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Educators' Self-Efficacy, Psychological Well-Being, and Instructional Practices

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Abstract

This study examined the relationships among educators' self-efficacy, psychological well-being, and instructional practices among teachers in the Province of Antique for the year 2025. Specifically, it sought to determine the extent of teachers' self-efficacy in classroom management, lesson planning, and student engagement; assess their psychological well-being in emotional, social, and professional domains; evaluate the effectiveness of instructional practices; identify differences based on teacher profile variables; and examine the relationships among the key variables of the study. A descriptive-correlational research design was employed, involving 290 randomly selected teachers from public secondary schools as respondents. Data were gathered through a researcher-developed questionnaire that was expert-validated and pilot-tested for reliability. Statistical analyses included frequency, percentage, mean, t-test, ANOVA, and Pearson r correlation, all tested at a 0.05 level of significance. The findings revealed that teachers demonstrated a high level of self-efficacy, with a mean of 4.32, particularly in classroom management, lesson planning, and student engagement. Psychological well-being was likewise rated high, with an overall mean of 4.28, indicating positive emotional, social, and professional functioning among teachers. Instructional practices were also found to be highly evident, with a mean of 4.30, reflecting the frequent use of student-centered approaches, differentiated instruction, and effective assessment strategies. Significant differences in self-efficacy and instructional practices were observed when teachers were grouped according to educational attainment and teaching experience, while no significant differences were noted based on sex or school level. Correlation analysis revealed positive and significant relationships among self-efficacy, psychological well-being, and instructional practices, suggesting that teachers who are confident and psychologically healthy are more likely to implement effective instructional strategies. The study highlights the vital role of teacher confidence and well-being in strengthening instructional effectiveness and recommends the implementation of professional development initiatives, well-being support programs, mentoring systems, and continuous monitoring to enhance teaching quality and improve student outcomes.

Keywords: Educators' Self-Efficacy; Psychological Well-Being; Instructional Practices; Teacher Effectiveness; Classroom Management; Student-Centered Teaching; Public Secondary Schools

Introduction

The quality of education is strongly influenced by teachers' self-efficacy, psychological well-being, and instructional practices. Teacher self-efficacy, defined as educators' belief in their ability to successfully carry out teaching responsibilities and positively influence student learning, has long been recognized as a key factor in effective instruction and improved student achievement. Teachers with high levels of self-

efficacy tend to employ innovative teaching strategies, manage classrooms efficiently, and persevere in addressing learning challenges, all of which contribute to better educational outcomes.

Equally significant is teachers' psychological well-being, which includes emotional stability, positive social relationships, and professional fulfillment within the school environment. Research consistently shows that teachers who experience high levels of psychological well-being are less prone to stress and burnout, demonstrate greater resilience, and engage more effectively with students through positive and responsive instructional practices. The close connection between self-efficacy and psychological well-being suggests that teachers who feel confident and mentally healthy are better equipped to create supportive and productive learning environments.

Instructional practices, such as lesson planning, classroom management, assessment, and differentiated instruction, are shaped by both teachers' self-efficacy and psychological well-being. Teachers who possess strong self-belief and emotional stability are more likely to adopt student-centered, inquiry-based, and reflective teaching approaches that respond to the diverse needs of learners. In contrast, teachers who struggle with low self-efficacy or poor psychological well-being may experience reduced motivation, increased stress, and diminished instructional effectiveness, which can negatively affect student learning outcomes.

Despite the growing body of research on these variables, limited studies have explored their interrelationships within the context of public secondary schools in the Province of Antique, Philippines. Thus, this study aimed to examine the relationships among educators' self-efficacy, psychological well-being, and instructional practices among 290 teachers in the province for the year 2025. The findings are intended to provide empirical evidence to inform teacher development initiatives, well-being programs, and policy decisions that support teacher effectiveness and student success.

This study aimed to determine the relationship among educators' self-efficacy, psychological well-being, and instructional practices among 290 teachers in the Province of Antique for the year 2025. Specifically, it sought to describe the profile of teacher-respondents in terms of age, sex, educational attainment, teaching experience, and school level; determine the extent of educators' self-efficacy in performing instructional and classroom management tasks; assess the level of psychological well-being in emotional, social, and professional aspects; evaluate teachers' instructional practices in lesson planning, delivery, and assessment; identify significant differences in self-efficacy, psychological well-being, and instructional practices based on teacher profile variables; and examine the relationships among the major variables of the study. The results are expected to provide meaningful insights into factors that enhance teaching effectiveness and guide professional development and teacher support programs.

Methodology

This study utilized a descriptive-correlational research design to examine the relationships among educators' self-efficacy, psychological well-being, and instructional practices of teachers in the Province of Antique for the year 2025. The descriptive component was employed to present the profile of teacher respondents and determine the levels of self-efficacy, psychological well-being, and instructional practices. The correlational component focused on identifying the relationships among these variables without manipulating them, offering insights into how teachers' beliefs and well-being influence instructional effectiveness.

The respondents consisted of 290 randomly selected teachers from public secondary schools in the province. Random sampling was used to ensure that participants represented various school levels, years

of teaching experience, and educational backgrounds. Teachers were classified according to age, sex, educational attainment, teaching experience, and school level to examine whether these variables influenced self-efficacy, psychological well-being, and instructional practices.

Data were gathered using a researcher-developed questionnaire that underwent expert validation and pilot testing. The instrument comprised four sections: teacher profile, self-efficacy in instructional and classroom management tasks, psychological well-being, and instructional practices. Reliability testing using Cronbach's alpha confirmed the internal consistency of the instrument.

Data analysis involved descriptive statistics such as frequency, percentage, mean, and rank to summarize the teacher profiles and levels of the study variables. Inferential statistics, including t-test, Analysis of Variance, and Pearson r correlation, were used to determine significant differences across profile variables and examine relationships among self-efficacy, psychological well-being, and instructional practices. All statistical results were interpreted at a 0.05 level of significance, and ethical considerations such as informed consent, confidentiality, and voluntary participation were strictly observed.

Results

The results showed that educators' self-efficacy among teachers in the Province of Antique for the year 2025 was high, with an overall mean of 4.32. Teachers expressed strong confidence in classroom management, lesson planning, and student engagement, indicating that they perceived themselves as capable of performing their instructional roles effectively.

Teachers' psychological well-being was also rated high, with an overall mean of 4.28. The dimensions of emotional, social, and professional well-being all received positive ratings, suggesting that teachers generally experience good mental health, resilience, and professional satisfaction.

In terms of instructional practices, teachers demonstrated a high level of effectiveness, with an overall mean of 4.30. The frequent use of student-centered methods, differentiated instruction, and effective assessment and feedback practices indicated that teachers actively employ varied instructional strategies to support student learning.

Significant differences were found in self-efficacy and instructional practices when teachers were grouped according to educational attainment and teaching experience, suggesting that higher levels of education and longer teaching experience contribute to greater confidence and instructional effectiveness. No significant differences were observed based on sex or school level.

Correlation analysis revealed positive and significant relationships between self-efficacy and instructional practices, psychological well-being and instructional practices, and self-efficacy and psychological well-being. These findings indicate that teachers who possess higher confidence and better psychological well-being are more likely to demonstrate effective instructional practices.

Discussion

The findings emphasize the crucial role of self-efficacy in enhancing instructional effectiveness. Teachers who believe in their abilities are more inclined to plan lessons thoroughly, engage students meaningfully, and manage classrooms effectively, supporting the view that self-efficacy influences motivation, persistence, and teaching performance.

The high level of psychological well-being observed among teachers suggests that those who experience emotional stability, positive social interactions, and professional fulfillment are better equipped to handle

occupational stress and maintain effective instructional practices. This aligns with previous research highlighting teacher well-being as a key factor in sustaining instructional quality and student engagement. The strong performance in instructional practices reflects teachers' consistent use of student-centered and differentiated approaches that address diverse learning needs. The significant differences based on educational attainment and teaching experience further indicate that professional preparation and accumulated experience strengthen teachers' confidence and instructional competence. The positive correlations among self-efficacy, psychological well-being, and instructional practices reinforce the interconnected nature of these variables, demonstrating that confident and psychologically healthy teachers are more effective in delivering quality instruction.

Conclusion

The study concludes that educators' self-efficacy, psychological well-being, and instructional practices among teachers in the Province of Antique for the year 2025 are highly evident. Teachers exhibit strong confidence in classroom management, lesson planning, and student engagement, reflecting high self-efficacy. They also demonstrate positive emotional, social, and professional well-being, indicating resilience and satisfaction in their teaching roles. Instructional practices characterized by student-centered methods, differentiated instruction, and effective assessment are closely associated with teachers' self-efficacy and psychological well-being. Significant differences in self-efficacy and instructional practices based on educational attainment and teaching experience, as well as positive correlations among the major variables, underscore the importance of teacher confidence and well-being as key determinants of instructional effectiveness and student learning outcomes.

Recommendations

Professional development programs should be continuously implemented by the Department of Education and school administrators to enhance teachers' instructional skills, particularly in student-centered and research-based teaching approaches. Schools should also establish support programs that promote teachers' psychological well-being through stress management initiatives, counseling services, and peer support mechanisms. Mentorship and coaching programs should be strengthened by pairing experienced teachers with high self-efficacy with less experienced colleagues to foster confidence and instructional competence. Regular monitoring and evaluation of teachers' instructional practices and well-being should be conducted to provide timely feedback and sustain high teaching standards. Future research may explore the effects of teachers' self-efficacy and psychological well-being on student outcomes across different subjects and grade levels, as well as interventions that effectively enhance both teacher wellness and instructional performance.

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