

Mental wellness and teaching practices of secondary school teachers in Eastern Kayapa: An indigenous peoples' community in northern Philippines

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Abstract

This study employed a quantitative methodology using a descriptive-correlational research design to examine the mental wellness and teaching practices of 71 public secondary school teachers from four public schools in the Eastern Kayapa District during the 2024–2025 academic year. Participants were selected through stratified random sampling, utilizing the Slovin formula. Data were gathered via standardized, validated survey instruments and analyzed using statistical tools, including means computation and Pearson's correlation coefficient, with a significance level set at 0.05. Findings revealed that teachers generally perceived themselves as possessing high mental wellness, with emotional intelligence emerging as their strongest area among the six dimensions assessed. Teaching practices were rated as very satisfactory overall, with the personal model style being the most strongly favored approach. In terms of the relationship between the two main variables, a very low, statistically insignificant positive correlation ($r = 0.186$) was found between mental wellness and teaching practices, suggesting no meaningful relationship. Based on these findings, a training intervention titled "Empowered Educators: Enhancing Emotional Resilience and Adaptive Teaching Practices for Holistic Classroom Impact" was developed to support teacher well-being and promote student-centered learning, aiming to strengthen emotional resilience and foster leadership among public secondary school teachers.

Keywords: mental wellness, teaching practices, management intervention

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1. Introduction

Teachers are expected not only to impart knowledge but also to nurture students' emotional and social development. However, their mental health is often overlooked, despite its crucial role in ensuring professional effectiveness. Mental wellness supports teachers in managing classroom challenges, including workload pressures, emotional strain, and diverse student needs. When mental health is compromised, it affects teaching practices and student outcomes, emphasizing the need for proactive support systems within educational institutions. Research highlights that teacher well-being is essential for creating effective learning environments. According to the World Health Organization (2021) and UNESCO (2022), mental wellness is directly linked to instructional quality, student engagement, and school effectiveness. Despite increased global awareness, policy and research efforts addressing teacher mental health, particularly in primary and secondary education, remain insufficient. Teachers worldwide face growing challenges, leading to stress, burnout, and emotional exhaustion that hinder their personal well-being and professional performance.

Mental wellness for teachers goes beyond managing stress—it includes maintaining positive relationships, confidence in teaching abilities, and emotional resilience. Schools play a key role by promoting self-care, offering support networks, and fostering positive work environments (Beames, Christensen, & Werner-Seidler, 2022). In the Philippines, teachers' mental health is integral to managing classrooms effectively and fulfilling the Department of Education's mission. Initiatives like the proposed "Teacher Mental Health and Wellness Act of 2023" (Abasola, 2023) aim to institutionalize support for educators' mental well-being. This study, focusing on the mental wellness and teaching practices of public secondary school teachers in Eastern Kayapa, aligns with the United Nations Sustainable Development Goals—specifically SDG 3 (Good Health and Well-Being) and SDG 4 (Quality Education). It also supports the Philippines' National Research Agenda for Teacher Education (NRATE) and the Department of Education's Human Resource Development (HRD) framework, emphasizing that teacher welfare is foundational to effective pedagogy and improved educational outcomes. Similarly, it contributes to the research agendas of Nueva Vizcaya State University (NVSU) and its College of Teacher Education (CTE), both advocating for teacher well-being and sustainable educational development.

Significant research gaps were identified, particularly the lack of focused investigations linking mental wellness and teaching practices. While some studies address mental health and work performance, specific insights into how mental wellness influences instructional practices remain limited. Observations among teachers reveal widespread stress due to student behavior and workload, often resulting in frustration, emotional exhaustion, and a desire to leave the profession. Statements such as "Awanen makabanog ti agsuro" and "Makapastress ti agsuro tata nga henerasyon" illustrate the emotional toll faced by teachers today. These realities underscore the urgent need for targeted mental health interventions and stress management strategies to support teachers' effectiveness and well-being in the classroom. Thus, this study aims to fill these research gaps, providing a foundation for creating more responsive programs and policies to sustain teacher mental health and promote high-quality education in the Philippines.

2. Related Literature

This study is grounded in two distinct but complementary theoretical frameworks: Basic Psychological Needs Theory (BPNT) by Ryan and Deci (2017) and Vygotsky's Constructivist Theory (1978). BPNT provides the conceptual basis for examining mental wellness among teachers, while Constructivist Theory supports the exploration of teaching practices. These frameworks are discussed to establish a strong theoretical foundation for this investigation.

Basic Psychological Needs Theory asserts that the fulfillment of three innate psychological needs—autonomy, competence, and relatedness—is essential for psychological wellness and optimal functioning. When teachers' basic needs are satisfied, they experience higher well-being, increased motivation, and greater engagement, ultimately leading to more effective teaching practices. Conversely, the frustration of these needs may result in burnout, emotional exhaustion, and diminished professional performance (Niemiec & Ryan, 2013). BPNT thus serves as a critical lens for understanding how teacher mental health is shaped by their work environments and experiences. In this study, mental wellness is examined through six key dimensions: emotional stability, overall adjustment, autonomy, security-insecurity, self-concept, and emotional intelligence. Emotional stability pertains to a teacher's ability to maintain composure under pressure (MacIntyre, Gregersen, & Mercer, 2020), while overall adjustment refers to adaptability across life roles (Liu & Liu, 2022). Autonomy is seen as crucial for intrinsic motivation and resilience (Ryan & Deci, 2017). Security-insecurity captures a teacher's perceived safety and confidence at work (Fernandes, Rocha, & Moreira, 2021). Self-concept relates to a teacher's internal sense of competence and professional identity (Tangen, 2018), and emotional intelligence reflects the capacity to recognize and manage emotions effectively (Kostić-Bobanović & Grilec, 2020). Together, these dimensions offer a comprehensive perspective on the mental wellness of educators.

Vygotsky's Constructivist Theory complements this framework by underpinning the study's approach to teaching practices. Constructivism emphasizes that learners actively construct knowledge through interaction, exploration, and reflection. In this model, teachers are not mere transmitters of information but facilitators who guide and scaffold student learning. Learning is seen as inherently social, thriving through meaningful dialogue, peer engagement, and real-world application. Constructivist theory directly informs the understanding of effective teaching practices as dynamic, student-centered, and interactive. The Grasha-Riechmann Teaching Style Model is employed to capture five dimensions of teaching practices, namely expert, formal authority, personal model, facilitator, and delegator. Each style represents different facets of the teacher's role in promoting learning. The expert style emphasizes deep subject knowledge and credibility (Fathi, Derakhshan, & Torabi, 2020). The formal authority style establishes clear expectations and structures, promoting discipline but requiring balance to preserve autonomy (Darling-Hammond et al., 2020). The personal model style focuses on leading by example, encouraging students to emulate behaviors and strategies (Teng, 2021). The facilitator style promotes inquiry, collaboration, and student-driven learning, closely aligning with constructivist ideals (Cheng, Cheng, & Chen, 2023). Lastly, the delegator style encourages student independence and critical thinking, supporting real-world readiness (Allen, 2022). Through these dimensions, the study explores how teachers' approaches to instruction contribute to both effective learning and the cultivation of supportive, engaging classroom environments.

The intersection of mental wellness and teaching practices is vital in understanding teacher effectiveness and educational quality. Mentally well teachers—those who are emotionally stable, autonomous, secure, self-assured, and emotionally intelligent—are better equipped to implement adaptive, student-centered teaching practices. In contrast, compromised mental wellness can impede a teacher's ability to manage classrooms effectively, engage students, and innovate pedagogically. The World Health Organization (2018) defines mental wellness as more than the absence of illness; it is a positive state where individuals realize their abilities, manage life's stresses, work productively, and contribute to their communities. Applying this perspective, teachers' mental health is recognized as foundational not only to their personal well-being but also to educational success.

By linking BPNT and Constructivism, this study highlights how the internal psychological states of teachers influence external teaching behaviors. Satisfaction of psychological needs fosters environments where constructivist teaching strategies flourish. For instance, emotionally stable and autonomous teachers are more likely to employ facilitative and delegative teaching styles that empower students rather than rely solely on formal authority or rigid structures.

The research operates under the assumption that a significant correlation exists between teachers' mental wellness and their teaching practices. It is hypothesized that higher levels of mental well-being correlate with

more effective teaching behaviors, characterized by improved communication, better classroom management, and stronger student engagement. This assumption is rooted in evidence suggesting that mental health influences emotional regulation, cognitive flexibility, and resilience—all of which are essential to effective teaching. Educators with robust mental wellness are more capable of maintaining positive relationships, adapting to challenges, and fostering inclusive and motivating learning environments.

Thus, exploring the relationship between mental wellness and teaching practices offers critical insights into how schools can support teachers holistically. It points to the need for institutional interventions that prioritize teacher mental health as a strategic pathway toward enhancing educational outcomes and sustaining positive school climates. Ultimately, this study aims to contribute to research on teacher well-being and instructional practices by providing a theoretical and empirical basis for future initiatives in educational development, mental health support, and policy formulation.

3. Methodology

Research Design. This study employed a quantitative research design, specifically utilizing a descriptive-correlational approach, to explore the possible relationship between mental wellness and teaching practices of public secondary school teachers in Eastern Kayapa for the academic year 2024–2025. As Creswell (2018) asserted, a quantitative research design involves the systematic collection of numerical data to quantify variables and examine statistical relationships among them. This approach allowed the researcher to objectively measure phenomena related to teacher mental wellness—such as stress, emotional stability, and satisfaction—and their corresponding teaching practices using structured instruments. Through statistical analysis, the study aims to identify patterns and associations between variables and potentially generalize findings to a broader teaching population.

Research Environment. Eastern Kayapa, located in the upland municipality of Kayapa in Nueva Vizcaya, presents a unique and compelling environment for educational research. Characterized by its mountainous terrain, strong indigenous presence, and a deep sense of community, the area reflects both the challenges and resilience of rural education in the Philippines. Despite geographic isolation and limited access to resources, public secondary schools in Eastern Kayapa have demonstrated significant progress in promoting academic excellence and holistic student development. These schools play a vital role not only in delivering education but also in shaping the mental wellness, professional practices, and socio-emotional dynamics of teachers working in often under-resourced and demanding conditions. As such, Eastern Kayapa offers rich research setting to explore the intersection of teaching practices and mental wellness within the public education sector. Characterized by its diverse terrain and resilient communities, Eastern Kayapa is home to four notable public secondary schools: Binalian Integrated National High School, Nansiakan National High School, Sta. Cruz Pingkian High School, and Pinayag National High School. These schools collectively reflect the region’s evolving educational landscape, each contributing uniquely to the academic and holistic development of local learners. These schools, varied in history and development, present a dynamic setting for examining the mental wellness and teaching practices of public secondary school teachers in Eastern Kayapa.

Respondents of the Study. The respondents of this study comprised 71 public secondary school teachers drawn from the four established public secondary schools in Eastern Kayapa for the School Year 2024–2025. Using Slovin’s formula to determine an appropriate sample size from a finite population, the researchers selected the respondents from a total population of 87 teachers. This resulted in a sample that represents approximately 81.61% of the entire population, ensuring a high level of confidence and representativeness. The use of Slovin’s formula allowed for the efficient determination of a manageable yet statistically valid number of participants, thereby enhancing the reliability and generalizability of the study’s findings within the context of Eastern Kayapa’s public secondary education system.

Table 1 in the succeeding page shows the frequency and percentage distribution of the respondents

according to school.

Table 1

Summary of Frequency and Percentage Distribution of the Respondents According to School

School	Number of Teachers	Respondents	Percentage
Binalian Integrated National H/S	17	14	82.35
Sta. Cruz Pingkian H/S	36	29	80.56
Nansiakan National H/S	17	14	82.35
Pinayag National H/S	17	14	82.35
Total	87	71	81.61

Sampling Procedure. The researcher employed a stratified random sampling technique to ensure equitable representation of respondents from each of the four established public secondary schools in Eastern Kayapa. Each school functioned as a stratum, from which teachers were selected using simple random sampling procedures. This method ensured that the diverse educational contexts within the municipality were adequately captured in the study, thereby enhancing the representativeness and reliability of the findings. Informed consent was obtained from all respondents prior to data collection. Teachers were thoroughly briefed on the study's objectives, procedures, potential risks, and expected benefits. Participation was strictly voluntary, and each respondent was assured that they had the right to decline or withdraw from the study at any time without any negative consequences. Written consent was secured as a formal acknowledgment of their willingness to participate.

Research Instruments. To obtain comprehensive and meaningful data that addressed the research questions, the researcher utilized a set of valid and reliable research instruments specifically designed to capture the relevant constructs under investigation.

- **Questionnaire on Mental Wellness.** The mental wellness of the respondents was assessed using a 60-item questionnaire adopted from Punia (2018), which evaluates key dimensions such as emotional stability, overall adjustment, autonomy, security-insecurity, self-concept, and emotional intelligence. The instrument underwent validation by a panel of research experts and faculty members of the university to ensure its reliability and appropriateness for the target population.
- **Questionnaire on Teaching Styles.** The teaching practices of the respondents were measured using a 40-item questionnaire adapted from the Grasha-Riechmann Teaching Style Survey (1996). This instrument captures five key teaching style components: expert, formal authority, personal model, facilitator, and delegator. To ensure the instrument's validity and contextual appropriateness, it was reviewed and validated by a panel of academic experts and research specialists from the university.

Data Gathering Procedure. The research process began with securing authorization from the Schools Division Superintendent of Nueva Vizcaya, facilitated by a recommendation letter from the Dean of the College of Teacher Education. After approval, the researcher collaborated with the District Supervisor of Eastern Kayapa to administer research instruments in four public secondary schools. Data collection focused on public secondary school teachers, examining the relationship between their mental wellness and teaching practices during the 2024–2025 academic year. Prior to distributing questionnaires, orientation sessions were held to clarify the study's objectives, promote trust, and emphasize confidentiality. After data collection, responses were encoded and analyzed using statistical tools to explore the link between mental wellness dimensions, such as emotional stability and autonomy, and teaching practices like instructional style and classroom engagement. The findings contributed to the broader discourse on teacher well-being and emphasized the need for mental health support to enhance teaching effectiveness in public secondary schools in Eastern Kayapa.

Statistical Treatment of Data. The data gathered through the questionnaire were analyzed using the following statistical tools.

- **Mean.** In order to determine the perceived teaching practices and mental wellness of the respondents,

this statistical tool was used by the researcher.

- **Pearson Product-Moment Correlation Coefficient (Pearson-r).** This was used to establish the relationship between mental wellness and teaching practices of the respondents.

4. Results and Discussion

Problem 1. What is the perceived level of mental wellness of the public secondary school teachers of Eastern Kayapa along emotional stability, over-all adjustment, autonomy, security-insecurity, self-concept, and emotional intelligence?

Table 2

Mean and Qualitative Descriptions of the Respondents' Perception of their Mental Wellness (N=71)

Mental Wellness	Area Mean	Qualitative Description
Emotional Stability	2.89	High
Over-all Adjustment	3.03	High
Autonomy	3.06	High
Security-Insecurity	2.87	High
Self-Concept	3.06	High
Emotional Intelligence	3.07	High
Grand Mean	3.00	High

Data in Table 2 show that the grand mean score of 3.00 indicates that the respondents generally perceive their mental wellness to be high. This suggests a favorable overall assessment of their psychological and emotional state. Among the six dimensions of mental wellness, Emotional Intelligence received the highest mean score of 3.07, indicating that respondents feel particularly confident in their ability to recognize, understand, and manage emotions in themselves and others. Autonomy and Self-Concept followed closely, each with a mean of 3.06, reflecting strong personal independence and a positive self-perception among respondents.

Over-all Adjustment had a mean of 3.03, which suggests that respondents generally manage well in adapting to various life situations and challenges. Meanwhile, Emotional Stability scored slightly lower at 2.89, and Security-Insecurity had the lowest mean at 2.87. Although both still fall within the "high" qualitative range, these slightly lower scores may indicate areas where respondents feel more vulnerable, particularly in managing emotional fluctuations and in their sense of psychological security.

The study found that emotional intelligence received the highest rating among the dimensions of mental wellness, suggesting that public secondary school teachers in Eastern Kayapa effectively manage emotions and maintain harmonious relationships with students and colleagues. This is reflected in the absence of public conflicts among teachers. Additionally, teachers demonstrated high levels of self-concept, autonomy, overall adjustment, emotional stability, and security, indicating generally strong mental wellness. These findings suggest that the teachers are in a state of well-being, marked by positive emotions, meaningful connections, a sense of direction, and a balanced life.

Their high mental wellness contributes to their professional performance and their dedication to student welfare. They understand and embrace their responsibilities, maintaining a supportive school environment that promotes both educator and student well-being. According to the Global Wellness Institute (2021), mental wellness is a dynamic process supporting personal growth and resilience. It involves emotional strength, positive relationships, and alignment with societal expectations (Galderisi et al., 2024; Jerrim, Sims, & Taylor, 2021). However, contrasting studies (von der Embse et al., 2019; Terrazola, 2018) highlight how public-school teachers often face stress and burnout due to heavy workloads and accountability pressures, underscoring the importance of wellness support systems like mindfulness and cognitive-behavioral interventions.

Problem 2. What is the respondents' perception of their teaching practices along expert, formal authority, personal model, facilitator, and delegator styles?

Based on Table 3 below, which presents the Mean and Qualitative Descriptions of the Respondents' Perception of their Teaching Practices, the data reveal that public secondary school teachers in Eastern Kayapa generally perceive their teaching practices to be very satisfactory, as reflected by the grand mean of 3.22.

Table 3
Mean and Qualitative Descriptions of the Respondents' Perception of their Teaching Practices (N=71)

Mental Wellness	Area Mean	Qualitative Description
Expert	3.18	Very Satisfactory
Formal Authority	3.25	Very Satisfactory
Personal Model	3.41	Very Satisfactory
Facilitator	3.11	Very Satisfactory
Delegator	3.17	Very Satisfactory
Grand Mean	3.22	Very Satisfactory

Among the five teaching practice domains, the Personal Model role received the highest mean score of 3.41, suggesting that respondents most strongly identify with teaching by example—demonstrating behaviors, values, and attitudes they wish to instill in their students. This reflects a high level of personal commitment to modeling ethical and professional conduct in the classroom. The Formal Authority style follows with a mean of 3.25, indicating that teachers also value structure, clear expectations, and discipline in their teaching. This implies a strong preference for maintaining order and delivering content with clarity and confidence. The Expert and Delegator roles scored 3.18 and 3.17, respectively, both indicating a very satisfactory perception. Teachers see themselves as knowledgeable content specialists (Expert) and also as guides who entrust students with responsibilities and encourage independent learning (Delegator).

Lastly, the Facilitator role, while still rated very satisfactory at 3.11, received the lowest mean among the five. This suggests that while teachers are open to guiding student-centered learning and promoting critical thinking, this role may be less dominant in their current practice compared to more authoritative or model-driven approaches. The results suggest that teachers in Eastern Kayapa exhibit a balanced yet strongly affirmative perception of their teaching roles, with particular emphasis on leading by example, maintaining authority, and delivering content effectively.

Problem 3. Is there a significant correlation between the perceived mental wellness and teaching practices of the respondents?

Table 4
Correlation Coefficient Between the Perceived Mental Wellness and Teaching Practices of the Respondents (n=71)

Compared Variables	Computed r-value	Critical r-value	Remarks
Mental Wellness (3.00) VS Teaching Practices (3.22)	0.186 <i>(very low positive relationships)</i>	0.2335 <i>(p-value:0.121)</i>	Not Significant

Degrees of Freedom: 69 Level of Significance: 0.05

Table 4 presents the correlation between the perceived mental wellness and teaching practices of public secondary school teachers in Eastern Kayapa. The computed r -value of 0.186 indicates a very low positive relationship between the two variables, suggesting that as teachers' mental wellness slightly improves, their teaching practices also tend to improve—albeit marginally. However, this relationship is not statistically significant when compared to the critical r -value of 0.2335, with a corresponding p -value of 0.121, which is above the 0.05 level of significance. This implies that while there is a slight trend, the relationship observed in

this study could be due to chance, and thus, no definitive conclusion can be drawn about the impact of mental wellness on teaching practices based on this sample.

The findings offer an important insight: although the teachers generally reported "Very Satisfactory" levels in both mental wellness (mean = 3.00) and teaching practices (mean = 3.22), their mental wellness does not significantly predict or correlate with how they implement various teaching styles. This could be due to several possible factors. For instance, teachers might be demonstrating professional resilience—maintaining effective classroom practices despite personal stressors or mental health concerns. Alternatively, institutional structures such as curriculum guidelines, administrative monitoring, or cultural norms around teaching may be playing a more dominant role in shaping teaching behavior than individual wellness.

Nonetheless, the slight positive trend still underscores the potential value of promoting teacher wellness. Even if not statistically significant in this study, a supportive environment that fosters psychological well-being could indirectly enhance teachers' motivation, creativity, and classroom engagement. Therefore, while the data does not confirm a strong relationship, it opens the door for further research exploring contextual or mediating variables such as work environment, support systems, and coping mechanisms that might influence how mental wellness translates into teaching effectiveness.

The findings of the study on the relationship between mental wellness and teaching practices among the public secondary school teachers in Eastern Kayapa are supported by two relevant studies, one local and one foreign. Both studies explore the influence of teachers' mental wellness on their professional roles and interactions with students, aligning with the observation that a very low positive relationship exists between the perceived mental wellness and teaching practices.

The local study by Sunga (2019) explored the relationship between quality of life, stress, and mental health among teachers in Malolos, Bulacan. The study found significant correlations between stress, quality of life, and mental health, indicating that teachers' psychological well-being directly impacts their professional experience. It also highlighted that stress was negatively related to mental health, which resonates with the current study's finding that there is a very low positive correlation between mental wellness and teaching practices. Sunga's study emphasizes that while teachers may manage their stress and quality of life moderately well, the mental health impacts can still subtly affect their teaching effectiveness, though not strongly enough to show a significant relationship. This is aligned with the results of the Eastern Kayapa study, where mental wellness and teaching practices are positively linked but not significantly, suggesting that while teachers are somewhat able to manage their mental health, its influence on their teaching practices may not be directly substantial.

Similarly, the foreign study by Corthorn, Pedrero, Torres, and colleagues (2024) examined the connection between mindfulness and variables such as teacher burnout, anxiety, and quality of life. The findings indicated that teachers with higher levels of mindfulness reported better mental health outcomes, including reduced stress, anxiety, and depression, which contributed positively to their professional fulfillment. This supports the idea that teacher wellness has a positive effect on their overall performance but does not necessarily show a direct and substantial correlation with their teaching practices, as evidenced by the weak relationship in the Eastern Kayapa study. Corthorn et al. (2024) argue that fostering mindfulness could improve teachers' mental wellness, which in turn could enhance teaching effectiveness. However, this improvement is nuanced, as it does not directly translate to dramatic shifts in teaching practices, much like the findings in the Eastern Kayapa context.

Together, these studies demonstrate that while mental wellness influences teaching practices in positive but subtle ways, its impact is not necessarily linear or immediately observable. Both Sunga (2019) and Corthorn et al. (2024) suggest that mental wellness, stress management, and mindfulness can help create a more conducive environment for teaching, yet the lack of a significant relationship in the Eastern Kayapa study points to the complexity of this interaction. These findings underscore the need for further exploration into how mental wellness can be systematically integrated into teaching practices to foster more noticeable changes in educational outcomes.

5. Conclusions

- The study indicates that public secondary school teachers in Eastern Kayapa generally report high mental wellness, with Emotional Intelligence being their strongest dimension.
- Teachers in Eastern Kayapa also perceive their teaching practices as highly satisfactory, particularly in roles such as Personal Model and Formal Authority.
- The study found a very weak positive correlation between teachers' mental wellness and their teaching practices, suggesting that improvements in mental wellness may slightly enhance teaching practices.
- In response to the study's findings, a targeted educational intervention has been designed to enhance teachers' emotional resilience and teaching practices. The proposed training program, focused on strengthening teacher well-being and leadership, aims to equip educators with the tools to foster a more holistic and student-centered learning environment.

Recommendations

- Given that Emotional Stability and Security-Insecurity received slightly lower scores, it is recommended that targeted interventions be introduced to address these areas. Training programs focused on emotional resilience and psychological security can help teachers better manage emotional fluctuations and stress, contributing to their overall mental wellness.
- While teachers demonstrated strong leadership in the Personal Model and Formal Authority roles, the Facilitator role scored lower. It is recommended to integrate professional development opportunities that encourage the adoption of student-centered and inquiry-based teaching strategies, allowing teachers to balance their authoritative roles with more collaborative, learner-driven approaches.
- Although the correlation between mental wellness and teaching practices was not statistically significant, it is recommended that further studies and continuous monitoring of teacher well-being be conducted. This will help determine whether a stronger relationship exists over time and inform future professional development strategies.
- Based on the findings, it is recommended that comprehensive training programs, like the proposed "Empowered Educators" design, be implemented to support both mental wellness and adaptive teaching practices. These programs should focus on strengthening teachers' emotional intelligence, resilience, and leadership skills, while also offering practical strategies for enhancing teaching practices and student engagement.
- School administrators are encouraged to create a supportive environment that promotes teacher well-being through regular check-ins, peer support networks, and access to mental health resources. This will help sustain the high levels of mental wellness and positively influence teaching effectiveness across the district.
- To validate the findings of this study and determine if similar trends exist across different contexts, it is recommended to replicate this research in other districts or schools with varying demographic and socio-economic characteristics. This would provide a broader understanding of the relationship between mental wellness and teaching practices in diverse educational environments.
- Future studies should consider incorporating additional research constructs, such as teacher motivation, job satisfaction, and workload, to further explore the factors influencing teaching practices and mental wellness. Including these variables may provide a more comprehensive understanding of the complex dynamics at play and inform the development of more targeted interventions for teachers.

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