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# Teachers' Well-Being and Instructional Efficacy: Basis for Professional Development Plan

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**Abstract.** This study investigates the impact of various aspects of teacher well-being on instructional efficacy, focusing on emotional aspects, work engagement, relationships with stakeholders, sense of purpose, and accomplishments. It examines how these factors influence planning and preparation, the learning environment, instructional effectiveness, and professional responsibilities. Conducted in Roosevelt County Schools, Montana, during the 2023-2024 school year, the study used a descriptive correlational approach with mixed methods, focusing on quantitative research. Data were collected via an adapted survey from 198 teachers and analyzed using statistical tools like mean, frequency, percentage, standard deviation, Spearman Correlation Test, and Kruskal-Wallis Test. The findings revealed no significant relationship between teacher well-being and demographic profiles such as age, race, years of experience, position, and grade level. However, higher educational attainment was significantly related to emotional well-being, accomplishments, and instructional efficacy in several areas. Age also influenced professional responsibilities. The study suggests that schools should prioritize well-being initiatives tailored to teachers' specific needs to enhance instructional efficacy. By promoting support systems and focusing on well-being in their planning processes, schools can create a positive and supportive learning environment that benefits both teachers and students.

**Keywords:** teacher well-being, instructional efficacy

## Introduction

Well-being is a multifaceted concept that embodies the state of being healthy, happy, and fulfilled in various dimensions of life. It is closely associated with achievement in various facets of life, including one's professional career, personal life, and interactions with others. Teacher well-being is paramount for fostering optimal instructional efficacy within educational settings. The holistic wellness of educators, encompassing physical, mental, and emotional dimensions, directly correlates with their ability to deliver effective instruction.

Unfortunately, the State of the American Teacher Survey conducted by Doan et al. (2023) revealed that twenty- three (23%) of teachers expressed the possibility of resigning from their positions by the end of 2022–2023. Among these educators, those who reported experiencing poor well-being were more tend to indicate their intention to depart compared to their peers. Teachers who are experiencing high levels of pressure or welfare issues may find it difficult to perform teaching duties at their best and provide quality education to their students. Similarly, the State of Montana is grappling with the challenge of retaining teachers. Nevertheless, the challenges and demands of teaching in a foreign country, coupled with the complexities or work- related challenges such as student diversity and individual needs, administrative pressures, emotional labor, lack of support and recognition adjustment and other factors can take a toll on the well-being of educators.

The well-being of teachers can significantly influence their classroom performance. Individuals who enjoy a high level of well-being tend to demonstrate heightened productivity in their work, enhanced capacity for effective learning, greater creativity, a propensity for engaging in pro-social actions, and the development of positive and harmonious relationships (Ruggeri et al., 2020).

In 2022, a study conducted by the RAND Corporation (a public policy research institution) stated that enhancing teacher well-being can lead to higher levels of job satisfaction, increased engagement, and improved retention rates among educators. Teacher well-being also plays a pivotal role in shaping student outcomes. Moreover, the majority of teachers also draw social support from their colleagues, family members, and friends. Additionally, they place a significant emphasis on establishing their own boundaries for maintaining work-life balance and engaging in self-care activities. While these individual strategies can be beneficial, it is essential for school districts to shoulder a more substantial responsibility in addressing and enhancing the well-being of educators (Walker, 2022).

This study aimed to bridge this gap in knowledge by determining the well-being of teachers and how it affects their instructional efficacy. By exploring the well-being of teachers such as emotional aspects, work engagements, stakeholder relationships, sense of purpose, and accomplishments with regards to their instructional efficacy such as planning and preparation, learning environment, instructional effectiveness for student learning and professional responsibilities. This research seeks to provide valuable insights that can inform the development of policies and initiatives to enhance the support and welfare of educators, ultimately improving their job satisfaction and retention rates.

## Literature Review

### Well-being

The well-being of teachers, particularly those working in the United States or any other foreign country, is of paramount importance. These educators face unique challenges such as student diversity and individual needs, administrative pressures, emotional labor, lack of support and recognition and opportunities, and their well-being is essential for their personal and professional success. Kaynak (2020) in his comprehensive qualitative research, gained insights into the perspectives of elementary teachers regarding their well-being, with a specific focus on the contextual factors that either enhance or hinder their sense of well-being. Data for his study were gathered through background questionnaires, journal entries maintained by teachers, and interviews with educators. The findings indicate that teachers' sense of well-being primarily thrived in environments characterized by student progress and supportive colleagues. Conversely, several key themes emerged as detrimental to teachers' well-being, including the impact of accountability testing, a perceived lack of authority, a feeling of constant scrutiny, student misconduct, and a burdensome workload. These research results underscore the urgency of restructuring the educational settings. When schools are transformed into places where teachers experience appreciation, respect, empowerment, and active involvement in decision-making processes, their overall sense of well-being is likely to improve.

In the same way, the well-being of schoolteachers and early childhood educators is closely linked to their ability to provide high-quality educational experiences to the students and children under their care. In the study of Berger et al. (2022) recognizing the significance of this topic, this systematic review pursued three main objectives: identifying evidence-based well-being initiatives available for educators and school teachers, assessing the quality of evidence demonstrating the effectiveness of these initiatives, and summarizing the key characteristics of these initiatives. In total, twenty-three (23) studies examining nineteen (19) distinct initiatives were uncovered. While most of these initiatives showed positive effects on the well-being of schoolteachers, the overall quality of the available evidence is relatively limited, particularly concerning early childhood educators. It is noteworthy that the existing well-being initiatives for teachers and educators primarily focus on individual factors rather than addressing systemic determinants, even though a combination of personal and educational environment influences shapes the well-being of these professional groups. There is a clear

need for further research to enhance the evidence base regarding well-being initiatives for teachers and early childhood educators. Additionally, there is room for the development of initiatives to alter workplace demands and the culture within educational settings.

Furthermore, workplace happiness and well-being have gained considerable attention in academic and business circles, particularly through the lens of positive psychology. However, limited research has explored these aspects in the education sector. In this comprehensive study, it investigated how teachers' psychological resources, specifically psychological capital, relate to their workplace well-being and perceived happiness. Using both qualitative and quantitative methods, it was found that teachers' workplace happiness is strongly linked to achieving goals, receiving feedback, finding meaning in their work, and fostering social relationships. In conclusion, future efforts to enhance employee well-being should emphasize positive factors and adopt a proactive approach (Kun & Gadanecz, 2022).

**Emotional Aspects**

Uzuntiryaki-Kondakci et al. (2022) sought to test a model wherein teacher emotions predict teacher efficacy through the intermediary factor of emotion regulation. The research involved public middle school science teachers who provided data. Data were collected using the Positive and Negative Affect Schedule, the Emotional Control Scale, and the Teachers' Sense of Efficacy Scale. Structural equation modeling was employed to analyze the data. The study's findings revealed a significant connection between teacher emotions and teacher efficacy, with emotion regulation playing a partial mediating role. Specifically, positive emotions had a direct and indirect impact on teacher efficacy for instructional strategies, classroom management, and student engagement, mediated through their use of emotion regulation strategies. Additionally, the results indicated that positive emotions were positively associated with emotion regulation, while negative emotions were negatively related to it. Positive emotions were also found to predict teacher efficacy, whereas negative emotions did not. Lastly, the study demonstrated that emotion regulation had a notable influence on teacher efficacy.

However, Dilekçi and Limon (2022) delve into the mediating role of self-efficacy in the association between instructional leadership behaviors exhibited by school principals and teachers' positive instructional emotions, including enjoyment, pride, and hope. It encompassed a sample of three hundred eighty (380) teachers, spanning from primary to high school levels, who were actively teaching in Batman, Turkey, during the 2020-2021 academic year. The study utilized a two-stage sampling process involving criterion sampling and convenient sampling, and data collection was conducted online. Structural equation modeling was employed to assess the hypotheses.

In addition, the results of their investigation revealed significant and meaningful connections between instructional leadership, teachers' self-efficacy, and their positive instructional emotions. In terms of predictive relationships, instructional leadership was a substantial predictor of teachers' self-efficacy and their positive instructional emotions. Concurrently, self-efficacy emerged as a predictor of positive instructional emotions and played a mediating role in the link between instructional leadership and these emotions. These findings underscore the notion that school principals have the capacity to foster positive instructional emotions among teachers by nurturing their self-efficacy perceptions through their instructional leadership behaviors.

**Work Engagements**

Educators play a pivotal role in achieving educational objectives, and one critical factor influencing their performance is their subjective well-being. However, this comprehensive study by Eryilmaz et al. (2021) investigated the examination of high-school teachers' subjective

well-being, particularly concerning their work engagement and the satisfaction of work-related needs. Additionally, the study explores the potential mediating role of work-related need satisfaction between subjective well-being and work engagement. The findings underscore that both work engagement and the fulfillment of work-related needs significantly contribute to the subjective well-being of teachers. Moreover, the study identified the mediator role of work-related need satisfaction in the relationship between work engagement and teachers' subjective well-being. These results have important pedagogical implications, which the study discusses.

In 2021, a correlational research study on the relationship between elementary teacher engagement and collective teacher efficacy stated that educational leaders are perpetually seeking avenues to enhance instruction and elevate student achievement. Collective teacher efficacy has been identified as a factor with a substantial impact on student learning. However, as educators dedicate their efforts to fostering collective teacher efficacy and supporting students, there is a potential challenge: teachers might not be fully engaged in their work. To explore this connection, participants in the study completed two surveys, each focusing on either teacher engagement or collective teacher efficacy. Survey results indicate that, overall, both collective teacher efficacy and teacher engagement are positively rated. Furthermore, the relationships between various subgroups displayed differing degrees of strength, ranging from robust to relatively weaker connections. The findings from this study hold implications for teachers, principals, and school districts. The conclusions and recommendations offered provide valuable insights into strategies for enhancing teacher engagement and collective teacher efficacy (Falcone, 2021).

Another study of Gaziel and Ifanti (2021) investigated the factors that influence teachers' work engagement. Specifically, it explored the connections between teachers' work engagement, work-related resources, work-related demands, and individual characteristics, such as job position, gender, years of teaching experience, education level, and psychological availability. The growing interest in understanding how teachers engage in their work stems from a growing body of evidence highlighting the links between teachers' beliefs, emotions, and behaviors and student outcomes. The findings of the study revealed that all three categories of predictors for work engagement were statistically significant. Work-related resources, in particular, accounted for a substantial portion of the variance among teachers, especially when demographic variables were taken into consideration.

**Stakeholder Relationships**

Pesonen and colleagues (2021) investigated how primary school teachers perceive their sense of belonging in co-teaching and explored the factors that can either enhance or hinder this sense of belonging. The data collection involved the use of empathy-based stories, which consisted of narrative scenarios depicting co-teaching situations with variations in whether they were experienced positively or negatively. Upon conducting qualitative analysis of these stories, three dimensions emerged as central to the construction of teachers' sense of belonging: their work practices, the quality of their mutual relationship, and their individual characteristics. These findings make a valuable contribution to the existing literature by highlighting that a sense of belonging in co-teaching is a multi-faceted concept that is cultivated within a close collegial relationship between teachers. This study introduces a novel micro-level perspective on how teachers' sense of belonging is developed in the context of co-teaching partnerships.

Prioritizing family and community collaborations within educational institutions constitutes a pivotal element of culturally responsive education, yet this aspect is frequently overlooked. Educators are urged to explore novel frameworks that foster the active involvement of community and family members as school partners. It presented here unveils findings from a mini-ethnographic case study, delving into the roles of various stakeholders

collectively engaged in culturally responsive initiatives. In this model, group members collaboratively worked to formulate curriculum suggestions, devise professional development programs for both educators and the community, and generate proposals for innovative courses. The model also delves into the opportunities and challenges faced by school districts when endeavoring to incorporate community members into school policies and practices (Castillo, 2023).

**Sense of Purpose**

Barrenechea (2022) takes a more focused and in-depth approach to explore the broad concept of well-being by examining it through the lens of mattering. By doing so, it sheds light on the specific, work-related expressions of teachers' well-being, particularly those working in elementary schools. The paper examined teachers' sense of well-being through the perspective of the "mattering" construct. The results of this study indicate that teachers have indeed experienced a diminishing sense of mattering, and this decline significantly influences their overall well-being. When teachers don't feel valued or believe they are unable to make a meaningful contribution, their ability to function in a healthy manner is compromised. The author suggests that to restore their sense of mattering and enhance their well-being, teachers need to foster a stronger sense of community. While there are existing empirical studies that have explored the mattering construct within educational settings, the author is not aware of any previous empirical studies that have specifically concentrated on documenting teachers' perceived sense of mattering.

**Accomplishments**

An applied dissertation study by Yruegas (2022) was structured to investigate the connection between teachers' involvement in a collaborative professional development initiative known as Lesson Study and their self-efficacy and job satisfaction. In the teaching profession, a lack of structure and adequate time for the effective implementation and reflection on collaborative professional development programs has led to feelings of frustration and dissatisfaction, especially as the demands for professional growth and job performance continue to escalate. This mixed-methods study sought to explore the perceived impact of Lesson Study on the self-efficacy and job satisfaction of middle school and high school teachers. The findings suggest a need for better scheduling of content-specific professional development opportunities to create a more positive and collaborative work environment for teachers.

Moreover, teachers' instructional methods are paramount in fostering effective education and equipping students with vital knowledge and skills. Yurtseven (2023) seeks to explore teachers' perspectives and satisfaction with their instructional approaches, focusing on instructional quality. Employing a basic qualitative research design, qualitative research aims to unveil insights into individuals' experiences, perceptions, and viewpoints regarding a particular phenomenon. The study's findings highlighted that teachers found satisfaction in professional development activities and innovative practices but experienced dissatisfaction when neglecting students' unique needs. Teachers' instructional goals were linked to enhancing content knowledge and technological proficiency, necessitating administrative support and time. The study underscores the importance of well-defined, observable, and measurable professional development activities to enhance teaching quality, foster student learning, and promote the adoption of innovative teaching techniques.

**Instructional Efficacy**

The exploration of self-efficacy and its impact on teacher performance has captivated the attention of numerous researchers over the past two decades. In the study of Krasniqi and

Ismajli (2022) sought to investigate teachers' perspectives on the influence of principal instructional feedback during the teacher performance evaluation process on enhancing self-efficacy and its implications for classroom management skills. Given the pivotal role of self-efficacy in determining teacher effectiveness and student achievement, there remains limited knowledge regarding how the teacher evaluation process contributes to the development of teachers' self-efficacy and classroom management abilities. The findings of this study unveiled a moderately positive association between the frequency of performance evaluations and feedback received, as well as feedback frequency and teachers' self-efficacy in classroom management skills. Furthermore, a robust positive correlation emerged between feedback related to classroom management and teachers' self-efficacy in classroom management skills. This suggests that the more frequently teachers undergo the performance evaluation process and the greater the amount of feedback they receive, the more their self-efficacy grows, ultimately leading to the development of their classroom management skills.

However, a research in 2021 investigated the associations between teacher leadership, teacher self-efficacy, and teacher performance based on teachers' perspectives. Data collection involved the utilization of the Teacher Leadership Scale, Self-Efficacy Scale, and Job Performance Scale. The study employed a relational survey model, and the collected data underwent quantitative analysis techniques encompassing descriptive statistics, correlation analysis, and multiple linear regression analysis. The results revealed that teachers had high levels of perception regarding teacher leadership, self-efficacy, and performance. Furthermore, the study identified moderate, positive, and statistically significant relationships among teacher leadership, teacher self-efficacy, and teacher performance. Additionally, it was found that teacher leadership significantly predicted both self-efficacy and performance. These findings underscore the importance of teacher leadership behaviors in influencing teacher self-efficacy and performance (Akman, 2021).

Moreover, teacher well-being holds significant importance as it strongly influences job performance and, consequently, plays a pivotal role in improving the quality of teaching. Grounded in the job demands-resources model, the study of Huang et al. (2019) investigates the intermediary influences of teachers' self-monitoring and self-efficacy on the connections between the emotional demands inherent in the teaching profession, trust in colleagues and teacher well-being. A survey questionnaire was administered to 1115 primary school teachers in Hong Kong. Their findings emphasize the following aspects: Firstly, self-monitoring, when viewed as a personal demand, has an adverse impact and is positively correlated with anxiety and depression. On the contrary, self-efficacy, seen as a personal resource, has a favorable impact. It is positively associated with enthusiasm and contentment while negatively linked to anxiety and depression. Secondly, their study supports the beneficial role of trust in colleagues, indicating a positive association with teacher self-efficacy and well-being. Additionally, their research reveals that emotional job demands can also have a rewarding aspect by enhancing teacher self-efficacy. Their study discusses its theoretical contributions and practical implications.

**Planning and Preparation**

A practical and qualitative study explores how novice teachers perceive the relevance and effectiveness of the teacher preparation coursework they underwent. The research involved conducting interviews and focus group discussions with fourteen teachers employed at two highly diverse elementary schools located in an urban setting. These teachers were in their first, second, or third year of teaching. Additionally, interviews were conducted with administrators and teacher mentors to provide context and validate the teachers' feedback. The teachers expressed that they felt adequately prepared in certain aspects, such as lesson planning, but felt inadequately prepared in areas such as data analysis and building relationships with students

and their families. The article concludes by offering recommendations to enhance teacher preparation, encompassing improvements in both university coursework and field-based placements (Doran, 2020).

Wojcikiewicz (2022) draws upon a variety of sources, including state-level teacher and student data, analyses of statutory and regulatory frameworks, policy-related activities, and interviews with educators and staff within state agencies. It begins by providing an overview of the state's policy landscape, highlighting the challenges faced by public education and the teacher workforce. Following this, the report details recent policymaking endeavors that have established the existing systems, offering a comprehensive understanding of how licensure and program approval operate. Lastly, drawing on contemporary research and examples of state policies, the report furnishes recommendations aimed at promoting systemic enhancements and guiding policymakers towards achieving Wisconsin's teacher workforce objectives.

**Learning Environment**

Enhancing the academic and professional competencies of teachers plays a crucial role in elevating the quality of education. To continuously support and develop the quality of teaching, Rusiyanti and his colleagues (2022) studied and introduced a learning environment known as the Realistic Mathematics Education (RME)-based Lesson Study for Learning Community (LSLC), designed specifically for high school mathematics educators. The study involved fifteen (15) high school mathematics teachers from four schools in Palembang, with data collection utilizing questionnaires, observations, and documentation. This learning environment encompasses mathematics teacher working groups, mentoring within learning communities at schools, and a structured process for assessing teaching in the classroom. Moreover, the RME-based LSLC system was used to create effective learning tools. The data analysis clearly demonstrates that the learning environment introduced through the RME-based LSLC model substantially improves high school mathematics teachers' comprehension of the learning process, their ability to design effective learning tools, their execution of teaching, and their evaluation of the learning experience. As a result, the academic competence and professionalism of teachers are significantly enhanced through this innovative approach to professional development.

On the other hand, a study was used to uncover the connections between the concerns, self-efficacy, and classroom environment preferences of pre-service science teachers. The data were collected from a sample of 623 pre-service science teachers. According to the results obtained through structural equation modeling, it was observed that the self-efficacy of pre-service science teachers had an inverse relationship with their concerns. Furthermore, the self-efficacy of these pre-service science teachers exhibited a positive correlation with their preference for a constructivist learning environment. Additionally, the concerns of pre-service science teachers were positively associated with their inclination toward a constructivist learning environment (Boz & Cetin-Dindar, 2023).

**Instructional Effectiveness for Student Learning**

The study of Mac Iver et al. (2022) presented findings from a quasi-experimental pilot study evaluating the effects of a professional development series for high school teachers. The 10-session series, titled "Engaging High School Students in Academic Work," aimed to empower teachers to enhance students' learning and engagement, consequently boosting course-passing rates. The study was conducted in a U.S. Southwest school district, which selected two demographically similar high schools, one receiving the PD and the other serving as a comparison. Longitudinal analyses revealed statistically and educationally significant effects of the PD series on four out of five primary outcome measures related to students' course passing, as well as on teachers' reports of providing additional assistance. The article delves

into study limitations, underscoring the need for further exploration of how PD can encourage the adoption of more engaging teaching practices. Additionally, it offers access to all PD materials and encourages a dialogue on adapting the PD series and its implementation in the future.

Additionally, a phenomenological study aimed to investigate into the lived experiences of teachers dealing with student engagement in predominantly Hispanic classrooms. While academic engagement is frequently understood through observable behaviors, this research underscores that student engagement is a multidimensional concept encompassing emotional and cognitive dimensions that profoundly influence learning. The study also sought to grasp how the twenty participating teachers comprehended and applied this concept, considering factors like intrinsic and extrinsic motivation, student autonomy, teacher-student roles, curriculum relevance to students' lives, and the influence of race and ethnicity on engagement. Through semi-structured interviews, the study uncovered the tendency of some teachers to primarily associate engagement with behavioral indicators. It also highlighted limited opportunities for student voice and choice, the effectiveness of extrinsic motivators, especially among adolescents, a perception of culturally unresponsive curricula, and some teachers' belief that it's the students' responsibility to engage in the classroom. Ultimately, the data suggests that educators may require more comprehensive preparation and ongoing training to effectively engage students, particularly those from diverse backgrounds (Alvarez, 2022).

**Professional Responsibilities**

Professional ethics within teacher preparation remains an understudied domain in the special education literature. This systematic review explores into the content of 18 journals affiliated with the Council for Exceptional Children (CEC) over a three-decade span from 1988 to 2018, with a focus on the coverage of professional ethics. The analysis revealed an average annual publication rate of approximately two articles on professional ethics, with the majority falling under the category of non-empirical academic papers. The review concludes with insights into potential future research directions and implications for practice in this field (Decker, 2022).

Also, comprehensive research by Polatcan et al. (2023) investigated the influence of school leadership on teacher instructional practices using a moderated mediation model. Specifically, the researchers concentrated on examining the mediating role of teacher professional communities and the moderating impact of instructional climate on the connection between school leadership and teacher instructional practices. Their study confirmed a comprehensive mediation model in which school leadership practices indirectly influenced teacher instructional practices by fostering the development of teacher-professional communities. Furthermore, the researchers discovered a significant moderating role played by instructional climate in the relationship between school leadership, teacher professional communities, and instructional practices. In terms of its original contribution, this study sheds light on the contextualized nature of school leadership by emphasizing that the impact of school leadership on teacher professional communities and instructional practices is closely connected to the quality of the instructional climate established within schools.

Overall, this review of literature on teacher well-being encapsulates a broad spectrum of research that offers insights into various facets influencing educators' personal and professional features. From the impact of contextual factors on teachers' sense of well-being to teacher efficacy and satisfaction, the diverse studies shed light on crucial aspects affecting educators. The study delved into emotional aspects, work engagements, stakeholder relationships, a sense of purpose, and accomplishments, emphasizing their profound influence on teacher well-being and instructional effectiveness.

## Statement of the Problem

This study aimed to determine the well- being of teachers toward their instructional efficacy in Roosevelt County Schools for the School Year 2023- 2024. The result of the study would serve as the basis for a professional development plan. Particularly, this paper sought to answer the following questions:

1. How are the respondents distributed in terms of age, race, highest educational attainment, number of years in teaching, position, and grade level taught?
2. How do the respondents assess their well-being based on emotional aspects, work engagements, stakeholder relationship, sense of purpose, and accomplishments?
3. To what level is the respondents' instructional efficacy as to planning and preparation, learning environment, instructional effectiveness for student learning, and professional responsibilities?
4. Is there a significant relationship between the respondents' well- being and their characteristics?
5. Is there a significant relationship between the respondents' instructional efficacy and their characteristics?
6. Is there a significant relationship between the respondents' well-being and their level of instructional efficacy?
7. Based on the findings, what professional development plan can be designed?

## Theoretical Framework

The PERMA Theory of Well-being, as developed by Martin Seligman in 2012, is a framework that applies not only to individuals in general but also to teachers and educators. In the context of teaching and education, the PERMA which suggests that well-being is influenced by five core elements: Positive Emotions, Engagement, Relationships, Meaning, and Accomplishment model that can be adapted to promote the well-being and job satisfaction of teachers. Positive Emotions (P) are linked to impact teachers' overall positivity and emotional well-being. Engagement (E) in teaching contributes to teachers' sense of purpose and dedication. Relationships (R) within the school community, as well as external social support systems, shape teachers' well-being by providing a sense of belonging and connection. Meaning (M) in their teaching profession is found through effective professional practice and leadership roles, which align with Seligman's concept of meaning in life. Accomplishment (A), signifies teachers' sense of achievement and mastery. Studies indicate that the consistent application of all facets of the model leads to enhancements in physical health, vitality, job satisfaction, life satisfaction, and organizational commitment (Alder et al., 2014) as cited by (Harvey, 2021).

On the other hand, the Montana Office of Public Instruction OPI (2018) introduces the context for teacher evaluation from the conceptual basis in the Framework for Teaching (FFT) by Charlotte Danielson (2007), which represents a research-based set of instructional components firmly rooted in a constructivist perspective on learning and teaching. While it can serve various purposes, its full potential is realized when used as a foundational tool for meaningful professional dialogues among educators aiming to refine their teaching expertise. The framework also serves as a cornerstone for a school or district's recruitment, mentoring, coaching, professional development, and teacher evaluation processes, thus establishing vital connections and nurturing teachers' growth as reflective practitioners. It offers a clear roadmap for educators to enhance student learning, encompassing four domains of teaching responsibility: planning and preparation, the school environment, instruction, and professional responsibilities.

**Scope and Limitations**

The study focused on determining the well- being of 198 teachers as the respondents and how it affects their instructional efficacy in the schools across Roosevelt County Schools, Montana, USA, for the School Year 2023-2024. Further, the study was limited to the teachers assigned in the school districts across Roosevelt County Schools. It emphasized determining the well- being status of the teachers as to their emotional aspects, work engagements, stakeholder's relationship, sense of purpose and accomplishments and how would it impact their instructional efficacy as to their planning and preparation, learning environment, instructional effectiveness for student learning, and professional responsibilities. Additionally, a professional development plan was developed to enhance the support and overall welfare within Roosevelt County schools.

## Methodology

**Research Design**

This study used a descriptive correlational approach utilizing a mixed method giving emphasis on quantitative research employing survey instruments. This method is considered advantageous when dealing with homogenous and consistently chosen populations (Noor et al., 2022). Data collection involved surveys that utilized standardized assessment tools to measure well-being and instructional factors, complemented by semi-structured interviews that gained qualitative insights. Statistical analysis included correlation and regression analyses that measured the relationships between the independent variable and a continuous dependent variable, while thematic analysis was conducted for qualitative data.

**Study Setting**

The research study was conducted across Roosevelt County Schools, which is located within the educational landscape of Roosevelt County, Montana, a rural area situated in the northeastern part of the state. As per data provided by the U.S. Census Bureau, the county encompasses a total area measuring 2,270 square miles (approximately 6,100 square kilometers). Out of this expanse, 2,356 square miles constitute land, while the remaining 14 square miles (equivalent to 36 square kilometers) are covered by water bodies. Roosevelt County, Montana, encompasses 14 Public Schools that cater to the educational needs of its population of 11,218 residents across a vast area spanning 2,354 square miles. This equates to one Public School for every 801 people and one Public School for every 168 square miles. In terms of the density of Public Schools, when compared to Montana's 56 counties, Roosevelt County ranks 29th in Public Schools per capita and 15th in Public Schools per square mile.

This study encompassed a diverse range of educational settings of Roosevelt County Schools, namely Bainville Public Schools, Froid Public Schools, Culbertson Public Schools, Brockton Public Schools, Poplar Public Schools, Frontier Public Schools, and Wolf Point Public Schools, spanning the spectrum of grade levels from elementary to secondary education. Currently, Roosevelt County Schools is under the able leadership of different school district Superintendents.

**Study Population and Sampling Technique**

This study was centered on determining the well- being of all teachers as to their instructional efficacy. The population comprised one hundred ninety- eight (198) diverse educators who were employed in various educational institutions in Roosevelt County Schools, namely Bainville Public School District, Froid Public School District, Culbertson Public School District, Brockton Public School District, Poplar Public School District, Frontier Public School District, and Wolf Point Public School District.

This study employed a universal sampling method to gather data from the entire population of interest, ensuring comprehensive coverage and high representativeness in the findings. This decision is based on the relatively small and clearly defined population of teachers in the study setting, all of whom possess the necessary knowledge, experiences, and perspectives relevant to the well- being and instructional efficacy of the teachers being investigated.

**Table A. Distribution of Respondents per School**

| Name of School | Number of Respondents |
|---|---|
| Southside Elementary School | 19 |
| Northside Elementary School | 13 |
| Frontier Elementary School | 13 |
| Poplar Elementary School | 32 |
| Brockton Elementary School | 13 |
| Froid Elementary School | 7 |
| Culbertson Elementary School | 14 |
| Bainville Elementary School | 10 |
| Wolf Point High School | 23 |
| Frontier High School | 3 |
| Poplar High School | 21 |
| Brockton High School | 7 |
| Froid High School | 7 |
| Culbertson High School | 8 |
| Bainville High School | 8 |
| Total | **198** |

**Research Instruments**

The research instrument in the study encompassed a comprehensive questionnaire designed to investigate the well-being and instructional efficacy of teachers in Roosevelt County schools and come up with a unified development plan. The instrument consisted of structured questionnaire that was divided into four parts: The first part of the questionnaire dealt with the demographic information to ensure a holistic understanding of the study population with the respondent's profile in terms of age, race, highest educational attainment, number of years in teaching, position and grade level taught. The second part of the questionnaire was adapted and modified version authorized by the original authors, Kern et al. (2015), on The PERMA-Profiler: A brief Multidimensional Measure of Flourishing, which measured the concepts of PERMA Theory of well-being. The questionnaire offers a comprehensive assessment comprising the key domains: Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment. The questionnaire had utilized a combination of closed-ended questions and Likert scale items to gather quantitative data, allowing for a systematic and in-depth exploration of the well-being of teachers. The subsections within this part include like emotional aspects, work engagements, stakeholder relationships, sense of purpose, and achievement. The third part is a researcher-made questionnaire that was adapted and patterned based on the criteria and goals of Montana Educator Performance Appraisal System (MONTANA-EPAS). It outlines elements of practice in four separate domains that are used to appraise the ongoing professional growth of the teaching performance of Montana educators. It is also a brief assessment tool designed to gather insights and feedback from educators regarding a teacher’s planning and preparation, learning environment, instructional effectiveness for student learning, and professional responsibilities.

In the last part of the questionnaire, a series of in- depth interview guide questions were provided for teachers, focusing on their well-being and teacher's instructional efficacy. These open-ended questions were designed to facilitate valuable insights into the well-being of teachers and how it influences the instructional efficacy of teachers that would ultimately contribute to the enhancement of support and welfare in educational settings.

**Statistical Treatment of Data**

In this study, descriptive statistics played a pivotal role as they were employed to provide an essential overview of the data's fundamental characteristics. These statistics offer straightforward descriptions of both the sample and the measurements, serving as the foundational analysis for nearly all quantitative studies. Frequency and percentage were used to distribute the respondents based on various factors. The mean was used as an indicator of the central tendency of responses. Additionally, basic graphical representations were utilized to enhance data representations.

Correlation analysis was employed to evaluate the strength and direction of connections between variables, such as examining the correlation between well-being and instructional efficacy. Regression analysis was also utilized to identify potential predictors of well-being. The qualitative data obtained from open-ended interview questions and focus group discussions was transcribed and subjected to thematic analysis. This qualitative component uncovered essential themes and patterns in the participants' responses, providing a richer and more holistic understanding of the well-being of teachers.

**Ethical Consideration**

This study placed a paramount emphasis on maintaining the confidentiality of all participants. Respondents were provided with comprehensive information regarding the study's objectives and the methodology employed. They were encouraged to provide responses based on their knowledge and experiences gained through their interaction with the researcher's study. Prior to commencing the study, a thorough orientation was conducted, with formal authorization granted by the relevant authorities. An agreement, mutually accepted by both the researchers and respondents was established to guide the collection and interpretation of responses. Several ethical considerations were rigorously adhered to:

Every participating teacher was fully informed about the study's purpose, data collection procedures, and the intended use of their information. It was explicitly communicated that their participation is entirely voluntary, and they reserve the right to withdraw from the study at any point without facing any adverse consequences. Teachers were instructed to remove or replace any personally identifiable information from their data before submission. To further safeguard their identities, pseudonyms may be assigned to participants during the analysis and reporting phase, ensuring anonymity.

All collected data were meticulously safeguarded through secure storage practices, including encryption when necessary. Access to this data was strictly restricted to authorized personnel, thereby preventing any accidental disclosure to unauthorized individuals or entities. To uphold the highest ethical standards and compliance with ethical guidelines, ethical approval was diligently sought from an Institutional Review Board (IRB) or ethics committee. This review process ensured that the research design and data handling procedures were aligned with established ethical principles. Ethical clearance was obtained prior to the study's initiation to ensure adherence to ethical standards and protect participant rights. Regular reviews were conducted throughout the study to maintain ongoing compliance with ethical guidelines, demonstrating the researchers' commitment to ethical integrity.

## Results and Discussion

**Problem 1. How are the respondents distributed in terms of age, race, highest educational attainment, number of years in teaching, position, and grade level taught?**

**Table 1. Distribution of Respondents' Characteristics in Terms of Age**

| Category | Frequency | Percentage |
|---|---|---|
| 29 years and below | 37 | 19 |
| 30 – 39 years old | 90 | 45 |
| 40 – 49 years old | 56 | 28 |
| 50 years and above | 15 | 8 |
| **Total** | **198** | **100** |

Table 1 shows the distribution of respondents in terms of **age**. The data reveal that the respondents whose ages ranged from **30 to 39 years old** obtained the highest frequency of **90 (45%)**. This indicates that a significant portion of the respondents fell within the 30 to 39 years old category, signifying a more active involvement. The prevalence of teachers in their thirties, particularly within the age range of 30 to 39 years old, presents an interesting insight into the dynamics of the teaching profession. Educators within this demographic reflect a stage in their careers where they have gained substantial experience and expertise while still being relatively young and dynamic in their approach to teaching.

Relatedly, according to the National Center for Education Statistics (NCES) 2023, approximately fifty-seven (57%) percent of public school teachers in the United States fall within the age range of 30 to 49 years old. Thus, starting a teaching career in the thirties often indicates a transition from another profession. Opting for a career change to become a teacher typically suggests well-defined professional aspirations. Moreover, it is likely to possess specialized knowledge and training in a particular subject area, such as mathematics, English, or Science.

On the other hand, it further shows that the respondents aged **50 years old and above** obtained the lowest frequency of **15 (8%)**. Montana permits early retirement at age 55 for those who have completed at least 5 years of service and teachers also have the option to receive full benefits upon retirement either by reaching age 55 with 25 years of service or by attaining age 60 with a minimum of 5 years of service. This implies that there are potential challenges or disparities in the retention or recruitment of experienced educators within this age group. Hence, educators in this age group may be the best teachers since they have the most expertise and experience in teaching but they may also be the vulnerable ages in teaching profession.

Additionally, Zamarro et al. (2022) stated that teachers nearing retirement age (55 or older) undergo instructional mode changes, experience health-related concerns, and experience elevated levels of job burnout. All of these emerged as influential predictors of considering leaving or retiring from teaching.

**Table 2. Distribution of Respondents' Characteristics in Terms of Race**

| Category | Frequency | Percentage |
|---|---|---|
| White | 47 | 24 |
| Black | 2 | 1 |
| American Indian/ Alaska Native | 120 | 61 |
| Asian/ Pacific Islander | 29 | 15 |
| **Total** | **198** | **100** |

Table 2 presents the distribution of respondents in terms of **race**. The data reveal that the majority of respondents identified as **American Indian/ Alaska Native** has the highest frequency of **120 (61%)**. The predominance of American Indian/Alaska Native educators in Roosevelt County Schools as respondents of the study suggests a higher level of participation compared to individuals from other racial or ethnic backgrounds. Since they were the locals and native in the area of the study, this reflects their strong connection to the local community and likelihood of active engagement in educational endeavors, contributing their unique perspectives and insights. Their native status in the area contributes to their significant representation among educators, highlighting the depth of their involvement in the educational landscape.

Consequently, American Indian/ Alaska Native respondents were the most engaged in this study since most of the largest racial/ethnic groups in Roosevelt County are American Indian followed by White. Roosevelt County it is a minority-majority county, as approximately 57% of the county identifying as American Indian and Alaska Native alone. American Indian people make up approximately 6.5% of the population of the State of Montana (Roosevelt County Growth Plan, 2021).

Meanwhile, it further reveals that the **Black** race obtained the lowest frequency of **2 (1%)**. The finding implies that there are few Black teachers working in the schools of Roosevelt County Schools. Given the small Black population in Roosevelt County, Montana, comprising only 0.22% of the total population, it is not surprising that there is a lack of Black teachers in Roosevelt County Schools. This low population percentage can pose challenges in recruiting and retaining Black educators within the school districts. Additionally, the limited representation of Black residents may contribute to a lack of diversity among the teaching staff, impacting students' access to diverse perspectives and cultural experiences within the educational environment.

Furthermore, the racial demographics of Roosevelt County, Montana, reveal that it is home to a Black or African American population of 24 individuals, constituting merely 0.22% of the total population that excludes multiracial individuals, based on estimates derived from the latest U.S. Census Bureau American Community Survey 5-Year data (Neilsberg Research, 2023).

**Table 3. Distribution of Respondents' Characteristics in Terms of Highest Educational Attainment**

| Category | Frequency | Percentage |
|---|---|---|
| Doctorate Degree | 1 | 1 |
| Master's Degree with PhD Units | 9 | 5 |
| Master's Degree | 16 | 8 |
| Bachelor's Degree with MA Units | 25 | 13 |
| Bachelor's Degree | 147 | 74 |
| **Total** | **198** | **100** |

Table 3 illustrates the distribution of the respondents in terms of **highest educational attainment.** This indicates that the majority or the **147 (74%)** of respondents fell within the **Bachelor's degree** category, which obtained the highest frequency. The data emphasizes the prevalence of teachers holding a Bachelor's degree among the surveyed population. Basically, the minimum requirements for teachers in Montana include holding at least a bachelor's degree, completing an approved teacher preparation program, passing the Praxis Subject Assessments for the subject(s) they would like to teach and meeting the state's tiered licensing structure.

Becoming a teacher involves varying requirements depending on location, grade level, and educational background. However, while a bachelor's degree may suffice in some cases, most U.S. public schools mandate passing a licensure exam for certification. Although bachelor's degree holders can obtain teaching licenses, some schools may prioritize candidates pursuing master's degrees or teaching certificates. Liu (2021) indicated in his study that educators holding a minimum of a bachelor's degree significantly enhance student learning in comparison to those with lower qualifications, equating to an increase of around two additional months of learning within a typical school year.

On contrary, it further illustrates that the **Doctorate Degree** obtained the lowest frequency of **1 (1%)**. This suggests that there were few teachers who pursue post graduate studies. In this study, the low frequency of educators with Doctorate Degrees indicates limited representation of individuals with the highest level of academic attainment within the teaching staff. Doctorate Degrees typically require extensive study, research, and specialization in a particular field, making individuals with these qualifications valuable assets to educational institutions.

Arnesto (2020) points out that teaching doesn't require a doctoral degree, and most teachers opt not to pursue one. Instead, National Board Certification is tailored for educators and widely recognized as top-tier certification. Unlike the diverse nature of doctoral programs, National Board Certification offers standardized recognition, often leading to state-specific incentives and salary increases. Many school districts support teachers in obtaining this certification by providing financial assistance and raising salaries upon completion.

**Table 4. Distribution of Respondents' Characteristics in Terms of Number of Years in Teaching**

| Category | Frequency | Percentage |
|---|---|---|
| 30 years and above | 3 | 2 |
| 20 - 29 years | 49 | 25 |
| 10 - 19 years | 99 | 50 |
| 5- 9 years | 24 | 12 |
| 4 years and below | 23 | 12 |
| **Total** | **198** | **100** |

Table 4 demonstrates the distribution of the respondents in terms of **number of years in teaching.** It reveals that the category **10-19 years** of teaching experience obtained the highest frequency of **99 (50%).** It means that teachers with 10-19 years of teaching experience have likely progressed beyond the initial stages of their careers. They have found a level of stability and satisfaction in their careers and may have found their niche within the education system, allowing them to focus more on teaching rather than navigating the challenges of early-career teachers.

Educators with 10-19 years of teaching experience typically possess a wealth of knowledge, skills, and expertise gained through their years of classroom practice. This group of educators may have developed a deep understanding of effective teaching strategies, curriculum design, classroom management techniques, and student engagement approaches. Their experience allows them to navigate various challenges and complexities within the educational setting with confidence and proficiency. However, in an interview conducted by Tamez- Robledo (2023), teachers with around 10 years of experience hold significant influence or authority within the teaching profession due to factors such as declining retention rates. These veteran teachers are faced with numerous challenges, including maintaining their own

well-being, managing classrooms with diverse student needs, and dealing with emotionally unprepared students.

More so, the result reveals that the respondents whose teaching experience is **30 years and above** obtained the lowest frequency of **3 (2%).** This finding implies that only few respondents' reach the teaching experience of 30 and above. This may indicate a trend of retirement or attrition among senior educators within Roosevelt County Schools. Educators who have dedicated three decades or more to the profession may be reaching retirement age or considering career transitions, leading to a decrease in their representation within the teaching workforce. This turnover among senior educators may have implications for institutional knowledge, mentorship, and leadership within the school community. In 2018, Ismail and colleagues emphasized that while teachers with higher teaching involvement may possess a wealth of experience and knowledge accumulated over years of teaching, they also need to continually update their pedagogical skills to effectively incorporate higher-order thinking skills into their teaching for optimal outcomes.

**Table 5. Distribution of Respondents' Characteristics in Terms of Position**

| Category | Frequency | Percentage |
|---|---|---|
| Senior Highschool Teacher | 26 | 13 |
| Junior Highschool Teacher | 44 | 22 |
| Sped Teacher | 16 | 8 |
| Elementary Teacher | 91 | 46 |
| Kindergarten Teacher | 21 | 11 |
| **Total** | **198** | **100** |

Table 5 exhibits the distribution of respondents in terms of **position**. Specifically, most of the respondents are **Elementary teachers** which obtained the highest frequency of **91 (46%)**. The high frequency of elementary teachers among the respondents suggests a significant representation of educators specializing in teaching at the elementary level within Roosevelt County Schools. In many districts, elementary education serves as the foundational level of education and it encompasses a larger population of students compared to middle or high school levels. This broader base of students necessitates a higher number of elementary teachers to meet the demand, resulting in a larger representation of elementary educators.

The work environment for elementary school teachers differs based on factors such as industry, grade level, and subject taught. These teachers may work in various settings, including schools, religious organizations, and child daycare services. With an average annual growth rate of approximately 4%, it is estimated that there will be around 120,000 job opportunities for elementary school teachers annually (Teachersoftomorrow.org, 2023).

However, it further reveals that the respondents whose positions are **Special Education teachers** obtained the lowest frequency of **16 (8%)**. This implies that the low frequency of Special Education teachers among the respondents may reflect challenges in recruiting and retaining educators with specialized training and experience in Special Education. This may be due to the fact that Special Education teaching positions often require additional certifications, endorsements, and training in areas such as behavior management, assistive technology, and differentiated instruction.

Relatively, Frazier (2023) highlights the factors of special education shortage in California where the pool of qualified candidates for special education teaching positions is limited. Many may opt for other teaching specialties or careers due to the unique challenges and demands of special education. Additionally, the lengthy and complex process of obtaining a special education teaching credential in California may discourage potential candidates from pursuing this career path.

**Table 6. Distribution of Respondents' Characteristics in Terms of Grade Level Taught**

| Category | Frequency | Percentage |
|---|---|---|
| 11- 12th Grade | 26 | 13 |
| 7th -10th Grade | 43 | 22 |
| 4th – 6th Grade | 47 | 24 |
| 1st- 3rd Grade | 58 | 30 |
| Preschool- Kindergarten | 24 | 12 |
| **Total** | **198** | **100** |

Table 6 displays the distribution of the respondents in terms of **grade level taught**. The data reveal that the respondents who were involved in teaching **1st to 3rd Grade** obtained the highest frequency of **58 (30%).** Teaching 1st to 3rd grade represents the crucial early years of a child's education, focusing on foundational skills such as literacy, numeracy, and social development. Given the importance of this developmental stage, there is a higher concentration of educators specializing in elementary education, leading to a greater frequency of respondents in this category.

Relatively, as per the U.S. Bureau of Labor Statistics, the employment opportunities for elementary school teachers were anticipated to increase by 7% between 2020 and 2030, a rate considered slower than the average. However, more favorable job prospects were predicted for urban and rural areas, primarily due to shortages of adequately qualified teachers in those regions.

Nevertheless, it also further reveals that the respondents who are involved in teaching **Preschool- Kindergarten** obtained the lowest frequency of **24 (12%).** The lower frequency of respondents involved in teaching Preschool-Kindergarten may indicate a potential gap or shortage in educators within this critical stage of education. Additionally, this underscores the importance of early childhood education in laying the foundation for lifelong learning and development. Educational institutions and policymakers may need to focus on recruiting and retaining qualified teachers for preschool and kindergarten levels.

In relation to this, the data from the 2023 KIDS COUNT Data Book revealed that over half (54%) of the nation's 3- to 4-year-olds were not enrolled in preschool between 2017 and 2021. This percentage represents approximately 4.4 million children, marking a one-percentage-point increase since 2012-2016. Furthermore, there was a substantial drop in preschool enrollment for children aged 3 to 6 from 2019 to 2021, a decline that was statistically significant in 42 states and the District of Columbia (The Annie E. Casey Foundation, 2023).

**Problem 2. How do the respondents assess their well-being based on emotional aspects, work engagements, stakeholder's relationship, sense of purpose, and accomplishments?**

**Table 7. Distribution of Respondents' Well- being based on Emotional Aspects**

| Indicators | Mean | SD | Description |
|---|---|---|---|
| *As a teacher, I…* | | | |
| experience feelings of joy and satisfaction in my teaching role. | 3.42 | 0.62 | At All Times |
| find moments in my day when I'm grateful for the positive aspects of teaching. | 3.64 | 0.57 | At All Times |
| can easily identify situations in the classroom that bring me a sense of serenity and contentment. | 3.36 | 0.70 | At All Times |
| maintain a generally positive and hopeful outlook even in the face of educational challenges. | 3.54 | 0.64 | At All Times |

| | | | |
|---|---|---|---|
| engage in classroom activities that bring me and my students' enjoyment and happiness. | 3.52 | 0.58 | At All Times |
| express care and support to my students and colleagues on a regular basis. | 3.76 | 0.43 | At All Times |
| feel enthusiastic and motivated when teaching and engaging with students. | 3.46 | 0.50 | At All Times |
| lose track of time when fully engaged in an exciting and effective teaching session. | 2.88 | 0.84 | Most of the Time |
| have effective strategies for managing and coping with classroom-related stress and negative emotions. | 3.30 | 0.61 | At All Times |
| actively seek out opportunities to enhance positive emotions and overall well-being in my teaching practice. | 3.47 | 0.55 | At All Times |
| **Overall** | **3.44** | **0.60** | **At All Times** |

***Legend:*** *3.26-4:00 At All Times/ Very Positive* *2.51-3.25 Most of the Time/ Positive* *1.76-2.50 Sometimes/Negative* *1.00-1.75 Never/ Very Negative*

Table 7 shows the distribution of respondents' well- being based on **emotional aspects** with an overall mean of 3.44 (SD = 0.60), described as **At All Times** and interpreted as **Very Positive.** This means that the majority of the respondents had a very positive emotional aspect in relation to teaching. The high relevance attributed to Emotional Aspects indicates that the respondents recognize the significance of emotional well-being in the teaching profession. Fostering positive emotional experiences among educators is considered essential for their overall job satisfaction, motivation, and effectiveness in the classroom.

Additionally, positive emotional experiences among teachers can have a significant impact on teaching and learning outcomes. As Fletcher and Hordvik (2023) believed that emotions play a fundamental role in both teaching and teacher education practice. It has the potential to impact various elements of the change process, encompassing aspects such as relationships, pedagogical and curricular choices, as well as organizational frameworks. When educators feel emotionally fulfilled and engaged in their work, they are more likely to be motivated, enthusiastic, and effective in their interactions with students. This, in turn, can create a more positive and supportive learning environment conducive to student success.

Akin to this, it displays that the indicator **As a teacher, I express care and support to my students and colleagues on a regular basis** obtained the highest mean of 3.76 (SD = 0.43), described as **At All Times** and interpreted as **Very Positive**. This means that prioritizing care and support for students and colleagues is valued very positively by the respondents, in which could have implications for fostering positive relationships and a supportive environment within the educational setting. Expressing care and support builds trust and respect between teachers and students, as well as among colleagues. When students perceive their teachers as caring and supportive, they are more likely to trust their guidance, follow classroom expectations, and seek help when needed. Similarly, supportive relationships among colleagues enhance trust, collaboration, and mutual respect within the school community. Thus, teachers who actively demonstrate care and support towards both students and colleagues are seen as integral to the functioning of the educational environment.

In the same way, the article published by Educator Space (2023) stated that establishing healthy connections with students and colleagues is crucial for cultivating a conducive and effective learning atmosphere. It is by taking the time to understand each student on a personal level and engage in transparent and create a respectful communication with colleagues will foster strong bonds in the school environment.

Furthermore, the indicator **As a teacher, I occasionally lose track of time when fully engaged in an exciting and effective teaching session** obtained the lowest mean rating of 2.88 (SD = 0.84), described as **Most of the Time** and interpreted as **Positive**. This means that while being fully engaged in teaching is important, it may not be as critical for teachers to lose track of time as a measure of effectiveness. This implies that the respondents do not perceive losing track of time during teaching sessions as highly significant. Besides, the importance of time management during teaching sessions is highly recognized. While being engaged in a teaching lesson is desirable, it is also important for educators to maintain awareness of time to ensure that they cover the necessary content and meet instructional objectives within the allocated time frame. Thus, prioritizing other aspects of effective teaching such as student learning outcomes, instructional strategies, and time management is essential in teaching.

Simmons (2020) highlighted that selecting lesson content thoughtfully and employing effective instructional methods are essential components of a successful lesson. However, if students fail to access crucial content or become disengaged due to ineffective pacing, the lesson's effectiveness will be compromised. Teachers must implement strategies to improve the pacing of their lessons to enhance instructional time and student engagement.

**Table 8. Distribution of Respondents' Well- being based on Work Engagements**

| Indicators | Mean | SD | Description |
|---|---|---|---|
| *As a teacher, I…* | | | |
| feel fully engaged and absorbed in my teaching role most of the time. | 3.67 | 0.55 | At All Times |
| find my work as a teacher challenging and intellectually stimulating. | 3.61 | 0.52 | At All Times |
| lose track of time when I'm deeply immersed in planning lessons or teaching. | 2.98 | 0.92 | Most of the |
| feel a strong sense of purpose and passion in my role as an educator. | 3.59 | 0.56 | At All Times |
| set and achieve meaningful goals for my students and myself. | 3.56 | 0.56 | At All Times |
| am motivated to continually improve my teaching methods and strategies. | 3.66 | 0.55 | At All Times |
| look forward to my teaching sessions and feel energized by the learning process. | 3.43 | 0.60 | At All Times |
| actively seek out opportunities for professional development and growth. | 3.57 | 0.56 | At All Times |
| collaborate with colleagues to enhance my teaching effectiveness. | 3.67 | 0.47 | At All Times |
| believe that my teaching contributes positively to my students' growth and development. | 3.78 | 0.41 | At All Times |
| **Overall** | **3.55** | **0.57** | **At All Times** |

***Legend:*** *3.26-4:00 At All Times/ Very Positive 2.51-3.25 Most of the Time/ Positive 1.76-2.50 Sometimes/Negative 1.00-1.75 Never/ Very Negative*

Table 8 shows the distribution of respondents' well- being based on **work engagements** with an overall mean of 3.55 (SD = 0.57), described as **At All Times** and interpreted as **Very Positive**. This means that the respondents perceive work engagement as very positive to their profession. This implies that many teachers value being fully absorbed and invested in their work, feeling motivated, focused, and enthusiastic about their teaching responsibilities. High levels of work engagement are often associated with increased job satisfaction and

performance. When teachers are engaged in their work, they are more likely to experience enjoyment in their roles. Engaged teachers are more likely to be proactive, collaborative, and committed to achieving the goals and objectives of their schools. This can lead to a positive school climate, enhanced student outcomes, and greater overall organizational success. Similarly, Zhang et al. (2021) believes that work engagement is described as a favorable emotional and cognitive state in the workplace, marked by feelings of vigor, dedication, and absorption. Therefore, effectiveness of a school hinges on the dedication and contributions of its teachers.

In addition, the table manifested that the indicator **As a teacher, I believe that my teaching contributes positively to my students' growth and development** obtained the highest mean rating of 3.78 (SD = 0.41), described as **At All Times** and interpreted as **Very Positive**. This means that the respondents have a very positive belief in the strong impact of their teaching on students' growth and development. This reflects a sense of teacher efficacy, where educators feel confident in their ability to make a meaningful difference in the lives of their students.

Further, positive impact of teaching on students' growth and development can have significant implications for student success. When teachers have high expectations for their students and believe in their ability to make a difference, they are more likely to set challenging goals, provide meaningful feedback, and create supportive learning environment that foster academic and personal growth. Also, Sinha (2022) highlighted the importance of teachers in student learning. He stated that teachers significantly contribute to the development of schools by influencing the futures of each child. Teacher’s role involves imparting essential values, ethics, and discipline to students, while also guiding them through their academic pursuits. Teachers inspire young minds and support them in achieving remarkable accomplishments.

Meanwhile, the indicator **As a teacher, I often lose track of time when I'm deeply immersed in planning lessons or teaching** obtained the lowest mean rating of 2.98 (SD = 0.92), described as **Most of the Time** and interpreted as **Positive**. It means that many of the respondents do not frequently lose track of time when deeply immersed in planning lessons or teaching. This indicates that they are able to maintain focus and manage their time effectively during these activities, rather than becoming absorbed to the point of losing track of time.

Maintaining awareness of time during lesson planning and teaching reflects a sense of professionalism and accountability among educators. They recognize the importance of meeting instructional objectives within allocated time frames, fulfilling their responsibilities to students, and maximizing learning opportunities during instructional time. Thus, the ability to remain mindful of time during lesson planning and teaching suggests a focus on detail-oriented work. Paying attention to the pacing of the lessons, the sequencing of instructional activities, and the alignment of teaching strategies with learning objectives ensures that instructional time is used effectively and purposefully.

Furthermore, Cevikbas et al. (2023) believed that teachers require a solid theoretical grounding and ample reflective practice in the field to excel in lesson planning. Teacher education courses or professional development programs can offer timely solutions to address this need. Large-scale studies can offer a broader perspective, aiding in the identification of common challenges in lesson planning and highlighting teachers' strengths and areas for improvement in planning lessons and their implementation.

**Table 9. Distribution of Respondents' Well- being based on Stakeholder's Relationship**

| Indicators | Mean | SD | Description |
|---|---|---|---|
| *As a teacher, I …* | | | |
| have positive and supportive relationships with my colleagues at school. | 3.67 | 0.54 | At All Times |
| feel connected to and valued by my students, and they show appreciation for my efforts. | 3.61 | 0.49 | At All Times |
| have a strong network of friends and family who provide emotional support. | 3.89 | 0.31 | At All Times |
| collaborate with other teachers to share ideas and resources. | 3.62 | 0.48 | At All Times |
| find it easy to communicate and build rapport with students and their parents. | 3.42 | 0.48 | At All Times |
| have mentors or role models who have positively influenced my teaching career. | 3.69 | 0.46 | At All Times |
| feel that my school's administration supports and respects my contributions. | 3.63 | 0.51 | At All Times |
| can rely on my colleagues for assistance and advice when needed. | 3.61 | 0.55 | At All Times |
| have a work-life balance that allows me to maintain positive relationships outside of school. | 3.62 | 0.56 | At All Times |
| actively engage in social activities and events that help me build and maintain relationships. | 3.53 | 0.58 | At All Times |
| **Overall** | **3.63** | **0.50** | At All Times |

***Legend:*** *3.26-4:00 At All Times/ Very Positive* *2.51-3.25 Most of the Time/ Positive* *1.76-2.50 Sometimes/Negative* *1.00-1.75 Never/ Very Negative*

Table 9 shows the distribution of respondents' well- being based on **stakeholder's relationship** with an overall mean of 3.63 (SD = 0.50), described as **At All Times** and interpreted as **Very Positive**. This means that respondents view relationships with stakeholders as very positive to their work. This indicates that teachers recognize the importance of fostering positive connections with various stakeholders, including students, parents, colleagues, administrators, and community members. Additionally, out of the 95% of the respondents who answered that their general well- being is positive, they also described their relationships with their students and colleagues contributed to their overall well-being.

Hence, strong stakeholder relationships are essential for effective collaboration and communication within the educational community. When teachers engage with stakeholders, they can exchange ideas, share resources, and work together to support student learning and well-being. Later on, this can lead to enhanced teamwork, problem-solving, and innovation in educational practices. In addition, in a school environment, stakeholders bring along ideas and resources, aiming to foster a positive environment for learning and development in a new year filled with hope and opportunities. The only way to work through this positive and engaging environment is to connect with each other, all stakeholders, in open, transparent, dialogue with all stakeholders so that everyone feels seen, heard and valued (Pile & Gilchrist, 2020).

Moreover, the results reveal that the indicator **As a teacher, I have a strong network of friends and family who provide emotional support** obtained the highest mean rating of 3.89 (SD = 0.31), described as **At All Times** and interpreted as **Very Positive**. This means that the respondents perceive having a strong network of friends and family who provide emotional support as very positive to their well-being. It implies that many teachers recognize the

importance of social connections outside of work that helps in maintaining emotional resilience, coping with stress, and promoting overall mental health. Thus, having a reliable network of friends and family provides teachers with the emotional backing necessary to cope with the challenges of their profession. This consistent emotional support can enhance teachers' resilience and overall effectiveness in their instructional roles.

Strong social support networks can serve as a buffer against the challenges and stressors encountered in the teaching profession. Apparently, Messina (2023) concurred that educators with strong support networks such as colleagues, family, and friends, tend to be more emotionally strong. These possible networks provide encouragement, guidance, and a sense of belonging. Since teaching profession is renowned for its tough challenges and demanding nature, requiring teachers to constantly adapt to diverse circumstances. When teachers have access to supportive relationships with friends and family members, they are better equipped to navigate the demands of their job, cope with adversity, and maintain a healthy work-life balance.

Meanwhile, the results revealed that the indicator **As a teacher, I find it easy to communicate and build rapport with students and their parents** obtained the lowest frequency of 3.42 (SD = 0.48), described as **At All Times** and interpreted as **Very Positive**. This means that the respondents acknowledge the significance of effective communication and rapport-building with both students and their parents. This implies that while some respondents may find it challenging, they still recognize its importance in the educational context. In the interview with the respondents, they said that building rapport with students and their parents play a crucial role in their overall well-being. It provides them a sense of connection, support, and purpose. Positive interactions with students can be particularly rewarding, as they foster a nurturing and engaging classroom environment, while strong collegial relationships offer a network of professional support and camaraderie. This sense of belonging and mutual respect within the school community significantly enhances teachers' emotional resilience.

Paulick et al. (2024) stated in their study that the collaborative relationships between families and teachers of elementary-aged children are complex, often hindered by teachers' lack of training in family engagement and by hierarchical and racialized power dynamics. However, effective communication and rapport-building are essential for fostering positive relationships between teachers, students, and parents. When educators can establish trust, mutual respect, and open lines of communication, it can lead to improved student engagement, academic achievement, and overall well-being. Similarly, strong partnerships with parents can enhance collaboration, support student learning, and promote a sense of community within the school.

**Table 10. Distribution of Respondents' Well- being based on Sense of Purpose**

| Indicators | Mean | SD | Description |
|---|---|---|---|
| *As a teacher, I…* | | | |
| feel a sense of meaning and fulfillment in my role as an educator. | 3.58 | 0.58 | At All Times |
| believe that my work as a teacher has a positive and lasting impact on my students' lives. | 3.74 | 0.44 | At All Times |
| feel a strong sense of purpose in helping students learn and grow. | 3.78 | 0.40 | At All Times |
| see my teaching career as a meaningful and important part of my life. | 3.68 | 0.61 | At All Times |
| derive satisfaction from contributing to the development of future generations. | 3.26 | 0.49 | At All Times |

| | | | |
|---|---|---|---|
| feel a sense of fulfillment in fostering a love for learning in my students. | 3.66 | 0.47 | At All Times |
| believe that my teaching work aligns with my personal values and beliefs. | 3.73 | 0.50 | At All Times |
| find purpose in helping students overcome challenges and achieve their goals. | 3.68 | 0.47 | At All Times |
| see my role as a teacher as a calling rather than just a job. | 3.73 | 0.44 | At All Times |
| feel that my work as an educator gives me a sense of fulfillment that extends beyond the classroom. | 3.64 | 0.48 | At All Times |
| **Overall** | **3.65** | **0.49** | At All Times |

***Legend:*** *3.26-4:00 At All Times/ Very Positive* *2.51-3.25 Most of the Time/ Positive* *1.76-2.50 Sometimes/Negative* *1.00-1.75 Never/ Very Negative*

Table 10 presents the distribution of respondents' well- being based on **sense of purpose** with an overall mean of 3.65 (SD = 0.49), described as **At All Times** and interpreted as **Very Positive**. This means that most of the respondents have a very positive sense of purpose in their work as educators. It implies that many teachers feel a clear sense of mission, direction, and significance in their roles, understanding the importance of their contributions to the lives of their students and the broader community.

Additionally, a strong sense of purpose can serve as a powerful motivator for educators, driving their commitment to excellence and their dedication to supporting student learning and growth. As a matter of fact, in the in- depth interview conducted, among the 95% of teachers who describe their general well-being as positive also expresses that their high level of work satisfaction is largely attributed to the contentment they find in their roles and the joy derived from helping students learn and grow. When teachers feel a deep connection to their work and a sense of purpose in making a positive impact to their profession, they are more likely to remain engaged, resilient, and enthusiastic in their roles.

The study of Lavy (2022) emphasized the significance of a teachers' sense of purpose in their work as a valuable asset that can be deliberately cultivated to yield positive outcomes for both teachers and their students. It proposes that recognizing the positive impact that teachers have on others and implementing different approaches to enhance their sense of purpose in their work is crucial. However, it is particularly important in an era characterized by increased demands on teaching, teacher isolation, and the associated personal and professional challenges faced by educators and school principals.

Subsequently, the results indicated that the indicator **As a teacher, I feel a strong sense of purpose in helping students learn and grow** obtained the highest mean rating of 3.78 (SD = 0.40), described as **At All Times** and interpreted as **Very Positive**. It means that the respondents perceive having a strong network of friends and family who provide emotional support as very positive to their well-being. It implies that many teachers recognize the importance of social connections outside of work that helps in maintaining emotional resilience, coping with stress, and promoting overall mental health.

Strong social support networks can serve as a buffer against the challenges and stressors encountered in the teaching profession. When teachers have access to supportive relationships with friends and family members, they are better equipped to navigate the demands of their job, cope with adversity, and maintain a healthy work-life balance. Steger et al. (2021) affirmed that the role of educators in fostering a sense of meaning can be crucial. But by guiding students in initiating and persisting on paths toward meaning, positive educational institutions can greatly contribute to the flourishing of students under their care and the communities in which these institutions and students prosper.

Meanwhile, the results revealed that the indicator **As a teacher, I derive satisfaction from contributing to the development of future generations** obtained the lowest frequency of 3.26 (SD = 0.49), described as **At All Times** and interpreted as **Very Positive**. This means that among the various factors measured, fewer respondents indicated this particular aspect as a source of satisfaction in their role. Teachers may feel that their contributions to the development of future generations are not adequately acknowledged or valued. There may be external factors such as workload, administrative pressures, or societal challenges that may overshadow the satisfaction derived from contributing to future generations' development. This could lead to feelings of under appreciation or lack of fulfillment in their profession.

However, Croll (2023) believes that educators form the backbone of our educational system, wielding significant influences in molding the minds of tomorrow's generation. Teacher's impact transcends mere academics, encompassing the nurturing of emotional and social growth while serving as exemplary figures for their students. Despite the hurdles they encounter, the unwavering dedication and steadfast commitment of teachers are indispensable for the advancement of our society.

**Table 11. Distribution of Respondents' Well- being based on Accomplishment**

| Indicators | Mean | SD | Description |
|---|---|---|---|
| *As a teacher, I…* | | | |
| set specific goals for my teaching and feel a strong sense of accomplishment when I achieve them. | 3.61 | 0.56 | At All Times |
| complete lesson plans and teaching activities gives me a feeling of satisfaction and pride. | 3.65 | 0.55 | At All Times |
| feel confident in my ability to meet the educational objectives I set for my students. | 3.57 | 0.49 | At All Times |
| believe that my work as a teacher makes a meaningful and positive contribution to the lives of my students. | 3.67 | 0.46 | At All Times |
| receive recognition and appreciation from students, parents, or colleagues for my teaching efforts. | 3.33 | 0.69 | At All Times |
| continually strive to develop and improve my teaching skills and methods. | 3.60 | 0.49 | At All Times |
| overcome challenges in my classroom or with my students is a source of personal accomplishment for me. | 3.63 | 0.50 | At All Times |
| pursue professional development opportunities to enhance my teaching abilities. | 3.64 | 0.51 | At All Times |
| acknowledge and celebrate my achievements and successes as a teacher. | 3.63 | 0.50 | At All Times |
| have a high level of job satisfaction, and I feel a strong sense of accomplishment in my teaching career. | 3.63 | 0.56 | At All Times |
| **Overall** | **3.60** | **0.53** | At All Times |

***Legend:*** *3.26-4:00 At All Times/ Very Positive* *2.51-3.25 Most of the Time/ Positive* *1.76-2.50 Sometimes/Negative* *1.00-1.75 Never/ Very Negative*

Table 11 presents the distribution of respondents' well- being based on **accomplishment** with an overall mean of 3.60 (SD = 0.53), described as **At All Times** and interpreted as **Very Positive**. This means that common to the respondents perceive accomplishment as very positive to their work as educators. This possibly indicates that many teachers value their achievement and fulfillment that comes from making progress toward their professional goals, meeting instructional objectives, and positively impacting the lives of their students. Also, a personal accomplishment serves as a powerful motivator for educators,

driving their commitment to continuous improvement and their dedication to achieving excellence in their roles.

However, in the in-depth interview conducted, there were some respondents discussed that they feel a great sense of accomplishment when their students achieve academic milestones such as improving their grades and performing well on exams. The respondents also added that having a supportive administration that values teachers' dedication and addresses their needs and concerns creates a conducive environment for success. When teachers experience a sense of accomplishment, they are more likely to feel motivated, engaged, and satisfied with their work, contributing to their overall well-being and job satisfaction.

In relation to this, Pawlowska (2020) relates that pride is among the most crucial social emotions, profoundly influencing an individual's self-esteem and evaluation of someone's actions. It serves as a motivating force that shapes one's belief in achieving success and sense accomplishment. Thus, employers can derive practical benefits by facilitating actions that evoke feelings of pride and satisfaction among their employees.

Further, the results indicated that the indicator **As a teacher, I believe that my work as a teacher makes a meaningful and positive contribution to the lives of my students** obtained the highest mean rating of 3.67 (SD = 0.46), described as **At All Times** and interpreted as **Very Positive**. This means a profound sense of purpose and fulfillment that teachers derive from their profession. It highlights the intrinsic motivation driving educators, as they consistently perceive their efforts as having a significant and beneficial impact on their students' lives. In fact, in the interview conducted, respondents find fulfillment in helping students learn and grow, and seeing their student's progress brings them sense of accomplishment. This does not only boosts their job satisfaction and professional identity but also translates into more effective teaching practices and stronger student-teacher relationships. The belief in making a meaningful contribution acts as a powerful motivator, reinforcing teachers' resilience and enthusiasm, which are crucial for sustaining high levels of instructional efficacy and student engagement.

Relatedly, teacher's influence to students is one of the most significant impacts a teacher has is on a student's academic growth and achievement. Teachers can cultivate a love for learning, instill discipline, and offer guidance. They have the ability to ignite curiosity, develop critical thinking skills, and motivate students to exceed their limits (Moore, 2023).

Additionally, the results revealed that the indicator **As a teacher, I receive recognition and appreciation from students, parents, or colleagues for my teaching efforts** obtained the lowest frequency of 3.33 (SD = 0.69), described as **At All Times** and interpreted as **Very Positive**. This means that while respondents perceive recognition and appreciation for their teaching efforts as important, they may not receive it as frequently as desired. It possibly highlights a potential gap between the importance of recognition and the actual experiences of educators in receiving it.

Nevertheless, recognition and appreciation play a crucial role in motivating and energizing educators. When teachers feel valued and appreciated for their teaching efforts, they are more likely to feel motivated, engaged, and committed to their roles. Conversely, a lack of recognition can lead to feelings of demotivation, disengagement, and burnout among educators.

Boone (2018) highlights that acknowledging teachers for their exceptional efforts contributes to their professional growth, resulting in enhanced teaching effectiveness. Moreover, teachers who receive regular recognition for their work demonstrate a stronger intention to remain in the profession compared to those who do not. Recognized teachers exhibit higher levels of engagement at work, thus, increased engagement positively impacts student engagement.

**Table 12. Summary of Respondents' Level of Well- being**

| Variables | Mean | SD | Interpretation |
|---|---|---|---|
| Emotional Aspects | 3.44 | 0.60 | Very Positive |
| Work Engagements | 3.55 | 0.57 | Very Positive |
| Stakeholder Relationships | 3.63 | 0.50 | Very Positive |
| Sense of Purpose | 3.65 | 0.49 | Very Positive |
| Accomplishments | 3.60 | 0.53 | Very Positive |
| **Overall** | **3.57** | **0.54** | Very Positive |

***Legend:*** *3.26-4:00 At All Times/ Very Positive* *2.51-3.25 Most of the Time/ Positive* *1.76-2.50 Sometimes/Negative* *1.00-1.75 Never/ Very Negative*

Table 12 presents the summary of **respondents' level of well- being**. Overall, results show that the respondents' level of well- being was **High** as indicated by the mean of 3.57 (SD=0.54), interpreted as **Very Positive**. This suggests that, on average, teachers in the sample experienced positive emotions, life satisfaction, and overall psychological well-being. The high level of well-being indicates a very positive working environment and is likely to contribute to job satisfaction, morale, and overall quality of life for the teachers.

Relatively, Ruggeri et al. (2020) highlighted that well-being has been associated with success across various aspects of life, including professional, personal, and interpersonal domains. Individuals with high levels of well-being tend to exhibit greater productivity in the workplace, engage in more effective learning, demonstrate increased creativity, engage in more pro-social behaviors, and foster positive relationships.

Subsequently, the result indicates that the variable **Sense of Purpose** obtained the highest mean rating of 3.65 (SD = 0.49), interpreted as **Very Positive**. This means that teachers have a clear understanding of the significance and impact of their role in shaping the lives of their students. Teachers with a strong sense of purpose are likely to approach their work with dedication, passion, and commitment, striving to make a meaningful difference in the lives of their students. Thus, a strong sense of purpose can serve as a powerful motivator for teachers, driving them to overcome challenges and persist in their efforts to support student success. Educators who feel a deep sense of purpose are more likely to remain engaged and dedicated to their profession, even in the face of obstacles or setbacks.

However, Lavy (2022) in her study findings suggest that recognizing the positive impact teachers have on their students and implementing strategies to enhance their sense of purpose at work are crucial, particularly in a time marked by increased teaching demands, teacher isolation, and the associated personal and professional challenges.

Also, the result reveals that the variable **Emotional Aspects** obtained the lowest frequency of 3.44 (SD = 0.60), interpreted as **Very Positive**. This means a need for increased attention and support in addressing emotional well-being among teachers. While emotional aspects are deemed important, they may not receive as much attention or focus compared to other areas within the context of the study. It indicates that there may be room for improvement in addressing emotional aspects among teachers. By acknowledging and prioritizing emotional aspects, schools can create a more supportive and conducive learning environment for both teachers and students, ultimately enhancing overall school effectiveness and well-being.

Rusu and Colomeischi (2020) in their study underscores the significance of addressing both negative and positive emotions within prevention and intervention initiatives tailored for teachers. According to their findings, maintaining a ratio of approximately three times more positive emotions than negative ones in daily life could significantly contribute to enhancing teachers' engagement and overall well-being.

**Problem 3. To what level is the respondents' instructional efficacy as to planning and preparation, learning environment, instructional effectiveness for student learning, and professional responsibilities?**

**Table 13. Distribution of Respondents' Level of Instructional Efficacy as to Planning and Preparation**

| Indicators | Mean | SD | Description |
|---|---|---|---|
| *As a teacher, I…* | | | |
| consistently plan engaging and effective lessons | 3.61 | 0.56 | Extremely Efficient |
| invest time and effort in preparing well-structured lessons and educational materials. | 3.61 | 0.55 | Extremely Efficient |
| excel in planning and preparation that directly correlates with my confidence in the classroom. | 3.50 | 0.53 | Extremely Efficient |
| believe that effective planning and preparation allow me to address diverse learning needs. | 3.80 | 0.41 | Extremely Efficient |
| receive positive feedback on my instructional planning and preparation. | 3.56 | 0.56 | Extremely Efficient |
| meet the diverse needs of students, ensuring a more inclusive and equitable learning environment. | 3.61 | 0.48 | Extremely Efficient |
| plan and prepare my interdisciplinary lessons more seamless, promoting a holistic and well-rounded education for students. | 3.52 | 0.60 | Extremely Efficient |
| struggle with planning that leads to challenges in delivering meaningful and engaging lessons. | 3.04 | 0.86 | Moderately Efficient |
| showcase innovative planning and preparation methods to encourage my colleagues to adopt new strategies and stay adaptable in the dynamic educational landscape. | 3.50 | 0.52 | Extremely Efficient |
| focus on instructional efficacy to provide comprehensive support and resources for planning and preparation | 3.40 | 0.50 | Extremely Efficient |
| **Overall** | **3.52** | **0.56** | Extremely Efficient |

***Legend:*** *3.26-4:00 Extremely Efficient/ Very High* *2.51-3.25 Moderately Efficient/ High* *1.76-2.50 Slightly Efficient/Low* *1.00-1.75 Not Efficient at All/ Very Low*

Table 13 shows the distribution of respondents' level of instructional efficacy as to **planning and preparation** with an overall mean of 3.52 (SD = 0.56), described as **Extremely Efficient** and interpreted as **Very High**. This means that the respondents have a very high level of planning and preparation and perceive these aspects of teaching as highly organized, streamlined, and effective. Efficient planning and preparation are essential for successful teaching and learning outcomes. Teachers prioritize efficiency in their planning processes, seeking to maximize the use of time, resources, and effort to achieve instructional objectives.

In line with this, respondents during the in-depth interview responded that they assess their instructional efficacy by analyzing student performance data from assessments and performance tasks. This helps them understand what's working and what needs improvement in their lesson planning. Teachers invest time and effort designing and preparing instructional materials carefully, they can create an engaging and well-structured lessons that cater the diverse needs and abilities of their students. Thorough planning and preparation also enable teachers to anticipate potential challenges, adapt to unexpected circumstances, and maintain instructional coherence and continuity.

In relative, Meador (2023) stresses planning and preparation play a vital role in successful teaching. He added that every teacher should aim to be excessively prepared, as effective educators are and constantly engaged themselves in preparation and planning since it requires a healthy blend of content knowledge, instructional strategies, and classroom management tactics. Teachers consistently anticipate and strategize for upcoming lessons. Thus, the influence of thorough preparation and planning on student learning is significant.

Subsequently, the results indicated that the indicator **As a teacher, I believe that effective planning and preparation allow me to address diverse learning needs** obtained the highest mean rating of 3.80 (SD = 0.41), described as **Extremely Efficient** and interpreted as **Very High**. This means that the respondents highly value the role of effective planning and preparation in addressing diverse learning needs. It implies that educators perceive thorough planning processes as essential for creating inclusive and differentiated instructional experiences that meet the diverse needs, abilities, and interests of all students.

Effective planning and preparation are foundational elements of inclusive teaching practices. When educators prioritize addressing diverse learning needs in their planning processes, they demonstrate a commitment to equity, diversity, and inclusion in education. By proactively designing instruction that accommodates various learning styles, preferences, and strengths, teachers can create a supportive and accessible learning environment for all students.

Further, Gronseth et al. (2021) underscore universally crafting instruction involves acknowledging and purposefully addressing components and features that frequently present accessibility hurdles for learners, ensuring that all learners can equally access and participate in learning activities. Given that learners possess diverse characteristics, preferences, and backgrounds, teachers must adopt various approaches to foster empathetic understanding and integrate flexibility to accommodate a range of learner needs.

Moreover, the results revealed that the indicator **As a teacher, I struggle with planning that leads to challenges in delivering meaningful and engaging lessons** obtained the lowest frequency of 3.04 (SD = 0.86), described as **Moderately Efficient** and interpreted as **High**. This possibly means that some respondents may not experience difficulties with planning lessons, which in turn affects their ability to deliver meaningful and engaging lessons. It implies that there is acknowledgment among educators of the challenges associated with planning instruction effectively. Struggles with planning lessons can have implications for the quality and effectiveness of instruction. When educators encounter challenges in planning, it may result in lessons that lack coherence, alignment with learning objectives, or differentiation to meet diverse student needs. As a result, students may experience reduced engagement, understanding, and achievement in the classroom.

However, thoughtfully crafted instruction aims to optimize academic learning time, involving learners in purposeful activities while promoting proactive and positive strategies across all levels of instructional intensity. Through collaborative efforts between school leaders and teachers, there would be established frameworks and procedures that prioritize planning to support the learning and engagement of every student (Orkisz Lang, 2022).

**Table 14. Distribution of Respondents' Level of Instructional Efficacy as to Learning Environment**

| Indicators | Mean | SD | Description |
|---|---|---|---|
| *As a teacher, I…* | | | |
| believe I am effective at motivating and engaging my students in the learning process. | 3.50 | 0.55 | Extremely Efficient |
| adapt my teaching methods to meet the diverse needs of my students. | 3.56 | 0.49 | Extremely Efficient |

| | | | |
|---|---|---|---|
| feel capable of creating a positive and inclusive classroom atmosphere. | 3.50 | 0.50 | Extremely Efficient |
| manage classroom behavior and maintain a conducive learning environment. | 3.53 | 0.55 | Extremely Efficient |
| effectively use technology and educational resources to enhance learning. | 3.66 | 0.55 | Extremely Efficient |
| assess and provide timely feedback to my students. | 3.52 | 0.50 | Extremely Efficient |
| set clear learning objectives and goals for my students. | 3.64 | 0.48 | Extremely Efficient |
| foster critical thinking and problem-solving skills in my students. | 3.59 | 0.55 | Extremely Efficient |
| collaborate with other teachers and educational professionals to improve the learning environment. | 3.63 | 0.48 | Extremely Efficient |
| adapt and innovate my teaching methods in response to changing educational trends and challenges. | 3.50 | 0.50 | Extremely Efficient |
| **Overall** | **3.56** | **0.52** | Extremely Efficient |

***Legend:*** *3.26-4:00 Extremely Efficient/ Very High* *2.51-3.25 Moderately Efficient/ High* *1.76-2.50 Slightly Efficient/Low* *1.00-1.75 Not Efficient at All/ Very Low*

Table 14 displays the distribution of respondents' level of instructional efficacy as to **learning environment** with an overall mean of 3.56 (SD = 0.52), described as **Extremely Efficient** and interpreted as **Very High**. It highlights the critical role of educators in creating supportive, engaging, and inclusive learning environment that promote student success. It stresses the importance of prioritizing efficiency, organization, and student-centered practices to optimize learning outcomes and foster a culture of excellence in education.

Also, an efficient learning environment can have a significant impact on student learning and achievement. In fact, the respondents in the in- depth interview responded that they assess the physical learning environment by ensuring the classroom is organized, inviting, and equipped with necessary resources. They also added that a well-arranged space can significantly impact students' comfort and readiness to learn. The classrooms that are well-organized, stimulating, and supportive will make students more likely to feel motivated, engaged, and successful in their learning. A positive learning environment fosters collaboration, creativity, and critical thinking skills, facilitating meaningful learning experiences for all students.

Monteiro et al. (2021) specified that teachers can enhance school identification and behavioral engagement through the implementing effective feedback. When teachers cultivate a supportive classroom environment and provide impactful feedback, students experience improved learning outcomes and attain their psychological and social goals. Such an environment fosters student motivation to communicate with both teachers and peers, actively participate in various activities and learning environments, and strengthen their sense of school identification.

Another, the data shows that the indicator **As a teacher, I effectively use technology and educational resources to enhance learning** obtained the highest mean rating of 3.66 (SD = 0.55), described as **Extremely Efficient** and interpreted as **Very High**. It means that the very high use of technology and educational resources highlight the transformative potential of technology in education. This emphasizes the importance of embracing innovative practices, fostering digital literacy, and leveraging technology to create engaging, personalized, and equitable learning experiences that prepare students for success in a rapidly evolving world.

Eventually, effective use of technology involves integrating a variety of digital tools, platforms, and resources into instructional practices. Educators who leverage technology effectively can create dynamic, interactive, and personalized learning experiences that cater to diverse student needs and preferences. By incorporating multimedia resources, interactive simulations, online collaboration tools, and educational apps, teachers can enrich the learning environment and promote deeper understanding and engagement among students.

According to Haleem et al. (2022), utilizing technology in the classroom offers the most efficient means of minimizing the burden of repetitive, time-consuming tasks undertaken by teachers. Educational technology applications have the capability to streamline or partially automate daily responsibilities such as attendance tracking and performance monitoring, thereby conserving considerable time and effort. Furthermore, technology in education facilitates students' preparation for lifelong learning by providing them with virtual environments and the flexibility to access digital resources tailored to their individual learning preferences.

On the other hand, the result reveals that the indicator **As a teacher, I believe I am effective at motivating and engaging my students in the learning process** obtained the lowest frequency of 3.50 (SD = 0.50), described as **Extremely Efficient** and interpreted as **Very High**. This means that teachers generally feel confident in their ability to motivate and engage students, but see room for improvement compared to other aspects of their instructional efficacy. This implies that while teachers acknowledge their effectiveness in fostering student engagement, they may also be aware of the challenges in the learning process. Student motivation and engagement are multifaceted processes influenced by numerous factors, including diverse student needs, varying learning styles, and external influences such as home environment and societal issues.

Relatedly, Tobgay (2021) suggested that to enhance students' motivation, teaching goals must be set meaningfully, realistic, and achievable for students. Effective teaching involves setting goals, establishing objectives, selecting and implementing strategies and techniques to achieve those objectives, and evaluating the teaching process for its effectiveness. Teachers must embrace the challenge of using diverse instructional approaches to facilitate student learning. Additionally, creating a conducive and engaging learning environment is crucial. When students feel positive about themselves, they are more likely to be motivated to learn.

In addition, the result reveals that the indicator **As a teacher, I feel capable of creating a positive and inclusive classroom atmosphere** obtained the lowest frequency of 3.50 (SD = 0.50), described as **Extremely Efficient** and interpreted as **Very High**. Although teachers generally feel confident in their ability to foster a positive and inclusive environment, this indicator was rated the lowest, suggesting that there are perceived areas for development. Creating a positive and inclusive classroom atmosphere is a multifaceted task. It requires not only the application of effective teaching strategies but also an understanding of diverse student backgrounds, needs, and abilities. An inclusive classroom environment is essential for ensuring that all students feel valued, respected, and supported, which can significantly impact their academic and social-emotional development. However, achieving this inclusivity often requires additional resources, training, and support, especially in diverse or high-need educational settings.

Consequently, Hoffmann et al. (2021) inferred that a positive classroom climate significantly influenced by the teacher's role, is essential for the successful implementation of inclusion. A supportive and inclusive classroom environment fosters acceptance, respect, and collaboration among students, which is critical for accommodating diverse learning needs. Teachers play a crucial part in establishing this atmosphere by modeling inclusive behaviors, setting clear expectations, and creating a safe space where all students feel valued and

understood. Therefore, without a positive classroom climate guided by effective teacher practices, inclusive education initiatives are unlikely to succeed.

In the same way, the result reveals that the indicators **As a teacher, I adapt and innovate my teaching methods in response to changing educational trends and challenges** obtained the lowest frequency of 3.50 (SD = 0.50), described as **Extremely Efficient** and interpreted as **Very High**. It could perceive that the respondents highlight the importance and effectiveness of these capabilities among educators. By addressing any discrepancies between recognition and implementation, schools can support educators in developing the skills, confidence, and resources needed to create positive, inclusive learning environments and adapt teaching practices to meet the evolving needs of students and society.

Hence, educators who feel less confident in their abilities to create positive classroom atmospheres and adapt teaching methods may benefit from opportunities for reflection, collaboration, and professional learning communities. By engaging in peer support, mentoring, and collaborative problem-solving, teachers can share insights, strategies, and resources to enhance their capabilities in these areas and collectively contribute to a positive and innovative school culture. Additionally, incorporating technology into classrooms represents a significant progression in education, offering numerous opportunities that were previously unavailable. Thus, through technology integration, universities can achieve several educational benefits, including enhanced inclusivity, heightened student engagement, and enriched learning experiences (Vaishali, 2024).

**Table 15. Distribution of Respondents' Level of Instructional Efficacy as to Instructional Effectiveness for Student Learning**

| Indicators | Mean | SD | Description |
|---|---|---|---|
| *As a teacher, I…* | | | |
| create and deliver well-structured lessons that promote student understanding and retention of content. | 3.55 | 0.50 | Extremely Efficient |
| adapt my teaching strategies to meet the diverse learning needs of my students. | 3.58 | 0.49 | Extremely Efficient |
| use a variety of assessment methods to gauge student progress and adjust instruction accordingly. | 3.56 | 0.50 | Extremely Efficient |
| foster a positive and inclusive classroom environment that supports student learning. | 3.67 | 0.47 | Extremely Efficient |
| provide constructive feedback to students to help them improve their performance. | 3.58 | 0.49 | Extremely Efficient |
| facilitate meaningful class discussions and student engagement. | 3.61 | 0.48 | Extremely Efficient |
| integrate technology and educational resources to enhance student learning. | 3.67 | 0.47 | Extremely Efficient |
| set clear learning objectives and goals that guide student progress. | 3.69 | 0.46 | Extremely Efficient |
| create opportunities for students to apply critical thinking and problem-solving skills. | 3.63 | 0.54 | Extremely Efficient |
| improve instructional practices and student learning outcomes. | 3.60 | 0.49 | Extremely Efficient |
| **Overall** | **3.61** | **0.49** | Extremely Efficient |

***Legend:*** *3.26-4:00 Extremely Efficient/ Very High* *2.51-3.25 Moderately Efficient/ High* *1.76-2.50 Slightly Efficient/Low* *1.00-1.75 Not Efficient at All/ Very Low*

Table 15 presents the distribution of respondents' level of instructional efficacy as to **instructional effectiveness** for student learning with an overall mean rating of 3.61 (SD = 0.49), described as **Extremely Efficient** and interpreted as **Very High**. It means that the respondents perceive their instructional practices as very high in facilitating student learning outcomes. It implies that educators prioritize implementing strategies and techniques that maximize student engagement, understanding, and achievement. Thus, it stresses the critical role of educators in facilitating student success and underscores the need for ongoing support and investment in effective instructional practices to enhance student outcomes and promote educational excellence.

The discussions from the in-depth interview complements Table 15 as the respondent's responses often focus on various methods to evaluate how well their teaching practices are facilitating student understanding and achievement. They have emphasized that using different resources can help them encourage student engagement.

Utami et al. (2020) affirmed that one of the initiatives that educators can undertake to enhance the learning process is the creation of educational resources for both teachers and students. In their study, they develop student workbooks (LKS) as supplementary learning materials for students. These workbooks, which include summaries of course materials, can facilitate students' comprehension of the subject matter. Additionally, educational resources that feature diverse sets of practices and activities to students can impact the efficacy of students' learning efforts.

Moreover, the indicator **As a teacher, I set clear learning objectives and goals that guide student progress** obtained the highest mean rating of 3.69 (SD = 0.46), described as **Extremely Efficient** and interpreted as **Very High**. This means that respondents highly value the practice of setting clear learning objectives and goals in guiding student progress. It implies that educators recognize the importance of providing students with a clear understanding of what they are expected to learn and accomplish, which can help them focus on their efforts, motivation, and engagement in the learning process. So, setting clear learning objectives and goals is essential for ensuring alignment with academic standards and curriculum requirements. Educators who establish clear learning objectives can ensure that instruction is purposeful, relevant, and targeted toward specific learning outcomes. Clear objectives also provide a framework for assessment, allowing teachers to measure student progress and mastery of essential knowledge and skills.

Nordengren (2019) highlighted that goal setting for students serve as the adhesive that connects various assessment activities. Engaging in goal setting, students will be able to cultivate the ability to reflect on their learning progress and transform their awareness of their current knowledge and skills into motivation for further learning. In classrooms that prioritize student ownership of learning, students possess a clear understanding of their objectives, current status, and strategies to bridge any gaps in their learning.

Nevertheless, the data results revealed that the indicator **As a teacher, I create and deliver well-structured lessons that promote student understanding and retention of content** obtained the lowest frequency of 3.55 (SD = 0.50), described as **Extremely Efficient** and interpreted as **Very High**. It means that despite receiving the lowest frequency rating, it still suggests that educators show a very high ability to create and deliver well-structured lessons that promote student understanding and retention of content. This implies that while this capability may not be consistently reported by all respondents, those who do possess it feel highly confident in their abilities to implement it effectively.

Similar to this, the importance and effectiveness of well-structured lessons in promoting student learning and retention of content is essential since it highlights the critical role of educators in designing and delivering high-quality instruction that supports student success and achievement. By prioritizing instructional design principles, differentiation, and continuous

improvement, educators can create learning experiences that engage, inspire, and empower all learners.

According to van Diggele et al. (2020), to enhance learning outcomes and foster increased engagement, teaching activities should adhere to a clear structure and ideally be meticulously planned. Essential considerations for preparing a teaching lesson include defining learning objectives, crafting relevant learning activities, and ensuring alignment between objectives, activities, curriculum, and assessment to promote engagement. It is imperative that students' learning experiences are designed to encourage active participation, offer opportunities for practice, and include timely feedback.

**Table 16. Distribution of Respondents' Level of Instructional Efficacy as to Professional Responsibilities**

| Indicators | Mean | SD | Description |
|---|---|---|---|
| *As a teacher, I…* | | | |
| establish and maintain effective communication with students, parents, and colleagues. | 3.67 | 0.47 | Extremely Efficient |
| create and implement a well-organized and effective classroom management plan. | 3.62 | 0.49 | Extremely Efficient |
| manage my time and workload to meet the needs of my students and fulfill my professional responsibilities. | 3.60 | 0.55 | Extremely Efficient |
| set and uphold high standards of professional ethics and conduct. | 3.78 | 0.41 | Extremely Efficient |
| provide meaningful and constructive feedback to students and their parents/guardians. | 3.65 | 0.47 | Extremely Efficient |
| stay current with educational research, best practices, and relevant professional development opportunities. | 3.56 | 0.48 | Extremely Efficient |
| engage in ongoing self-reflection and growth as an educator. | 3.60 | 0.56 | Extremely Efficient |
| collaborate effectively with colleagues and support staff to enhance the educational experience for my students. | 3.67 | 0.47 | Extremely Efficient |
| handle and resolve conflicts or challenges within the educational setting. | 3.60 | 0.52 | Extremely Efficient |
| contribute to the overall school community and promoting a positive learning environment. | 3.72 | 0.44 | Extremely Efficient |
| **Overall** | **3.65** | **0.49** | Extremely Efficient |

***Legend:*** *3.26-4:00 Extremely Efficient/ Very High* *2.51-3.25 Moderately Efficient/ High* *1.76-2.50 Slightly Efficient/Low* *1.00-1.75 Not Efficient at All/ Very Low*

Table 16 displays the distribution of respondents' level of instructional efficacy as to **professional responsibilities** with an overall mean of 3.65 (SD = 0.49), described as **Extremely Efficient** and interpreted as **Very High**. This means that the respondents perceive themselves as effectively managing their professional duties and obligations. This implies that educators prioritize organization, time management, and productivity in fulfilling their roles and responsibilities within the educational context. It points out the importance of effective organization, time management, and professionalism in the teaching profession. Additionally, in the in- depth interview conducted, the respondents emphasized that focusing on professional development, collaboration, communication, mentorship, school involvement from the school district can ensure they are meeting their professional obligations effectively.

However, Willer (2023) in her study aims to investigate the perspectives of former elementary school teachers in the United States who left their positions within seven years of employment. It sought to understand how administrative support and professional responsibilities affected their decision to depart. The findings indicated that both factors influenced newer teachers' decisions to leave, suggesting a significant impact of administrative support and workload on teacher retention.

Also, the indicator **As a teacher, I set and uphold high standards of professional ethics and conduct** obtained the highest mean rating of 3.78 (SD = 0.41), described as **Extremely Efficient** and interpreted as **Very High**. The very high mean rating means that educators give importance of setting and upholding high standards of professional ethics and conduct. It implies that educators prioritize integrity, honesty, and ethical behavior in their interactions with students, colleagues, parents, and other stakeholders. Through demonstrating a commitment to professionalism, educators contribute to a culture of trust, respect, and accountability within the educational community.

Nevertheless, in 2023, the study of Keshmiri et al. highlighted that the teacher is tasked with fulfilling educational responsibilities effectively while adhering to ethical principles to address students' educational needs. Their study evaluated the components of professionalism from the perspectives of stakeholders. The findings of their study revealed a lack of adherence to professional responsibilities among faculty members. Evaluation of individuals' compliance in these two areas indicated that faculty members demonstrated significantly lower adherence to the domain of accountability for professional duties.

Furthermore, the data results revealed that the indicator **As a teacher, I handle and resolve conflicts or challenges within the educational setting** obtained the lowest frequency of 3.60 (SD = 0.52), described as **Extremely Efficient** and interpreted as **Very High**. Despite being reported with a low frequency, it may mean that educators who do engage in handling and resolving conflicts or challenges within the educational setting perceive themselves as highly effective in doing so. This indicates that while conflict resolution may not be a common occurrence for all educators, those who do encounter conflicts feel confident and proficient in addressing them.

Conflict is inherent to human nature and integral to interpersonal development, making its presence in schools inevitable. Valente et al. (2022) stresses that managing school conflict requires fostering attitudes of openness, embracing diversity, and addressing injustice constructively. Teachers need training in conflict resolution to effectively navigate classroom conflicts, promoting cooperative relationships and integrative solutions. Ultimately, conflicts should not disrupt the teaching and learning process, and classrooms should prioritize harmony and mutual respect.

**Table 17. Summary Distribution of Respondents' Level of Instructional Efficacy**

| Variables | Mean | SD | Interpretation |
|---|---|---|---|
| Planning and Preparation | 3.52 | 0.56 | Very High |
| Learning Environment | 3.56 | 0.52 | Very High |
| Instructional Effectiveness for Student Learning | 3.61 | 0.49 | Very High |
| Professional Responsibilities | 3.65 | 0.49 | Very High |
| **Overall** | **3.59** | **0.52** | Very High |

***Legend:*** *3.26-4:00 Extremely Efficient/ Very High* *2.51-3.25 Moderately Efficient/ High*
*1.76-2.50 Slightly Efficient/Low* *1.00-1.75 Not Efficient at All/ Very Low*

Table 17 presents the summary distribution of respondents' **level of instructional efficacy** with a mean of 3.59 (SD=0.52), interpreted as **Very High**. This means that teachers

exhibit very high confidence and effectiveness in their instructional practices. The very high rating implies that educators feel competent and capable in their ability to plan, deliver, and assess learning instructions effectively. Leveraging this strength can lead to improved student outcomes, enhanced professional development opportunities, and overall school effectiveness. Recognizing and reinforcing instructional efficacy is essential for sustaining a high-performing teaching workforce and ensuring continued success in the pursuit of educational excellence.

Lazarides and Warner (2020) in their study indicated that teachers who possess elevated levels of self-efficacy demonstrate increased receptiveness to novel teaching methodologies, set more ambitious objectives for themselves, display heightened levels of planning and organizational skills, direct their endeavors towards problem-solving, actively seek assistance, and adapt their teaching approaches in response to challenges.

Subsequently, the variable **Professional Responsibilities** obtained the highest mean rating of 3.65 (SD = 0.49), interpreted as **Very High**. This means that teachers demonstrate a strong commitment in fulfilling their professional duties and responsibilities. Teachers effectively manage tasks related to lesson planning, assessment, communication with stakeholders, and other administrative obligations. Ensuring that educators are supported in fulfilling their professional duties is essential for promoting organizational efficiency, enhancing teacher satisfaction, and ultimately, improving student outcomes. Recognizing and valuing the importance of professional responsibilities is key to fostering a positive and effective teaching and learning environment.

More so, the expectation for curriculum implementation and fostering successful student engagement in learning cannot solely rest on teachers; nevertheless, teachers bear the greatest share of responsibility in enhancing classroom instruction. A professional educator is accountable for meeting students' learning requirements and providing high-quality, pertinent instructional services that cater to all students (Tatto, 2021).

Also, the result reveals that the variable **Planning and Preparation** obtained the lowest frequency of 3.52 (SD = 0.56), interpreted as **Very High**. Despite being interpreted as very high, the lower frequency rating for planning and preparation indicates a potential need for ongoing refinement and enhancement of planning processes and there may be areas for improvement or opportunities to enhance these practices further. Recognizing the importance of effective planning and preparation is essential for promoting excellence in teaching and fostering a culture of continuous improvement within the school community.

Preparation and planning play a vital role in successful teaching. Without adequate preparation, failure is likely to occur. Ideally, every teacher should strive to be excessively prepared. Exceptional teachers are consistently engaged in preparation and planning, maintaining a continuous focus on upcoming lessons. The influence of thorough preparation and planning on student learning is significant (Meador, 2023).

**Problem 4. Is there a significant relationship between the respondents' well- being and their characteristics?**

**Table 18. Test of Relationship on the Respondents' Well- being and their Characteristics**

| Respondent's Characteristics | Teacher's Well- being | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Emotional Aspects | | Work Engagement | | Stakeholder relationships | | Sense of Purpose | | Accomplishments | | **Overall** | |
| | p-value | Interpretation | p-value | Interpretation | p-value | Interpretation | p-value | Interpretation | p-value | Interpretation | p-value | Interpretation |
| Age | 0.32 | *NS* | 0.09 | *NS* | 0.16 | *NS* | 0.22 | *NS* | 0.18 | *NS* | 0.19 | *NS* |
| Race | 0.27 | *NS* | 0.49 | *NS* | 0.37 | *NS* | 0.54 | *NS* | 0.67 | *NS* | 0.47 | *NS* |
| Highest Educational Attainment | **0.03*** | ***S*** | 0.17 | *NS* | 0.52 | *NS* | 0.08 | *NS* | **0.05*** | ***S*** | 0.17 | *NS* |
| Number of years in teaching | 0.61 | *NS* | 0.94 | *NS* | 0.49 | *NS* | 0.83 | *NS* | 0.61 | *NS* | 0.69 | *NS* |
| Position | 0.38 | *NS* | 0.18 | *NS* | 0.44 | *NS* | 0.34 | *NS* | 0.49 | *NS* | 0.37 | *NS* |
| Grade Level Taught | 0.71 | *NS* | 0.25 | *NS* | 0.35 | *NS* | 0.81 | *NS* | 0.78 | *NS* | 0.58 | *NS* |

***Legend:*** *Significant if p-value < 0.05** *S – significant* *NS – not significant*

Table 18 presents the test of the relationship between the respondents' well- being and their characteristics. The outcomes of a Kruskal Wallis investigation explore the potential significant relationship between demographic profiles and the well-being of teachers at a significance level of 0.05. The findings indicate that only the highest educational attainment showed a significant relationship concerning emotional aspects and accomplishments, as the p-values were less than 0.05. This suggests that there is substantial evidence to support a significant relationship between the highest educational attainment and the well-being of teachers based of emotional aspects and accomplishments with a 95% confidence level. Educational attainment often serves as a knowledge acquisition and professional development within the teaching profession. Teachers with higher educational credentials may benefit from enhanced self-efficacy, greater job satisfaction, and improved emotional resilience, which can positively influence their overall well-being. This relationship underscores the importance of continuous professional growth and advanced academic training in promoting positive psychological outcomes among educators.

Moreover, the pursuit of higher education levels can significantly impact the emotional aspects of educators' lives. Enhanced job satisfaction, increased confidence, professional recognition, improved resilience, better work-life balance, and a greater sense of empowerment all contribute to their overall emotional well-being. These benefits not only improve the quality of life for educators but also positively influence their effectiveness in the classroom, ultimately benefiting their students.

Williams (2023) associated higher levels of education have been correlated with improved mental well-being. She added that the association is often attributed to the increased range of options available to educated individuals, providing them with greater autonomy and financial stability. Additionally, those with higher education tend to earn more over their lifetimes. However, despite these advantages, research has revealed surprisingly low levels of job satisfaction among educated individuals. This phenomenon is believed to stem from lofty

career aspirations that may sometimes be unattainable. Similarly, life satisfaction within this demographic group can also be diminished.

Substantially, teachers with higher education levels feel more competent and confident in their abilities, which leads to a greater sense of accomplishment of themselves. This confidence can stem from a deeper understanding of their subject matter, more refined teaching skills, and a stronger foundation in educational practice that contributes to their overall emotional well-being. Also, in many educational institutions, higher qualifications are associated with greater respect and recognition from students, parents, peers and administration. A teacher's recognition can enhance a teacher's self-esteem and emotional health, reinforcing their sense of achievement.

In the same way, recognition for teachers extends beyond awards. It drives them to strive for excellence. Being acknowledged by respected individuals often gives the necessary encouragement for both teachers and students to achieve their full potential. Consistent recognition from administrators creates a deep sense of belonging, boosts morale, and enhances overall happiness in teachers. It gives them a sense of fulfillment throughout their teaching profession (Tarateachers.com, 2022).

While educational attainment has shown a significant relationship with teachers' well-being in terms of emotional aspects and accomplishments, other demographic variables such as age, race, number of years in teaching, position, and grade level taught did not exhibit a significant relationship based on the study's findings. These insights shed light on the interplay between various factors influencing educators' overall well-being. Age and race are integral aspects of diversity within teaching populations, their direct impact on well-being appears to be less pronounced in this study. Similarly, the number of years spent in teaching and teaching positions did not influence emotional well-being, as individual factors. Grade level taught, although a fundamental aspect of pedagogical practice, did not independently correlate with teachers' overall sense of fulfillment and accomplishment.

Similarly, there is no correlation between the length of teaching service and age with teaching performance. According to Pome and Feri (2018), as cited by Pranoto et al. (2021), individuals with longer work experience tend to be more skilled compared to those who are relatively new in their careers. However, without continuous self-development through training, learning, and practical experiences, the quality of their performance is likely to stagnate or even deteriorate. Thus, ongoing professional development is crucial to maintaining and enhancing teaching performance throughout a teacher's career.

**Problem 5. Is there a significant relationship between the respondents' instructional efficacy and their characteristics?**

**Table 19. Test of Relationship on the Respondents' Instructional Efficacy and their Characteristics**

| Respondent's Characteristics | Instructional Efficacy | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Planning and Preparation | | Learning Environment | | Instructional Effectiveness for Student Responsibilities | | Professional Responsibilities | | **Overall** | |
| | p-value | Interpretation | p-value | Interpretation | p-value | Interpretation | p-value | Interpretation | p-value | Interpretation |
| Age | 0.39 | *NS* | 0.32 | *NS* | 0.43 | *NS* | **0.02*** | ***S*** | 0.29 | *NS* |
| Race | 0.49 | *NS* | 0.39 | *NS* | 0.38 | *NS* | 0.52 | *NS* | 0.45 | *NS* |
| Highest Educational Attainment | **0.01**** | ***S*** | 0.08 | *NS* | **0.02*** | ***S*** | **0.04*** | ***S*** | **0.04*** | ***S*** |
| Number of years in teaching | 0.81 | *NS* | 0.88 | *NS* | 0.88 | *NS* | 0.64 | *NS* | 0.79 | *NS* |
| Position | 0.50 | *NS* | 0.54 | *NS* | 0.32 | *NS* | 0.73 | *NS* | 0.52 | *NS* |
| Grade Level Taught | 0.55 | *NS* | 0.79 | *NS* | 0.75 | *NS* | 0.89 | *NS* | 0.75 | *NS* |

***Legend:*** *Significant if p-value < 0.05** *S – significant* *NS – not significant*

Table 19 presents the test of the relationship between the respondents' instructional efficacy and their characteristics. The outcomes of the Kruskal Wallis test were employed to investigate whether there existed a statistically significant relationship in the instructional efficacy when grouped according to their characteristics at a significance level of 0.05. The result reveals a significant relationship on the respondents' age towards their professional responsibilities as indicated by a p-value of 0.02. Therefore, respondents within the 30 to 39 years old category, constituting 45.45% and holding an elementary teacher position, significantly contributed to instructional efficacy in terms of professional responsibilities. This age group likely represents a blend of seasoned experience and contemporary pedagogical approaches, offering valuable insights and innovations that positively impact teaching efficacy and student learning. Their significant role highlights the importance of mid-career development and support initiatives tailored to harnessing teacher's expertise and leadership potential within the educational landscape. Moreover, these findings prompt further exploration into the specific teaching strategies, professional collaborations, and institutional support that enhance the contributions of educators, thereby informing targeted interventions to foster continuous improvement in educational quality and teacher effectiveness.

Teachers between 30 to 39 years old have typically been in the profession long enough (often around 5-15 years) to have developed effective teaching strategies, classroom management skills, and a solid understanding of the curriculum. At the same time, they retain the energy and enthusiasm needed to engage effectively with students and take on additional professional responsibilities. They also gain experience and tenure in the field when they often take on increasingly complex professional responsibilities. Younger educators primarily focus on classroom teaching and student interaction, while older educators transition into roles such as department heads, curriculum developers, or mentor teachers. This progression in

professional responsibilities is directly correlated with age, reflecting the accumulation of experience and expertise over time.

Moreover, Pranoto et al. (2021) stated that age influences teachers' responsibilities and experiences. Younger teachers typically have less experience compared to their older counterparts, while senior teachers are often perceived as more mature and stable, possessing a wealth of experience that provides them with a qualified and balanced perspective. Consequently, they are less susceptible to experiencing mental pressure in the workplace.

Furthermore, another significant relationship was noted between the highest educational attainment towards planning and preparation, instructional effectiveness for student learning, and professional responsibilities, with p-values falling below 0.05. Consequently, the null hypothesis was rejected, providing ample evidence to assert the existence of a significant relationship between the highest educational attainment and instructional efficacy concerning planning and preparations, instructional effectiveness for student learning, and professional responsibilities, with a 99% confidence level. It suggests that educators with higher educational attainment often possess deeper pedagogical knowledge and understanding of instructional practices. This advanced knowledge equips them with enhanced planning and preparation skills, allowing them to design more effective learning experiences tailored to student needs.

The research findings from Liu (2021) demonstrate a significant contribution to student learning by teachers holding at least a bachelor's degree, in contrast to those with lower qualifications. Thus, across various subjects of instruction, it was noted that teachers with a "B.A. & Above" educational attainment typically contributed more to student learning outcomes compared to those without such credentials. Students who have been instructed by several highly qualified teachers are more inclined to attain higher-level educational degrees (Lee et al., 2020).

On the other hand, demographic profiles such as age, race, number of years in teaching, position, and grade level taught are crucial aspects of teachers' backgrounds, their direct influence on instructional efficacy in terms of planning and preparation, learning environment, instructional effectiveness for student learning, and professional responsibilities did not exhibit significant correlations based on the findings. This suggests that factors beyond these demographics and roles play a more decisive role in shaping teaching effectiveness. While age and teaching experience are often presumed to correlate with instructional effectiveness, the interactions between individual teaching styles, professional development opportunities, and administrative support systems overshadow any direct association with these demographic factors. This insight underscores the educational contexts and the need for comprehensive, context-specific approaches to enhance instructional practices and support teacher development effectively.

On the other hand, Ismail et al. (2018) indicated that younger teachers with less experience have the advantage of learning from the seasoned insights of their older colleagues. By fostering an environment of continuous professional development and intergenerational collaboration, schools can ensure that all teachers, regardless of age or experience, are equipped to effectively deliver and enhance student learning.

**Problem 6. Is there a significant relationship between the respondents' well-being and their level of instructional efficacy?**

**Table 20. Test of Relationship between the Respondents' Well-being and their Level of Instructional Efficacy**

| Teacher's Well-being | Instructional Efficacy | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Planning and Preparation | | | Learning Environment | | | Instructional Effectiveness for Student Learning | | | Professional Responsibilities | | | **Overall** | | |
| | rho | p-value | Interpretation | rho | p-value | Interpretation | rho | p-value | Interpretation | rho | p-value | Interpretation | rho | p-value | Interpretation |
| Emotional Aspects | 0.67 | **0.0001**** | *S* | 0.77 | **0.0001*** | *S* | 0.83 | **0.0001**** | *S* | 0.67 | **0.0001*** | *S* | 0.74 | **0.0001**** | *S* |
| Work Engagements | 0.66 | **0.0001**** | *S* | 0.66 | **0.0001*** | *S* | 0.78 | **0.0001**** | *S* | 0.75 | **0.0001*** | *S* | 0.71 | **0.0001**** | *S* |
| Stakeholder Relationships | 0.53 | **0.0001**** | *S* | 0.54 | **0.0001*** | *S* | 0.52 | **0.0001**** | *S* | 0.69 | **0.0001*** | *S* | 0.57 | **0.0001**** | *S* |
| Sense of Purpose | 0.62 | **0.0001**** | *S* | 0.76 | **0.0001*** | *S* | 0.86 | **0.0001**** | *S* | 0.75 | **0.0001*** | *S* | 0.74 | **0.0001**** | *S* |
| Accomplishments | 0.62 | **0.0001**** | *S* | 0.65 | **0.0001*** | *S* | 0.70 | **0.0001**** | *S* | 0.68 | **0.0001*** | *S* | 0.66 | **0.0001**** | *S* |

***Legend:*** *Significant if p-value < 0.05** *S – significant* *NS – not significant*

The analysis employed Spearman rank correlation to explore whether a statistically significant relationship existed between teachers' well-being status and instructional efficacy. The hypothesis was assessed at a significance level (alpha) of 0.05, with rejection occurring if the calculated value or the area under the curve surpassed the predetermined significance level. Table 20 reveals that there is a statistically significant relationship between teachers' well-being and instructional efficacy, given that the p-values were less than 0.01. Consequently, providing compelling evidence to affirm a substantial relationship between teachers' well-being status and instructional efficacy with a 99% confidence level.

Hence, the well-being status of teachers, encompassing emotional aspects, work engagement, stakeholder relationships, sense of purpose, and accomplishments, significantly influenced instructional efficacy concerning planning and preparation, learning environment, instructional effectiveness for student learning, and professional responsibilities. The relationship between teachers' well-being and instructional efficacy is multifaceted yet interconnected. That means, teachers' physical and emotional health significantly impact their ability to plan, prepare, and deliver effective instruction. When teachers feel supported and valued, their overall well-being improves, which in turn enhances their instructional practices and effectiveness in the classroom. When teachers experience positive well-being, including aspects such as emotional balance and sense of purpose, they are more likely to exhibit higher instructional efficacy. Thus, positive well-being impacts teachers' motivation and commitment to their profession. Teachers who feel fulfilled and valued in their roles are more likely to invest effort and creativity in lesson planning, instructional delivery, and student interaction. This

dedication translates into higher instructional efficacy, as these teachers are more likely to employ effective teaching strategies and adapt their approaches to meet students' needs.

Teacher efficacy should be regarded as a crucial factor in fostering teacher well-being. The study of Song (2022), demonstrated that teacher efficacy can amplify the impact of job resources on teacher well-being by enhancing their confidence and optimism levels. Consequently, educational stakeholders should prioritize the development and implementation of effective teacher training programs. Well-being of teachers is significant not only for their personal satisfaction but also for its impact on classroom instruction. Thus, the enthusiasm and dedication displayed by teachers can greatly influence their self-efficacy. Teachers maintaining a positive emotional state, even with a moderate level of anxiety, contributes to their effectiveness in engaging students (Huang and Yin, 2018).

**Problem 7. Based on the findings, what professional development plan can be designed?**

**Table 21. Matrix of Professional Development Plan**

| **Year 1: Foundational Framework** | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Areas of Concern** | **Specific Objectives** | **Strategies/ Activities** | **Time Frame** | **Person Involved** | **Source of Fund** | **Estimated Budget** | **Expected Outcome** |
| **Emotional Aspects** | Raise awareness about the importance of teacher well-being. | Conduct workshops on mindful techniques, and self-care. | 1st Quarter of the Year of the Academic Year | School administrators, counselors, professional development coordinators, and external facilitators. | School budget allocation, grants, and partnerships with educational organizations. | $15,000 | Increased awareness of teacher well-being issues. |
| **Work Engagements** | Implement a system for recognizing and providing feedback on teachers' contributions | Implement a system for peer recognition and appreciation. Conduct regular performance evaluations with constructive feedback. Celebrate achievements and milestones within the teaching community. | Annually, starting from the second year. | School administration, teachers' association, and student council. | School budget allocation, grants, and partnerships with educational organizations. | $3,000 | Increased motivation and morale among teachers, fostering a culture of recognition and appreciation. |
| **Year 2: Strengthening Initiatives** | | | | | | | |
| **Planning and Preparation** | Enhance teacher effectiveness in lesson planning and preparation. | Provide professional development workshops on effective lesson planning strategies. | Throughout the first year and ongoing as needed. | Curriculum coordinators, instructional coaches, and experienced teachers. | School budget allocation, grants, and partnerships with educational | $8,000 | Improved quality and consistency of lesson plans, leading to enhanced instructional |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | | organizations. | | delivery and student engagement. |
| **Learning Environment** | To create a more inclusive classroom environment that caters to diverse student needs. | Conduct workshops on differentiated instruction and cultural competence. | Year-round | School administrators, professional development coordinators, and teachers. | School budget allocation, grants, and partnerships with educational organizations. | $15,000 | Enhanced teacher ability to address diverse student needs Increased student participation and inclusivity in the classroom |
| **Year 3: Evaluation and Monitoring** | | | | | | | |
| **Teacher's well-being and instructional efficacy** | Consolidate and sustain initiatives for teacher well-being and instructional efficacy. | Conduct surveys and focus groups to assess the effectiveness of implemented initiatives. | Year-round (Quarterly) | School administrators, data analysts, evaluation committee, and teacher leaders. | School budget reallocation, grants, and partnerships with educational organizations | $25,000 | Sustained improvement in teacher well-being and instructional efficacy. |
| | Evaluate the impact of the developmental plan and identify areas for refinement. | Analyze data to inform adjustments and improvements to the developmental plan. | Year-round | | | | Informed decision-making based on evaluation data for ongoing improvement |
| | Empower teachers to take on leadership roles in promoting well-being and instructional excellence. | Provide leadership training and opportunities for teachers to lead well-being and instructional efficacy initiatives. | Year-round | | | | Increased capacity for teacher leadership and innovation within the school community. |

## Conclusions

The study shed light on teachers' well-being and instructional efficacy patterns among educators in Roosevelt County Schools during the School Year 2023-2024. It is notable that higher levels of educational attainment correlate positively with improved well-being among teachers, highlighting the potential benefits of advanced academic training in enhancing overall professional fulfillment. Moreover, the study highlighted the substantial relationship between teachers' well-being and instructional efficacy, emphasizing the importance of supporting teachers' overall well-being to enhance student learning outcomes and overall school effectiveness. Therefore, when teachers experience high levels of well-being, they are better

equipped to create positive and engaging learning environments, leveraging their cognitive functions to foster creativity and innovation in their teaching approaches and methods. This holistic approach not only benefits teachers personally but also contributes to a more conducive and successful educational experience for students across the school system.

**Recommendations**

Based on the given conclusions of the study, several recommendations are presented:

1. Teachers may pursue higher education and engage in tailored professional development programs to enhance instructional skills, pedagogical support, and foster a supportive environment for maximum effectiveness. By continuously advancing their knowledge and skills through ongoing education and tailored training, educators can stay abreast of the latest teaching methodologies and research-backed strategies.
2. Teachers may incorporate structured breaks or time management techniques into their teaching routine. While deep engagement in lessons is beneficial, it is also important to maintain a balance and ensure that they are effectively managing their time to cover all necessary content and activities.
3. Teachers may consider implementing a structured planning process that incorporates elements such as backward design, differentiation, and student-centered approaches. By adopting a systematic approach to planning and integrating various instructional strategies, they can overcome challenges and deliver more meaningful and engaging lessons.
4. The schools/ districts may establish support networks, mentorship programs, and wellness initiatives to create a supportive environment where teachers can thrive regardless of demographic differences. By prioritizing holistic approaches to teacher well-being, schools can foster a more resilient and satisfied teaching workforce.
5. Teachers may participate in the various targeted professional development programs and support mechanisms specifically designed to meet their diverse needs. These initiatives will be tailored to address the unique challenges and strengths associated with different demographic groups, boosting teacher's confidence and effectiveness in their instructional roles.
6. Educational leaders should prioritize teacher well-being with support programs and resources to foster a positive school culture. Encourage collaboration, offer professional development, and enhance instructional skills to boost teacher effectiveness and student outcomes.
7. Finally, the adoption of the Professional Development Plan recommended by the study should be strongly considered by educational leaders across Roosevelt County schools. This plan offers a comprehensive framework for supporting teacher well-being and instructional efficacy, aligning with the broader goals of fostering a positive and supportive learning environment for educators.

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