet specific standards required for their roles. In the context of student engagement and support, competency-based assessments can be used to identify areas where students excel and where they need further development. These assessments rely on tools such as self-assessments, peer reviews, and structured evaluations to provide feedback that helps students improve their performance over time. By aligning assessment methods with well-defined competencies, educators can foster meaningful engagement and support students in achieving their academic and professional goals.

Professional Competency and Assessment involves systematically evaluating the skills, knowledge, and behaviors of individuals to measure their ability to perform specific tasks effectively. A study focusing on IT professionals in Romanian companies proposed a method for computing key performance indicators based on four performance levels, using an online questionnaire completed by 60 employees. The findings revealed minimal differences in performance levels among employees, suggesting consistent characteristics across all participants. These computed indicators can be integrated into online tools to support organizations in assessing and enhancing the competencies of their technical workforce, ensuring alignment with professional standards and organizational goals.

Professional Competency and Assessment among teachers are essential for understanding and enhancing the effectiveness of educational practices. The research conducted by Naveen Kumar L.C. aimed to evaluate the teaching competency of secondary school teachers, focusing on variables such as gender and type of school management. Utilizing a descriptive survey method, a study employed the General Teaching Competency Scale to measure competencies effectively. The findings revealed that teachers in private unaided schools demonstrated higher competency levels compared to their counterparts in government and aided schools. This highlights the need for targeted interventions to improve the conditions and resources available to government and aided teachers (Naveen Kumar L.C., 2020). By providing proper instructional materials, conducting orientation programs, and facilitating workshops, educational institutions can enhance the professional competencies of all teachers, ultimately leading to better educational outcomes for students.

In conclusion, the overall assessment of teachers' instructional competence reveals a high level of competence across all dimensions, with an average rating of 3.30. Teachers demonstrate strong abilities in content delivery, student engagement, and professional competency.

2. What is the level of mental well-being among teachers in terms of:

2.1 Emotional and Psychological Well-being;

Table 5 below shows that the average level of mental well-being among teachers in terms of emotional and psychological well-being is 3.49, which is classified as "Very Good." This high average score indicates that, overall, teachers feel positively about their emotional and psychological states. Such a level of well-being suggests that teachers are generally optimistic, relaxed, and content with themselves, which can positively impact their professional performance and interactions with students.

Table 5. *The level of mental well-being among teachers in terms of Emotional and Psychological Well-being*

Emotional and Psychological Well-being	*Mean*	*SD*	*Remarks*
1. I've been feeling optimistic about the future.	3.49	0.50	Very Good
2. I've been feeling useful.	3.49	0.50	Very Good
3. I've been feeling relaxed.	3.49	0.50	Very Good
4. I've been feeling good about myself.	3.48	0.50	Very Good
5. I've been feeling cheerful.	3.49	0.50	Very Good
Average	3.49	0.50	Very Good

The highest ratings within the assessment are 3.49 for several items, including "I've been feeling optimistic about the future," "I've been feeling useful," "I've been feeling relaxed," and "I've been feeling cheerful." These high scores reflect that teachers are experiencing a balanced and positive mental state. Feeling optimistic, useful, and relaxed contributes to a supportive and engaging learning environment for students, as teachers are likely to be more patient and encouraging.

The lowest rating, while still at 3.48, is for the item "I've been feeling good about myself." Although this rating is only slightly lower than the others and still classified as "Very Good," it may indicate a small area for improvement. Providing additional support or resources for self-care and professional development could help teachers maintain or even enhance their self-esteem and overall well-being.

Teachers often feel positively about their emotional and psychological states due to their ability to foster meaningful connections with students and colleagues. According to Burić et al. (2020), higher levels of teacher self-efficacy are strongly associated with positive emotions such as joy and pride, which contribute to their overall well-being. These emotions not only enhance their professional satisfaction but also reduce feelings of burnout and exhaustion (Buric, Irena et al., 2020). The reciprocal relationship between self-efficacy and positive emotions underscores the importance of emotional and psychological well-being in the teaching profession.

In 2021, Chen et al. explored the intertwined trajectories of student-teachers' emotional experiences and professional identity development. Their findings revealed that emotions such as pride and contentment positively influence teachers' motivation and engagement, fostering a sense of accomplishment and well-being. Emotional labor strategies like deep acting were found to be adaptive, promoting positive affect and job satisfaction (Chen et al., 2022). This highlights the critical role of emotional and psychological well-being in shaping teachers' professional identities and effectiveness.

The year 2022 brought insights from Fathi et al., who emphasized the importance of emotion regulation and self-efficacy in enhancing teachers' psychological well-being. Teachers who effectively manage their emotions are better equipped to handle the challenges of their profession, leading to improved mental health and resilience (Xiyun et al., 2022).

Positive emotions were shown to facilitate deep learning and foster emotional and social development among students, further reinforcing the significance of teachers' well-being. These findings underscore the interconnectedness of emotional intelligence and psychological health in educational settings

In conclusion, the assessment of teachers' mental well-being in terms of emotional and psychological well-being reveals a high overall level of well-being.

2.2 Cognitive Functioning and Clarity;

As shown in Table 6, the average level of mental well-being among teachers in terms of cognitive functioning and clarity is 3.48, which is classified as "Very Good." This high average score indicates that teachers generally feel positive about their cognitive abilities, such as problem-solving, clear thinking, and confidence. Such a level of cognitive well-being is likely to positively impact their professional performance, decision-making, and overall satisfaction in their roles.

Table 6. *The level of mental well-being among teachers in terms of Cognitive Functioning and Clarity*

Cognitive Functioning and Clarity	*Mean*	*SD*	*Remarks*
1. I've been dealing with problems well.	3.48	0.50	Very Good
2. I've been thinking clearly.	3.47	0.50	Very Good

3.	I've been feeling confident.	3.48	0.50	Very Good
4.	I've been able to make up my own mind about things.	3.47	0.50	Very Good
5.	I've been interested in new things.	3.48	0.50	Very Good
	Average	3.48	0.49	Very Good

The highest ratings within this assessment are 3.48 for several items, including "I've been dealing with problems well," "I've been feeling confident," and "I've been interested in new things." These high scores reflect that teachers are effectively managing challenges, maintaining confidence, and showing curiosity in new experiences. Such cognitive strengths can lead to a more dynamic and resilient approach to teaching, benefiting both teachers and students.

The lowest rating, while still at 3.47, is for items "I've been thinking clearly" and "I've been able to make up my own mind about things." Although these ratings are only slightly lower and still classified as "Very Good," they may suggest a small area for improvement. Providing additional support or resources to enhance cognitive clarity and decision-making could help teachers maintain or even boost their mental well-being.

Teachers generally feel positive about their cognitive abilities, such as problem-solving, clear thinking, and confidence, due to their professional training and the nature of their work. According to Burić et al. (2020), teachers' self-efficacy is closely linked to their emotional well-being, which enhances their cognitive clarity and problem-solving skills.

This positive feedback loop between emotions and cognitive abilities allows teachers to maintain high levels of mental well-being, even in challenging situations (Buric, Irena et al., 2020). Their ability to regulate emotions and focus on solutions contributes significantly to their confidence and clarity in decision-making.

In 2021, research by Lugue and Galicia highlighted the importance of mental well-being in sustaining teachers' cognitive functioning and clarity. Their study revealed that teachers who received institutional support, such as mental health seminars, reported higher levels of cognitive clarity and problem-solving abilities. This support system helped mitigate stress and burnout, enabling teachers to maintain their confidence and mental sharpness (Lugue, 2021). Consequently, their overall mental well-being was positively impacted, fostering a conducive environment for effective teaching.

Benedicto and Andrade (2022) explored the relationship between problem-solving strategies and teachers' critical thinking skills. Their findings indicated that teachers who engaged in problem-based learning strategies exhibited enhanced cognitive functioning and confidence. This approach not only improved their problem-solving abilities but also reinforced their mental clarity and resilience (Benedicto & Andrade, 2022). The study emphasized the role of innovative teaching methods in promoting teachers' mental well-being and cognitive capabilities.

In 2023, Meutstege et al. conducted a cognitive task analysis that underscored the complexity of differentiated instruction and its impact on teachers' cognitive abilities. Their research demonstrated that teachers who mastered differentiated instruction reported higher levels of cognitive clarity and confidence.

This mastery was attributed to their ability to adapt teaching methods to diverse student needs, which also enhanced their problem-solving skills (Meutstege et al., 2023). The study highlighted the interplay between professional development and mental well-being in fostering teachers' cognitive functioning.

Corthorn et al. (2024) examined the role of mindfulness in enhancing teachers' mental well-being and cognitive clarity. Their study found that mindfulness practices significantly reduced stress and anxiety, leading to improved cognitive functioning and problem-solving abilities. Teachers who practiced mindfulness reported greater confidence and clarity in their professional roles (Corthorn, C. et al., 2024). This research emphasized the importance of mental health interventions in supporting teachers' cognitive and emotional well-being.

In conclusion, the assessment of teachers' mental well-being in terms of cognitive functioning and clarity reveals a high overall level of well-being

2.3 Physical Health and Energy?

Table 7 indicates that that average level of mental well-being among teachers in terms of physical health and energy is 3.48, which is classified as "Very Good." This high average score indicates that teachers generally feel positively about their physical health and energy levels. Such a level of well-being suggests that teachers have ample energy, feel connected to others, and experience good overall health, which can positively impact their professional performance and interactions with students.

Table 7. *The level of mental well-being among teachers in terms of Physical Health and Energy*

	Physical Health and Energy	*Mean*	*SD*	*Remarks*
1.	I've had energy to spare.	3.48	0.50	Very Good
2.	I've been feeling close to other people.	3.49	0.50	Very Good

3.	I've been feeling loved.	3.47	0.50	Very Good
4.	I've been feeling interested in other people.	3.47	0.50	Very Good
5.	I don't suffer from any health challenges.	3.48	0.50	Very Good
	Average	3.48	0.49	Very Good

The highest rating within this assessment is 3.49 for the item "I've been feeling close to other people." This high score reflects that teachers experience strong social connections and a sense of belonging, which are essential for maintaining good mental and physical health. Feeling close to others can provide emotional support and enhance well-being, contributing to a positive and collaborative work environment.

The lowest ratings, while still at 3.47, are for the items "I've been feeling loved" and "I've been feeling interested in other people." Although these ratings are only slightly lower and still classified as "Very Good," they may suggest a small area for improvement. Providing additional support or opportunities for social interaction and relationship-building could help teachers maintain or even enhance their feelings of love and interest in others.

Teachers generally feel positively about their physical health and energy levels due to the role of physical activity in mitigating stress and enhancing mental well-being. Aperribai et al. (2020) highlighted that, teachers who engaged in indoor physical activities experienced reduced anxiety and depression, which contributed to their overall mental and physical health.

This study emphasized that physical activity served as a preventive measure against mental health challenges, reinforcing the connection between physical health and energy levels (Aperribai, Leirre et al., 2020). Consequently, teachers who maintained regular physical activity reported higher levels of mental well-being and energy, even in challenging circumstances.

In 2021, Jimenez explored the relationship between teachers' mental health and their ability to manage stress, finding that positive mental health was linked to better physical health and energy levels. Teachers who experienced fewer stressors and had access to mental health support services reported higher energy levels and a greater sense of well-being (Jimenez, 2021).

This study also noted that teachers' ability to bounce back from challenges was a key factor in maintaining their physical and mental health. Thus, fostering a supportive environment for teachers can significantly enhance their mental well-being and energy levels.

Corbett et al. (2022) conducted a scoping review that revealed the effectiveness of lifestyle interventions, such as physical activity and proper nutrition, in improving teachers' mental well-being. These interventions were found to reduce stress and prevent burnout, thereby positively impacting teachers' physical health and energy levels.

The study also highlighted the importance of incorporating structured wellness programs to sustain these benefits (Corbett et al., 2022). As a result, teachers who participated in such programs demonstrated improved mental health and sustained energy levels.

In 2023, Guo and Jiang investigated the structural relationship between physical activity and mental well-being among teachers, finding that regular physical activity directly enhanced their mental health and energy levels. The study emphasized that physical activity not only improved teachers' psychological well-being but also contributed to their self-efficacy (Guo & Jiang, 2023). Teachers who engaged in consistent physical activity reported feeling more energized and capable in their professional roles. This underscores the importance of promoting physical activity as a means to enhance teachers' overall well-being.

Mortejo et al. (2024) examined the coping mechanisms employed by teachers to manage their physical and mental health, such as regular exercise and mindfulness practices. The study found that these strategies significantly improved teachers' quality of life and energy levels. Teachers who adopted these practices reported fewer instances of burnout and higher levels of mental well-being (Mortejo et al., 2024). This research highlights the critical role of proactive health management in sustaining teachers' physical and mental health.

In conclusion, the assessment of teachers' mental well-being in terms of physical health and energy reveals a high overall level of well-being.

2.4 Overall level of mental well-being among teachers

Table 8 below shows that the overall level of mental well-being among teachers is 3.48, which is classified as "Very Good." This high average score reflects the teachers' strong emotional and psychological well-being, cognitive functioning, and physical health. Such a high level of overall mental well-being suggests that teachers are well-equipped to handle the demands of their profession and maintain a positive and effective learning environment.

Table 8. *The level of mental well-being among teachers*

Mental Well-being of the Teachers	*Mean*	*SD*	*Remarks*
Emotional and Psychological Well-being	3.49	0.50	Very Good
Cognitive Functioning and Clarity	3.48	0.49	Very Good
Physical Health and Energy	3.48	0.49	Very Good
Average	3.48	0.49	Very Good

The highest rating among the dimensions is 3.49 for "Emotional and Psychological Well-being." This indicates that teachers feel particularly positive about their emotional and psychological states, contributing to their overall mental well-being. A high level of emotional and psychological well-being implies that teachers are optimistic, relaxed, and content, which can enhance their interactions with students and colleagues.

Both "Cognitive Functioning and Clarity" and "Physical Health and Energy" received a rating of 3.48, indicating that teachers are highly competent in these areas as well. This consistency across dimensions highlights the well-rounded mental well-being of teachers, ensuring that they are able to think clearly, manage challenges effectively, and maintain good physical health.

In conclusion, the overall assessment of teachers' mental well-being reveals a high level of well-being across all dimensions, with an average rating of 3.48. Teachers demonstrate strong emotional, cognitive, and physical health, contributing to their effectiveness and satisfaction in their professional roles.

3. Is there a significant relationship between the profile of the teachers and the following:

3.1 Instructional competence as perceived by teachers and the profile:

3.1.1 Age

The Kruskal-Wallis test results presented in Table 9 provide insightful information about the relationship between age and instructional competence as perceived by teachers. The analysis involved three age groups: 30 years old and below, 31-40 years old, and 41 years old and above. The mean ranks for instructional competence among these age groups were 156.61, 181.85, and 184.81, respectively. This trend suggests that older teachers perceive themselves to be more instructionally competent. However, the chi-square statistic of 4.404 and the p-value of 0.111 indicate that these differences are not statistically significant at the commonly used significance level of 0.05.

Table 9. *Kruskal-Wallis Test Results for the Relationship Between the profile Age and Instructional Competence*

Age Group	*N*	*Mean of Ranks*	*Chi Square*	*p value*	*Remarks*
- 30 years old and below	71	156.61	-	-	
-31 to 40 years old	198	181.85	-	-	
-41 years old and above	85	184.81	-	-	
Total	354	-	4.404	0.111	Failed to Reject Ho

The lack of a statistically significant difference in instructional competence across age groups implies that age alone may not be a decisive factor in determining perceived instructional competence among teachers. While the trend suggests an increase in perceived competence with age, the findings highlight the importance of considering other factors that may influence instructional competence.

Understanding that age alone is not a significant determinant of instructional competence can foster a more inclusive and supportive environment for teachers at different stages of their careers. Encouraging collaboration and knowledge-sharing among teachers of various ages could also lead to improved teaching practices and better learning outcomes for students.

Instructional competence and age of teachers are often studied to determine their relationship, but research suggests that age alone is not a significant determinant of instructional competence. A study on Technology and Livelihood Education (TLE) teachers found only a low correlation between age and specific aspects of instructional competence, such as class structuring and lesson planning (Maji, 2022). Other factors, including specialization, educational background, and teaching experience, showed more substantial influence. This indicates that fostering instructional competence requires focusing on professional development and subject expertise rather than relying solely on age as a predictor, thus promoting inclusivity across different career stages.

On the other hand, the age of teachers alone is not a significant determinant of instructional competence, as research indicates that other factors, such as specialization, professional training, and teaching experience, play a more substantial role. A study on Technology and Livelihood Education (TLE) teachers revealed only a low correlation between age and instructional competence in areas like class structuring and lesson planning (Lucero, 2018b). This suggests that fostering an inclusive and supportive environment for teachers at different career stages requires focusing on continuous professional development and aligning teaching assignments with their field of expertise rather than relying on age as a predictor of competence.

3.1.2 Sex

The Mann-Whitney test results presented in Table 10 explore the relationship between the profile of teachers' sex and their perceived instructional competence. The test compared two groups: Group 1, consisting of 274 female teachers, and Group 2, consisting of 79 male teachers. The mean ranks for instructional competence were 175.78 for male and 181.23 for male. The Mann-Whitney U test statistic was 10,488.5, and the corresponding p-value was 0.65.

Table 10. *Mann-Whitney Test Results for the Relationship Between the profile Sex and Instructional Competence*

Sex	*N*	*Mean Rank*	*Mann-Whitney U*	*p-value*	*Remarks*
Female	274	175.78	-	-	
Male	80	181.23	-	-	
Total	354	-	10488.5	0.65	Failed to reject Ho

However, the Mann-Whitney U statistic of 10,488.5 and the p-value of 0.65 indicate that these differences are not statistically significant at the commonly used significance level of 0.05. This suggests that the perceived instructional competence of teachers is not significantly related to their sex, as the slight difference in mean ranks is not enough to conclude that sex has an impact on how teachers perceive their instructional competence.

Instructional competence among female and male teachers indicates that the perceived instructional competence of educators is not significantly related to their sex, as the slight difference in mean ranks observed in the study is insufficient to conclude that gender impacts how teachers perceive their own instructional abilities. The research conducted by Iftikar Ahmad Pall and Harishchandra Singh found that both male and female teachers predominantly demonstrated moderate teaching competency, with no significant differences between the two groups (Pall & Singh, 2025). This supports the null hypothesis and emphasizes the importance of focusing on professional development programs aimed at improving teaching competencies for all educators, regardless of sex.

Additionally, the sex of teachers does not significantly impact their perceived instructional competence, as evidenced by the study *General Teaching Competency of Secondary School Teachers with Respect to a Few Selected Variables* by Dr. Hoovinbhavi B.L. This study, conducted using a stratified simple random sampling method, examined the teaching competencies of male and female secondary school teachers from both urban and rural areas (Hoovinbhavi, 2021). The results revealed that while there was a slight difference in the mean ranks between male and female teachers, this difference was not substantial enough to suggest that sex has an influence on how teachers perceive their instructional competence. The study highlights that instructional competence is more closely related to factors like qualifications and socio-economic status than gender. Therefore, the perceived instructional competence among female and male teachers remains largely similar despite their sex differences.

3.1.3 Teaching Experience

The Kruskal-Wallis test results presented in Table 11 provide insightful information about the relationship between teaching experience and instructional competence as perceived by teachers. The analysis involved three experience groups: 5 years and below, 6-10 years, and 11 years and above. The mean ranks for instructional competence among these experience groups were 157.2, 179.75, and 188.16, respectively. This trend suggests that teachers with more experience perceive themselves to be more instructionally competent. However, the chi-square statistic of 3.339 and the p-value of 0.188 indicate that these differences are not statistically significant at the commonly used significance level of 0.05.

Table 11. *Kruskal-Wallis Test Results for the Relationship Between the profile Teaching Experience and Instructional Competence*

Teaching Experience	*N*	*Mean Rank*	*Chi-Square*	*p-value*	*Remarks*
5 yrs. and below	58	157.2	-	-	
6-10 yrs.	255	179.75	-	-	
11 yrs. And above	41	188.16	-	-	
Total	354	-	3.339	0.188	Failed to reject Ho

The lack of a statistically significant difference in instructional competence across experience groups implies that experience alone may not be a decisive factor in determining perceived instructional competence among teachers. While the trend suggests an increase in perceived competence with more years of experience, the findings highlight the importance of considering other factors that may influence instructional competence.

Teachers' experiences alone is not a significant determinant of instructional competence among teachers. Research indicates that while experience can enhance teacher effectiveness, particularly in the early years of teaching, it is not the sole factor influencing instructional competence. Studies have shown that the impact of experience is strongest during the initial years of teaching, with diminishing returns thereafter (Rice, 2010).

One article emphasizes that instructional competence is influenced by several factors beyond a teacher's experience. Professional development plays a crucial role, allowing teachers to stay updated on new teaching methods and curricula. Subject expertise is another key factor, as teachers with deep knowledge of their subjects are more confident and effective in the classroom (Irvine, 2019). A supportive educational environment, including mentorship and strong leadership, also contributes significantly to instructional

competence. Teachers who work in such environments are more likely to feel motivated and empowered to enhance their skills. The study concludes that while experience is valuable, it is not the sole determinant of instructional competence, as other factors are equally important in shaping a teacher's effectiveness.

In another article about teaching experience increase teacher effectiveness, it brief reviews 30 studies published within the last 15 years and finds that while teaching experience is positively associated with student achievement gains, it is not the sole determinant of instructional competence. The study emphasizes the importance of a supportive and collegial working environment for teachers to make greater gains in their effectiveness (Tara Kini & Anne Podolsky, 2016).

Therefore, focusing solely on experience overlooks the complexity of what contributes to effective teaching

3.1.4 Employment Status

The Kruskal-Wallis test results presented in Table 12 provide insightful information about the relationship between employment status and instructional competence as perceived by teachers. The analysis involved three employment status groups: Temporary/Substitute, Provisional, and Regular/Permanent. The median ranks for instructional competence among these groups were 49.67, 180.24, and 178.47, respectively. This trend suggests that Provisional and Regular/Permanent teachers perceive themselves to be more instructionally competent compared to Temporary/Substitute teachers. However, the chi-square statistic of 5.55 and the p-value of 0.062 indicate that these differences are not statistically significant at the commonly used significance level of 0.05.

Table 12. *Kruskal-Wallis Test Results for the Relationship Between the profile Employment Status and Instructional Competence*

Employment Status	*N*	*Mean Rank*	*Chi-Square*	*p-value*	*Remarks*
Temporary/Substitute	3	49.67	-	-	-
Provisional	25	180.24	-	-	-
Regular/Permanent	326	178.47	-	-	-
Total	354	-	5.55	0.062	Failed to reject Ho

The lack of a statistically significant difference in instructional competence across employment status groups implies that employment status alone may not be a decisive factor in determining perceived instructional competence among teachers. While the trend suggests higher perceived competence among Provisional and Regular/Permanent teachers, the findings highlight the importance of considering other factors that may influence instructional competence.

When teachers are secured in permanent positions, they tend to experience greater job stability and access to continuous professional development, which can significantly enhance their instructional competence and overall performance. The article "Enhancing the Welfare of Non-Permanent Teachers in the Sumenep Islands: The Imperative for Regional Regulations" by Mukhlishi and Hidayatillah (2024) highlights the challenges faced by non-permanent or temporary teachers in comparison to their permanent counterparts. It discusses how temporary teachers often struggle with job insecurity, which affects their professional commitment and opportunities for growth. In contrast, permanent teachers benefit from better support systems, mentorship, and professional development programs that contribute to their teaching effectiveness (Mukhlishi et al., 2024). As the study suggests, the advantages enjoyed by permanent teachers, such as consistent access to resources and job security, enable them to develop stronger instructional competence compared to temporary teachers. The research emphasizes the importance of regional regulations that could improve the welfare of temporary teachers, ensuring they too have access to similar opportunities for professional growth and stability. Ultimately, the study underscores that permanent teacher, as compared to temporary teachers, are more likely to perceive themselves as competent due to the stability and resources available to them.

When teachers are secured in permanent positions, their sense of stability often enhances their instructional competence, as they gain more experience and access to professional development. One paper explores the dynamics between permanent and temporary teachers. It highlights how permanent teachers, with their job security, are able to develop a stronger sense of professional identity and instructional competence (Subedi, 2023). Additionally, the study points out that permanent teachers sometimes exhibit hierarchical behavior, with some bullying temporary and community-funded teachers, which may affect the work environment and the professional development of the latter group. The research suggests that fostering positive teacher identity and promoting equity between permanent and temporary teachers is essential to reduce hegemonic domination and improve overall instructional competence. Furthermore, the study emphasizes that permanent teachers' instructional competence is often seen as a tool for reinforcing their authority and status, which can perpetuate power imbalances within the teaching community.

3.1.5 Highest Educational Attainment

The Kruskal-Wallis test results presented in Table 13 provide insightful information about the relationship between educational attainment and instructional competence as perceived by teachers. The analysis involved five educational attainment groups: Bachelor's Degree, Earned Units for a Master's Degree, Master's Degree Holder, Earned Units for a Doctorate Degree, and Doctorate Degree

Holder. The median ranks for instructional competence among these groups were 180.18, 154.1, 124.54, 133.75, and 309.5, respectively. This trend suggests that teachers with higher educational attainment, particularly those with a Doctorate Degree, perceive themselves to be more instructionally competent. However, the chi-square statistic of 7.584 and the p-value of 0.108 indicate that these differences are not statistically significant at the commonly used significance level of 0.05.

Table 13. *Kruskal-Wallis Test Results for the Relationship Between the profile Highest Educational Attainment and Instructional Competence*

Highest Educational Attainment	*N*	*Mean Rank*	*Chi-Square*	*p-value*	*Remarks*
Bachelor's Degree	330	180.18	-	-	-
Earned Units Master's Degree	5	154.1	-	-	-
Master's Degree Holder	12	124.54	-	-	-
Earned Units Doctorate Degree	6	133.75	-	-	-
Doctorate Degree Holder	1	309.5	-	-	-
Total	354	-	7.584	0.108	Failed to Reject Ho

The lack of a statistically significant difference in instructional competence across educational attainment groups implies that educational attainment alone may not be a decisive factor in determining perceived instructional competence among teachers. While the trend suggests higher perceived competence among teachers with advanced degrees, the findings highlight the importance of considering other factors that may influence instructional competence.

The educational attainment of teachers plays a crucial role in shaping their self-efficacy and perceived instructional competence. The study "The Effect of Educational Attainment, Length of Work Experience on the Self-Efficacy of Teachers and Employees" investigates how educational attainment and work experience influence teachers' self-efficacy (Abun et al., 2021). The research found that teachers with higher educational attainment, particularly those with advanced degrees, tend to report higher levels of self-efficacy. This trend suggests that teachers with higher educational attainment, particularly those with a Doctorate Degree, perceive themselves to be more instructionally competent.

The study highlighted a significant correlation between educational attainment and self-efficacy, indicating that more educated teachers often feel more confident in their teaching abilities. Additionally, the study revealed a difference in self-efficacy among employees based on both educational attainment and the length of work experience, supporting the idea that education significantly impacts professional competence. Therefore, the research underscores the importance of educational attainment in fostering instructional competence among teachers.

Teachers who have high educational attainment, particularly those with advanced degrees, are more likely to perceive themselves as being instructionally competent. The article "Teachers' Educational Attainment: Does it Contribute to Elementary Learners' Metacognitive Reading Development explores the impact of teachers' educational background on the reading development of elementary learners. The study found that the educational attainment of teachers was significantly related to the reading speed and proficiency of their fourth-grade pupils (Martinez, 2022). This trend suggests that teachers with higher educational attainment, particularly those with advanced degrees, perceive themselves to be more instructionally competent, as their advanced knowledge and training appear to positively influence their students' learning outcomes. However, the study also noted that no significant difference was found in students' reading level when they were categorized by teachers' educational attainment without considering reading speed. Despite this, the study concludes that the educational attainment of teachers plays a critical role in students' academic development, particularly in the area of reading. Therefore, the research emphasizes the importance of teachers' educational background in enhancing student learning and instructional competence.

3.1.6 Grade Level

The Kruskal-Wallis test results presented in Table 14 provide insightful information about the relationship between grade level and instructional competence as perceived by teachers. The analysis involved three grade level groups: Kindergarten, Lower primary education (Grade 1-3), and Upper primary education (Grade 4-6). The median ranks for instructional competence among these grade level groups were 176.23, 181.65, and 172.81, respectively. This trend suggests that there are slight variations in perceived instructional competence across different grade levels. However, the chi-square statistic of 0.742 and the p-value of 0.69 indicate that these differences are not statistically significant at the commonly used significance level of 0.05.

Table 14. *Kruskal-Wallis Test Results for the Relationship Between the profile Grade Level and Instructional Competence*

Grade Level	*N*	*Mean Rank*	*Chi-Square*	*p-value*	*Remarks*
Kindergarten	15	176.23	-	-	-
Lower primary education	182	181.65	-	-	-

(Grade 1-3) Upper primary education (Grade 4-6)	157	172.81	-	-	-
Total	354	-	0.742	0.69	Failed to Reject Ho

The lack of a statistically significant difference in instructional competence across grade level groups implies that grade level alone may not be a decisive factor in determining perceived instructional competence among teachers. While the trend shows slight variations, the findings highlight the importance of considering other factors that may influence instructional competence.

Teachers in different grade levels often perceive their instructional competence differently. This trend suggests that there are slight variations in perceived instructional competence across different grade levels, but no significant difference in their actual competence. According to the research "Level of Readiness and Instructional Competence of Grade I and II Teachers in the Mother Tongue-Based Multilingual Instruction," the study aimed to determine the level of readiness and instructional competence of Grade I and II teachers in selected elementary schools in Hagonoy, Davao del Sur.

The study found that while there may be slight variations in perceived instructional competence across different grade levels, the overall competence does not significantly differ when analyzed according to factors such as gender, ethnic affiliation, and teaching experience (Cabardo, 2017). This indicates that the perceived differences are not necessarily reflective of actual instructional competence. Thus, while teachers in different grade levels may feel more or less competent in their instructional abilities, these perceptions do not always align with their actual teaching skills, suggesting that external factors may influence their self-assessment.

Teachers' views on instructional competence do not significantly vary by grade level due to shared professional training, universal teaching standards, and common challenges faced across educational levels. For example, a study published in the International Journal of Instruction highlights that instructional leadership and teachers' functional competencies are strongly correlated, emphasizing the importance of standardized teaching practices and leadership support in fostering consistent instructional quality (Ismail et al., 2018).

Similarly, research from Philippine EJournals underscores that teachers' competencies, such as curriculum content delivery and classroom management, are consistently rated as very satisfactory across different grade levels (Pacuno & Sanchez, 2020).

These findings suggest that shared frameworks and professional development initiatives contribute to the alignment of teachers' perspectives on instructional competence.

3.2 Mental well- being among teachers?

3.2.1 Age

The Kruskal-Wallis test results presented in Table 15 provide insightful information about the relationship between age and mental well-being among teachers. The analysis involved three age groups: 30 years old and below, 31-40 years old, and 41 years old and above. The median ranks for mental well-being among these age groups were 169.12, 180.74, and 176.95, respectively. This trend suggests that there are slight variations in perceived mental well-being across different age groups.

Table 15. *Kruskal-Wallis Test Results for the Relationship Between the profile Age and Mental well- being among teachers*

Age Group	*N*	*Mean Rank*	*Chi-Square*	*p-value*	*Remarks*
- 30 years old and below	71	169.12	-	-	-
-31 to 40 years old	198	180.74	-	-	-
-41 years old and above	85	176.95	-	-	-
Total	354	-	0.872	0.647	-

However, the chi-square statistic of 0.872 and the p-value of 0.647 indicate that these differences are not statistically significant at the commonly used significance level of 0.05. This finding implies that age alone is not a significant factor in determining the mental well-being of teachers, highlighting the need to consider other variables that may contribute to their overall well-being.

The article "Well-Being of School Teachers in Their Work Environment" by Paula Benevene and colleagues emphasizes that teachers' well-being is influenced by a variety of factors, far beyond just age. While age might seem like a simple predictor of mental health, it is not a decisive factor in determining teachers' overall well-being. Instead, a combination of personal, professional, and environmental factors plays a more crucial role (Benevene et al., 2020). The study published in Frontiers in Psychology highlights how workplace stressors, such as workload, administrative demands, and lack of support, are significant contributors to a teacher's mental health, which are often more impactful than their age alone.

Benevene's editorial underscores this, noting that teaching is a demanding profession that frequently leads to stress, burnout, and even job attrition. The literature has shifted over time, focusing less on the negative aspects (such as stress and burnout) and more on positive

psychology, which views well-being as a dynamic equilibrium between a teacher's resources and their challenges. This includes social, individual, physical, and emotional demands from both the work environment and personal life.

In addition, studies focused on the challenges faced by teachers during the COVID-19 pandemic further reinforce that mental health is shaped by external and internal stressors rather than age. The sudden shift in teaching methods and the uncertainty of the pandemic placed immense stress on educators (Che Yob et al., 2022).

Factors like work-life balance, job demands, professional development, and emotional support emerged as key elements influencing teachers' well-being during this period. Teachers who had access to strong social support, coping strategies, and resilience-building resources were better equipped to manage the stressors of the pandemic, regardless of their age.

These findings show that well-being is far more complex and depends on a wide array of factors beyond just the teacher's age.

3.2.2 Sex

The Mann-Whitney U test results presented in Table 16 provide information about the relationship between sex and mental well-being among teachers. The analysis involved two groups: Female and Male. The median ranks for mental well-being were 178.07 for females and 173.29 for males.

Table 16. *Mann-Whitney Test Results for the Relationship Between the profile Sex and Mental well- being among teachers*

Sex	*N*	*Mean Rank*	*Mann-Whitney U*	*p-value*	*Remarks*
Female	274	178.07	-	-	-
Male	80	173.29	-	-	-
Total	354	-	10530	0.677	-

The Mann-Whitney U statistic of 10530 and the p-value of 0.677 indicate that the differences in mental well-being between females and males are not statistically significant at the 0.05 significance level. This suggests that sex is not a significant determinant of mental well-being among teachers, and other factors should be explored to understand the variations in their well-being.

The study titled *"Relationship between Mental Health and Quality of Life of Teachers Teaching in Government, Madarsa, and Private Schools" investigates the connection between mental health and the quality of life among teachers. The study's findings revealed a significant and positive relationship between mental health and quality of life for teachers in government schools, indicating that these teachers experienced better mental well-being and a higher quality of life (Shafeeqa bano, 2023).

The results suggest that while mental health and quality of life are positively related for government school teachers, the same cannot be said for teachers in public and private schools. This indicates that factors other than sex, such as the institutional environment and the specific challenges faced by teachers in different school settings, may have a more considerable impact on their mental well-being and overall quality of life. Therefore, the study suggests that the mental health of teachers is not significantly determined by sex, but rather by the educational context and working conditions in which they operate.

Another paper which is a scoping review explores the prevalence and correlates of stress, burnout, anxiety, and depression among teachers, emphasizing the significance of various factors on teachers' mental health. The review identifies several socio-demographic factors, such as sex, age, and marital status, as well as work-related factors like years of teaching, class size, and job satisfaction, which contribute to teachers' mental health challenges (Agyapong et al., 2022).

However, while sex is listed as a correlate, it is not found to be a significant determinant of mental well-being when compared to other factors. This aligns with broader research that suggests sex, in isolation, does not have a major impact on teacher mental health compared to factors like work environment and organizational support.

The study further highlights that teaching is an inherently stressful profession, with a high prevalence of burnout, anxiety, and depression. Despite acknowledging that sex is one of the correlates, the review underscores that work-related stressor—such as job satisfaction and class size—play a more significant role in the mental health outcomes of teachers. This is supported by the fact that interventions targeting these work-related stressors, rather than focusing on socio-demographic factors like sex, would be more effective in mitigating teacher burnout and improving mental well-being.

Therefore, while sex may correlate with some mental health outcomes, it is not a primary determinant of mental well-being among teachers.

3.2.3 Teaching Experience

The Kruskal-Wallis test results presented in Table 17 provide information about the relationship between experience and mental well-being among teachers. The analysis involved three experience groups: 5 years and below, 6-10 years, and 11 years and above. The median ranks for mental well-being were 173.95, 176.89, and 182.11, respectively.

Table 17. *Kruskal-Wallis Test Results for the Relationship Between the profile Teaching Experience and Mental well- being among teachers*

Teaching Experience	*N*	*Mean Rank*	*Chi-Square*	*p-value*	*Remarks*
5 yrs. and below	58	173.95	-	-	-
6-10 yrs.	255	176.89	-	-	-
11 yrs. And above	41	182.11	-	-	-
Total	354	-	0.196	0.906	-

The chi-square statistic of 0.196 and the p-value of 0.906 indicate that these differences are not statistically significant at the 0.05 significance level. This finding highlights that teaching experience alone does not significantly impact the mental well-being of teachers, emphasizing the importance of considering a range of factors that influence their overall well-being.

The study by Emeljanovas et al. (2023) investigates the relationship between teachers' emotional health and stress coping, emphasizing that teaching experience alone does not significantly impact mental well-being. The research found that factors such as age, seniority, and years of teaching experience had no significant effect on emotional health outcomes (Emeljanovas et al., 2023).

Instead, the study highlighted that personal and environmental factor such as financial stability and engagement in hobbies, played a more substantial role in enhancing teachers' enthusiasm and emotional well-being. This suggests that while teaching experience may contribute to professional competence, it is not a decisive factor in determining mental health outcomes, as broader systemic and personal factors exert a stronger influence.

Furthermore, the study underscores the importance of coping strategies in shaping teachers' emotional health. Effective coping mechanisms, such as problem-solving, exercise, and hobbies, were found to improve emotional well-being, while negative strategies like self-isolation and alcohol consumption were linked to psychological distress and reduced enthusiasm at work.

Additionally, the study by Singh and Gautam (2024) highlights that teaching experience alone does not significantly impact the mental well-being of teachers, emphasizing instead the critical role of job satisfaction and other systemic factors. The research reveals that teaching is a highly stressful profession, and the COVID-19 pandemic further intensified these challenges, with the abrupt shift to online education and limited support leading to increased stress, anxiety, and depression among educators(Singh & Gautam, 2024).

While teaching experience is often considered a factor in professional competence, the study identifies workload, job satisfaction, gender, and the nature of online education as more influential determinants of mental health outcomes. This suggests that experience alone does not mitigate the mental health struggles faced by teachers, as broader institutional and environmental factors play a more significant role.

The findings underscore the urgent need for educational policymakers to prioritize teacher well-being by addressing factors that influence job satisfaction and mental health. The study calls for targeted interventions, such as reducing workload pressures, improving support systems, and fostering positive work environments, to enhance teacher mental health. By focusing on these systemic issues rather than relying on teaching experience as a determinant of well-being, policymakers can create more effective strategies to support educators, particularly during times of crisis.

These findings reinforce the idea that teaching experience alone does not address the root causes of stress or emotional challenges faced by educators

3.2.4 Employment Status

The Kruskal-Wallis test results presented in Table 18 provide insightful information about the relationship between employment status and mental well-being among teachers. The analysis involved three employment status groups: Temporary/Substitute, Provisional, and Regular/Permanent. The median ranks for mental well-being among these groups were 184.17, 178.76, and 177.34, respectively. This trend suggests that there are slight variations in perceived mental well-being across different employment statuses.

Table 18. *Kruskal-Wallis Test Results for the Relationship Between the profile Employment Status and Mental well- being among teachers*

Employment Status	*N*	*Mean Rank*	*Chi-Square*	*p-value*	*Remarks*
Temporary/Substitute	3	184.17	-	-	-
Provisional	25	178.76	-	-	-
Regular/Permanent	326	177.34	-	-	-
Total	354	-	0.022	0.989	-

However, the chi-square statistic of 0.022 and the p-value of 0.989 indicate that these differences are not statistically significant at the

commonly used significance level of 0.05. This finding implies that employment status alone is not a significant factor in determining the mental well-being of teachers, highlighting the need to consider other variables that may contribute to their overall well-being.

Employment status alone is not a significant factor in determining teachers' mental well-being because mental health is shaped by a variety of interconnected factors. Research consistently shows that while employment status provides financial security, it does not address critical elements such as job satisfaction, workload, organizational support, and personal coping mechanisms. For example, a meta-analysis highlights that factors like hope, autonomous motivation, and psychological capital are stronger predictors of mental health than employment status. The study identified hope, autonomous motivation, and psychological capital as the top positive predictors of teacher well-being, while neuroticism and disengagement coping were the strongest negative predictors (Zhou et al., 2024). This underscores that mental well-being is influenced more by psychological and motivational factors than by employment status alone.

The meta-analysis also emphasizes the importance of addressing broader determinants of teacher well-being, such as job competencies, occupational commitment, and work engagement. These factors were found to have a stronger correlation with overall well-being than employment status or financial stability. Additionally, the study revealed that burnout and turnover intentions were significant consequences of poor mental health, further highlighting the need for systemic interventions that go beyond employment status.

The scoping review by Sohail et al. (2023) highlights that employment status alone is not a significant factor in determining the mental well-being of teachers, as mental health is influenced by a range of interconnected factors beyond job security. The study, which analyzed 102 research articles, identifies key contributors to teacher well-being, such as emotion regulation, a positive workplace environment, and teacher self-efficacy (Sohail et al., 2023). These factors were found to play a more substantial role in fostering well-being than employment status alone. For instance, teachers who felt successful in their roles and worked in supportive environments reported higher levels of well-being, regardless of their employment status. This suggests that while employment may provide financial stability, it does not inherently address the emotional and psychological needs of teachers.

Furthermore, the review emphasizes that negative workplace dynamics, such as bullying, marginalization, and a lack of social support, are significant contributors to teacher burnout. These findings underscore that mental well-being is shaped more by the quality of the work environment and interpersonal relationships than by employment status. The study concludes that creating an inclusive, respectful, and supportive organizational climate is essential for promoting teacher well-being. This reinforces the idea that systemic and relational factors, rather than employment status alone, are critical in determining the mental health and overall well-being of teachers.

3.2.5 Highest Educational Attainment

The Kruskal-Wallis test results presented in Table 19 provide information about the relationship between educational attainment and mental well-being among teachers. The analysis involved five educational attainment groups: Bachelor's Degree, Earned Units for a Master's Degree, Master's Degree Holder, Earned Units for a Doctorate Degree, and Doctorate Degree Holder. The median ranks for mental well-being among these groups were 177.14, 200.4, 166.67, 183.92, and 274, respectively.

Table 19. *Kruskal-Wallis Test Results for the Relationship Between the profile Highest Educational Attainment and Mental well- being among teachers*

Highest Educational Attainment	*N*	*Mean Rank*	*Chi-Square*	*p-value*	*Remarks*
Bachelor's Degree	330	177.14	-	-	-
Earned Units Master's Degree	5	200.4	-	-	-
Master's Degree Holder	12	166.67	-	-	-
Earned Units Doctorate Degree	6	183.92	-	-	-
Doctorate Degree Holder	1	274	-	-	-
Total	354	-	1.676	0.795	-

The chi-square statistic of 1.676 and the p-value of 0.795 indicate that these differences are not statistically significant at the commonly used significance level of 0.05. This suggests that educational attainment is not a significant determinant of mental well-being among teachers, and other factors should be explored to understand the variations in their well-being.

The study by Harding et al. (2019) emphasizes that teachers' mental health and well-being are not solely determined by their educational attainment. Instead, their well-being is significantly influenced by factors within the school environment, such as teacher-student relationships and teacher presenteeism. The study found that better teacher well-being was associated with better student well-being and lower student psychological distress, indicating a reciprocal relationship between the mental health of teachers and students (Harding et al., 2019).

However, this association was weakened when considering factors like teacher presenteeism, which suggests that a teacher's physical and emotional presence in the classroom plays a more significant role in both their well-being and that of their students than their educational background. Additionally, the study revealed that teachers' depressive symptoms were linked to poorer student outcomes, including higher psychological distress among students. While educational attainment may provide teachers with certain skills, it does not directly correlate with the emotional and psychological dynamics in the classroom. The study suggests that the quality of teacher-

student relationships and the teacher's mental state are more critical in shaping both teacher and student mental health outcomes. This highlights that teachers' mental well-being is driven more by interpersonal and environmental factors rather than the level of education they have attained.

In her study, Wang (2023) focuses on the significant impact of teacher support and care on students' mental health and well-being, suggesting that these factors play a more crucial role than educational attainment in determining the well-being of teachers. While teachers' academic qualifications may provide the necessary knowledge for instruction, the emotional support they provide to students appears to be a far more influential factor in both student and teacher well-being (Wang, 2023). The research highlights the strong positive connections between teacher support, teacher care, and student well-being, emphasizing that teachers' ability to nurture and support their students can directly impact the overall mental health of both students and teachers. These findings indicate that teachers' well-being is more directly linked to their capacity for providing emotional support than their level of education, suggesting that educational attainment alone does not determine teachers' mental health outcomes.

Furthermore, Wang's (2023) study reveals that teacher care, which involves understanding and addressing the emotional needs of students, is a critical factor in improving student well-being. This, in turn, contributes to a more positive work environment for teachers. When teachers feel that they are making a positive difference in their students' lives, it can boost their own job satisfaction and reduce stress levels. The study supports the idea that teacher-student relationships and emotional support have a significant influence on teachers' mental well-being, overshadowing the role of educational attainment. This reinforces the notion that teachers' mental health is shaped more by their work environment, interpersonal interactions, and ability to care for students than by their academic qualifications.

3.2.6 Grade Level

The Kruskal-Wallis test results presented in Table 20 provide information about the relationship between grade level and mental well-being among teachers. The analysis involved three grade level groups: Kindergarten, Lower primary education (Grade 1-3), and Upper primary education (Grade 4-6). The median ranks for mental well-being among these grade level groups were 194.9, 177.14, and 176.25, respectively.

Table 20. *Kruskal-Wallis Test Results for the Relationship Between the profile Grade Level and Mental well- being among teachers*

Grade Level	*N*	*Mean Rank*	*Chi-Square*	*p-value*	*Remarks*
Kindergarten	15	194.9	-	-	-
Lower primary education (Grade 1-3)	182	177.14	-	-	-
Upper primary education (Grade 4-6)	157	176.25	-	-	-
Total	354	-	0.591	0.744	-

The chi-square statistic of 0.591 and the p-value of 0.744 indicate that these differences are not statistically significant at the commonly used significance level of 0.05. This finding highlight that the grade level where the teacher is assigned to, alone does not significantly impact the mental well-being of teachers, emphasizing the importance of considering a range of factors that influence their overall well-being.

Studies emphasize that teacher well-being is more strongly influenced by factors such as job satisfaction, workload, and organizational support rather than the grade level they teach. While primary and secondary school teachers may face some differences in challenges, these differences do not significantly alter the core determinants of their mental health.

For instance, a systematic review by Nwoko et al. (2023) highlights that teachers experience a range of work-related challenges that contribute to high stress levels, burnout, and a negative impact on their occupational well-being. The review identified four key factors that influence teachers' well-being, including personal capabilities, socioemotional competence, personal responses to work conditions, and professional relationships (Nwoko et al., 2023). These factors are crucial for maintaining resilience and efficiency in teaching, regardless of the grade level.

The findings from this review suggest that teachers' occupational well-being is more dependent on support from their work environment, including organizational support, social-emotional competence, and professional relationships, than on the grade level they teach. Teachers who have strong self-efficacy, the ability to manage their classroom, and a supportive work environment report higher levels of well-being.

Additionally, collaboration with parents, colleagues, and school leadership plays a vital role in creating a positive work environment that reduces stress and enhances teacher mental health. This underscores the importance of focusing on supportive work environments and professional development rather than solely on the grade level as a significant factor in teachers' well-being.

4. Which among the sub-variables of teachers' instructional competence significantly influence the mental well-being in the Division of Misamis Oriental?

The quantile regression analysis results presented in Table 21 provide valuable insights into the influence of teachers' instructional competence on their mental well-being in the Division of Misamis Oriental. The analysis focused on three sub-variables: Teaching Strategies and Content Delivery, Student Engagement and Support, and Professional Competency and Assessment.

Table 21. *Quantile Regression analysis result on the influence of the teachers' instructional competence towards teachers' mental well-being*

Predictor Variable	*Coefficient*	*Standard Error*	*t-value*	*p-value*	*Remarks*
Intercept	0.00001	0.18	0.0007	1	
Teaching Strategies and Content Delivery	1.2613	0.213	5.911	0.00001	Reject Ho
Student Engagement and Support	0.00003	0.277	0	0.999	Failed to reject Ho
Professional Competency and Assessment	-0.2614	0.222	-1.179	0.239	Failed to reject Ho

The results indicate that a 1% increase in Teaching Strategies and Content Delivery is associated with a 1.2613% increase in teachers' mental well-being, with a significant p-value of 0.00001. This suggests that improvements in teaching strategies and content delivery are likely to enhance teachers' mental well-being. Therefore, we reject the null hypothesis (Ho) for this sub-variable, indicating a significant influence on mental well-being. In contrast, a 1% increase in Student Engagement and Support is associated with a negligible 0.00003% increase in mental well-being, with a p-value of 1, indicating no significant influence on mental well-being.

Consequently, we fail to reject the null hypothesis (Ho) for this sub-variable, suggesting no significant impact on mental well-being. Similarly, a 1% increase in Professional Competency and Assessment is associated with a -0.2614% change in mental well-being, with a p-value of 0.239, also indicating no significant influence. As a result, we fail to reject the null hypothesis (Ho) for this sub-variable, implying no significant effect on mental well-being.

It is important to emphasize that the analysis used the median of instructional competence, instead of the mean. This approach provides a more accurate representation of the central tendency in the presence of skewed data or outliers. By focusing on the median, the quantile regression analysis ensures that the results are robust and reliable, offering a clearer understanding of the relationships between instructional competence and mental well-being among teachers.

In conclusion, the quantile regression analysis highlights that a 1% increase in Teaching Strategies and Content Delivery significantly influences teachers' mental well-being, while a 1% increase in Student Engagement and Support and Professional Competency and Assessment do not show significant effects towards mental well-being of teachers.

Teaching strategies and content delivery significantly influence teachers' mental well-being, as they shape the dynamics of classroom interactions and the overall teaching experience. According to Lugue and Galicia (2020), the challenges posed by adapting to new teaching modalities during the pandemic led to increased stress and burnout among educators. These difficulties were compounded by the need to balance personal and professional responsibilities while mastering unfamiliar technologies (Lugue, 2021). Consequently, the mental well-being of teachers was directly linked to the effectiveness of their teaching strategies and the support systems provided by their institutions.

Jimenez (2021) highlights that the mental health and stress levels of teachers are closely tied to their ability to develop learning resources and manage classroom dynamics. The study found that teachers who experienced higher stress levels struggled with resource development, which in turn affected their teaching proficiency (Jimenez, 2021).

Moreover, the professional demands of teaching, coupled with inadequate support, exacerbated mental health challenges. This underscores the importance of equipping educators with effective strategies to mitigate stress and enhance their well-being.

Pangilinan (2022) emphasizes the role of workload and class size in influencing teachers' mental well-being. Large class sizes and heavy workloads often lead to chronic stress and anxiety, impacting both the quality of education and the mental health of educators (Pangilinan, 2024). The study suggests that addressing these issues through better resource allocation and administrative support can significantly improve teachers' well-being. Furthermore, fostering a supportive environment is crucial for maintaining the mental health of educators.

Fernandez (2023) explores the relationship between teachers' stress levels and their coping strategies under the new normal. The findings reveal that while teachers employed moderate coping mechanisms, their stress levels remained high due to the sudden shift to online and modular teaching (Fernandez, 2023). This situation highlights the need for targeted interventions to support teachers in adapting to new teaching strategies. Effective coping strategies can enhance teachers' mental well-being and improve their teaching proficiency.

Soledad (2024) discusses the impact of teacher burnout on mental well-being and the quality of education. Burnout, characterized by

physical and emotional exhaustion, often results from the cumulative demands of teaching and administrative tasks. The study advocates for strategies such as workload management, professional development, and fostering autonomy to alleviate burnout. By prioritizing teachers' mental health, educational institutions can create a more sustainable and effective teaching environment.

5. What is the Intervention Program for Instructional Competence and Mental Well Being?

The intervention program outlined aim to address the identified challenges based on the survey results, where minimum scores highlighted areas requiring improvement. These targeted interventions are designed to enhance instructional competence and mental well-being, ensuring the personal and professional development of educators. Through these efforts, we strive to create an environment that fosters growth, collaboration, and resilience among teachers

A. Instructional Competence;

Identified Challenges	*Intervention Program*	*Implementation Plan*	*Expected Outcome*
I present the minimum content of his/her subject matter, tailored to the student's knowledge.	Data-Driven Instructional Planning	Conduct workshops on how to assess student readiness and adapt lesson content accordingly. Teachers will use pre-assessment tools to determine prior knowledge.	Teachers will tailor their lessons to different levels of student understanding.
	Interactive and Contextualized Teaching Methods	Training on using real-life applications, case studies, and interactive tools such as simulations and gamification to make lessons more engaging and relevant.	Students will relate more to lessons, leading to higher retention and comprehension.
	Lesson Study and Peer Review	Implement peer mentoring and lesson observation where teachers can provide constructive feedback to one another.	Teachers will refine their lesson delivery based on best practices.
I promote teamwork.	Team-Based Learning (TBL) Strategies	Conduct training on collaborative learning techniques such as Think-Pair-Share, Jigsaw Method, and Problem-Based Learning (PBL).	Teachers will integrate teamwork-focused strategies into their lessons.
	Classroom Team-Building Workshops	Organize activities that encourage students to work together, such as role-playing, debates, and cooperative projects.	Increased student participation in collaborative tasks.
	Teachers' Collaboration Hub	Establish a platform (online or face-to-face) where teachers share best practices on fostering teamwork among students.	A continuous exchange of effective strategies for promoting teamwork.
I had a good command of the contents of the subjects/course.	Professional Development Training and Certification	Encourage teachers to attend workshops, webinars, and certification courses related to their subject areas.	Teachers will gain updated knowledge and skills in their respective disciplines.
	Subject-Matter Expertise Enhancement	Implement faculty study groups where teachers discuss complex topics, research updates, and new teaching methodologies.	Teachers will become more confident in delivering subject content.
	Faculty Exchange and Cross-Discipline Mentoring	Pair teachers with subject-matter experts for coaching and knowledge-sharing sessions.	Teachers will enhance their expertise through guided mentorship.

B. Mental Well-Being.

Identified Challenges	*Intervention Program*	*Implementation Plan*	*Expected Outcome*
I've been feeling good about myself.	Self-Empowerment and Personal Growth Seminars	Conduct workshops on self-reflection, confidence-building, and overcoming self-doubt. Use activities such as journaling, positive affirmations, and goal setting.	Teachers will develop a more positive self-image and greater self-confidence.
	Peer Recognition and Appreciation Program	Establish a system where colleagues regularly recognize and celebrate each other's achievements through awards, appreciation boards, and shout-outs.	Teachers will feel more valued and acknowledged in their workplace.
	Mindfulness and Self-Care Training	Provide stress management techniques such as meditation, breathing exercises, and time management strategies. Encourage teachers to practice mindfulness daily.	Teachers will feel more in control of their emotions and overall well-being.

I've been thinking clearly.	Mental Wellness and Cognitive Clarity Workshops	Conduct sessions on improving focus, problem-solving skills, and handling cognitive overload. Techniques include brain exercises, structured planning, and digital detox.	Teachers will experience improved concentration and clearer thinking.
I've been able to make up my own mind about things.	Professional Learning Communities (PLCs) for Reflection and Decision-Making	Organize faculty group discussions where teachers can share experiences, discuss challenges, and develop collective problem-solving strategies.	Teachers will gain new perspectives and confidence in making independent decisions.
	Life Coaching and Personal Development Sessions	Offer access to certified life coaches who will guide teachers in personal and career decision-making.	Teachers will be more decisive and confident in their choices.
I've been feeling loved.	Teacher Support Circles and Emotional Resilience Training	Form small teacher groups where participants share experiences, support one another, and practice emotional resilience strategies.	Teachers will feel a stronger sense of belonging and emotional support.
I've been feeling interested in other people.	Family and Community Engagement Activities	Organize activities where teachers interact with family members and the community to foster stronger emotional connections. Events include family days, mentorship programs, and community service.	Teachers will feel more connected and appreciated by loved ones and the community.
	Social and Recreational Team-Building Activities	Plan events such as team outings, sports activities, and hobby-based clubs to encourage socialization and stress relief.	Teachers will develop deeper interpersonal relationships and an increased interest in others.

Conclusions

In conclusion, the findings from this study underscore the significant impact of Teaching Strategies and Content Delivery on teachers' mental well-being. The quantile regression analysis reveals that a 1% increase in these factors correlates with a notable 1.2613% improvement in mental well-being, emphasizing the critical role that effective teaching strategies play in supporting teachers' psychological health. This suggests that enhancing instructional practices and content delivery can alleviate stress and burnout among educators, contributing to a more balanced and positive teaching experience. Consequently, educational institutions should focus on providing ongoing training and resources to support teachers in developing effective teaching strategies that can mitigate the challenges they face in their professional roles.

On the other hand, the study found no significant relationship between Student Engagement and Support or Professional Competency and Assessment and teachers' mental well-being. Despite expectations, these sub-variables did not yield significant changes in mental well-being, as indicated by their negligible effects and high p-values.

This suggests that while student engagement and professional competency are essential components of teaching, their direct impact on teachers' mental well-being may be less pronounced compared to the influence of teaching strategies. The failure to reject the null hypothesis for these variables indicates the need for a more nuanced understanding of how various elements of instructional competence interact to affect educators' mental health.

The implications of this study highlight the importance of focusing on teaching strategies and content delivery to enhance teachers' mental well-being. Institutions must prioritize professional development programs that enable teachers to adapt and refine their teaching approaches. By providing teachers with the tools to improve classroom dynamics and learning outcomes, schools can help reduce stress and burnout, thereby fostering a healthier and more effective teaching environment.

Moreover, future research should explore other potential factors influencing teacher well-being, such as workload management, institutional support, and external stressors, to develop a more comprehensive approach to supporting educators in the modern educational landscape.

Considering the outcomes and deductions drawn from the investigation, several recommendations can be proposed. The research suggests the following actions based on the findings:

In terms of Instructional Competence, the recommendation is invested in data-driven instructional planning by organizing workshops on assessing student readiness and adapting lessons accordingly. The facilitators should receive ongoing professional development in interactive and contextualized teaching methods to integrate real-life applications and engaging tools, ensuring students can relate to and retain lessons better. Peer reviews and lesson study should be encouraged as a way for teachers to improve lesson delivery through collaboration. Team-based learning strategies and classroom team-building workshops can be implemented to foster teamwork among students, with continuous collaboration between teachers facilitated through a Teachers' Collaboration Hub to share best practices. Additionally, subject-matter expertise enhancement should be prioritized by offering certification programs, study groups, and mentorships to ensure teachers stay updated and confident in their areas of instruction.

In terms of Mental Well-Being, the recommendation should promote a supportive atmosphere through self-empowerment and personal growth seminars that help teachers build self-confidence, as well as peer recognition programs to enhance a sense of value within the school community. Mindfulness and self-care training should be regularly offered to equip teachers with the tools for stress management, ensuring emotional stability. Cognitive clarity can be improved through workshops on mental wellness to address focus and decision-making, alongside professional learning communities that foster reflective thinking. Teachers' emotional well-being can be further nurtured by creating teacher support circles, providing opportunities for emotional resilience training, and engaging in community-building activities that strengthen connections with families. Social and recreational events will encourage teachers to develop meaningful relationships, enhancing a sense of belonging and improving their overall mental health. Implementing these strategies will not only improve teaching effectiveness but also create a thriving, emotionally supported educational environment for all.

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Affiliations and Corresponding Information

Melan Dave C. Lalucan
Tagoloan Community College – Philippines