

Self-Assessment of Psychological Traits and Performance of Elementary School Teachers



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ABSTRACT: Teachers face significant stress due to the demanding nature of their work, often struggling to balance their professional duties with personal time which makes it crucial to acknowledge and address their psychological traits. This study aimed to determine the relationship between psychological needs and teachers' performance in the different schools of South District, Division of Cagayan de Oro for SY 2023-2024. Specifically, it sought to determine the level of the psychological traits such as to autonomy, self-confidence, feeling of wholeness, psychological growth, self-actualization, and self-acceptance and the performance of teachers. It utilized a modified questionnaire. This study employed a descriptive correlational research design with documentary analysis using the total population sampling with a total of one hundred (100) respondents. Mean, Standard Deviation and Pearson Product Moment Correlation Coefficient were the statistical used. The study revealed that feeling of wholeness got the highest Mean while autonomy obtained the lowest Mean. The teachers had an outstanding performance. Psychological traits of the teachers and their performance are significantly associated. It is recommended that the teacher may sustain their work performance by continually updating and upskilling their skills on the latest innovations of teaching.

KEYWORDS: elementary school teachers, performance, psychological traits

I. INTRODUCTION

Teachers face significant stress due to the demanding nature of their work, often struggling to balance their professional duties with personal time. It is crucial to acknowledge and address their psychological needs by providing support and resources. This includes reducing workload pressures, establishing clear boundaries between work and personal life, and promoting self-care practices. Prioritizing teacher well-being not only benefits teachers but also enhances their ability to effectively educate and support learners (Labastida, 2021).

According to the Coalition for Psychology in Schools and Education (2019), there are significant psychological needs among teachers in terms of understanding psychological principles and feeling confident in implementing corresponding classroom strategies. Teachers expressed a desire for professional development support in these areas, suggesting a recognition of the importance of psychological knowledge and its application in their teaching practices. They emphasized the importance of addressing the psychological needs of teachers through targeted professional development efforts. By prioritizing areas identified as top needs and disseminating support strategically, teachers can be better equipped to apply psychological principles effectively in their classrooms, ultimately enhancing teaching and learning outcomes.

The study by Wang et al. (2024) investigated into the psychological traits of teachers within educational environments. It highlighted the critical importance of positive teacher-learner relationships, perceived autonomy, and intrinsic teaching motivation in fostering teachers' well-being. The study revealed that fulfilling these psychological needs is associated with lower levels of emotional exhaustion among teachers. Specifically, teachers who experience positive relationships with learners, perceived autonomy in their teaching practices, and exhibit intrinsic motivation are less likely to suffer from burnout. Addressing these psychological needs through interventions and support mechanisms can significantly enhance teachers' well-being and contribute to a healthier educational environment.

Moreover, Violago and Fabella (2023) recommended that that fostering psychological well-being among teachers is vital for promoting positive outcomes in various aspects of their professional roles. Further research and exploration into the specific methods through which psychological well-being influences performance could provide valuable insights for designing targeted interventions and support programs for teachers. Emphasizing that teachers who experience higher levels of psychological well-

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being are likely to have better mental health, which could positively influence their performance. Psychological well-being encompasses aspects such as emotional regulation, stress management, and interpersonal relationships. Teachers with higher levels of psychological well-being may be better equipped to manage work-related stressors, leading to increased job satisfaction and potentially higher performance levels.

The Department of Education recognizes the psychological traits of teachers through its initiatives such as the World Mental Health Day and National Mental Health Week. They organize activities and forums, led by the Bureau of Learner Support Services-School Health Division (BLSS-SHD), to address these needs. Through virtual campaigns like *Kwento ng Katatagan*, teachers can share experiences and receive support. DepEd's commitment to teachers' well-being is clear, creating a supportive environment for their mental health (Luci-Atienza, 2021).

Senator Mark Villar filed a bill which sought to enhance the provision for the psychological needs of teachers. It mandated the Department of Education (DepEd), in coordination with the Department of Health (DOH) and the Philippine Mental Health Association (PMHA), to establish programs and services including regular mental health assessments, counseling sessions, stress-reduction programs, peer support groups, and seminars led by mental health professionals. The bill also called for the designation of Mental Health and Wellness Liaisons to assist teachers and encourages work-life balance through various activities. Yearly monitoring and evaluation of these programs were also mandated to ensure their effectiveness (Abasola, 2023).

Many teachers are often confined by many challenges which prevent them from providing excellent education to their learners. This could lead to feeling forced to strictly follow curriculum guidelines and standardized testing which limit their autonomy in the classrooms along with their creativity. This can create self-doubt in their teaching competences and make them feel non-inclusive to the rest of their colleagues. If teachers do not have enough opportunities for professional growth and a supportive work environment, they might not be able to reach their full potential and cater to the different needs of their learners. But faced with the demands of their job and continuously subject for arguments, they may reach burnout.

This study aimed to determine the relationship between the self-assessment of psychological needs and performance of elementary school teachers of their IPCRF results in SY 2022-2023.

The paradigm of the study was guided by the Self-Determination Theory (SDT) by Ryan and Deci (2020). Self-Determination Theory is a theory of human motivation in which individuals are considered to be proactive. The overarching meta-theory of SDT holds that all people possess innate impulses toward development, challenge mastery, and intentional integration of new experiences. However, these developmental tendencies do not happen on their own; they need a supportive environment. Sadly, these impulses are suppressed in a lot of social settings, including schools, which results in disengagement, oppositional behaviors, and a lack of collaboration.

Self-Determination Theory (SDT) is a framework that helps understand why people do what they do and how they develop. It looks at motivation, personality, and well-being in a comprehensive way. The theory's core ideas and methods are outlined in this introductory chapter, along with its mission to explore intrinsic motivation, autonomy, and meeting psychological needs. History of SDT shows its evolution and relevance to modern psychology. SDT is seen as a significant player in psychological theory, adapting to changes in society and culture (Ryan & Vansteenkiste, 2023).

On the other hand, Self-Determination Theory (SDT) distinguished between different motivations, highlighting that when individuals engage in activities because they genuinely want to, rather than feeling pressured, they tend to do better. Goals and how individuals regulate their behavior also matter; aligning goals with personal interests and fostering autonomy leads to improved performance. SDT emphasizes meeting individuals' psychological needs for competence, autonomy, and relatedness, which boosts their motivation (Guay, 2021).

This can be evident in the study by Kundi et al. (2023) which revealed that there is significant relationship between psychological well-being and job performance. The findings imply that an organization may benefit from promoting psychological well-being among employees. On the other hand, if initiatives are not taken to ensure job security, employees may develop negative attitudes and behaviors relating to their work.

Similarly, the study by Obrenovic et al. (2020) found that employees' psychological well-being is closely linked to their job performance. Employees performance at work tends to suffer when they experience lower levels of psychological well-being. The study emphasized the importance of psychological safety in the workplace, suggesting that both psychological well-being and safety influence job performance. This means that creating a work environment that supports employees' psychological well-being and fosters a sense of safety can lead to better performance outcomes.

Furthermore, the study by Jones et al. (2020) indicated that prioritizing mental well-being and coping mechanisms could enhance performance. Integrating mindfulness practices into daily routines could lead to improved psychological health and better stress management skills. By fostering emotional resilience and reducing stress levels, individuals could optimize their

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performance in various aspects of life. This emphasizes the significance of nurturing mental well-being alongside physical health for overall personal growth and success.

However, the study by Liu et al. (2021) explored how different types of reciprocal interactions in the workplace affect motivation, drawing from self-determination theory (SDT). It was found out that when someone experience positive exchanges, like voluntary giving and receiving without expecting immediate returns, generalized reciprocity, they are more likely to feel motivated intrinsically. Negative reciprocity, on the other hand, involving harmful behaviors, undermines both autonomous and controlled motivation. The study also showed that when someone feel their basic psychological needs for autonomy, competence, and relatedness are met, they are more motivated. A supportive work environment enhances the positive impact of positive reciprocity on motivation. In essence, this study emphasized how workplace interactions influenced employees' motivation in relation to Self-Determination Theory, underscoring the importance of positive exchanges and supportive environments in fostering intrinsic motivation.

II. METHODOLOGY

This study utilized a descriptive correlational research design with documentary analysis, which is ideal for closely examining the relationship between the self-assessment of psychological traits of teachers and their performance. More so, it was also documentary analysis since it used secondary data which was the performance rating of the teachers for SY 2022-2023. The Problem 1 and 2 used the Mean and Standard Deviation to determine the psychological needs and performance of teachers; while the Problem 3 utilized the Pearson Product Moment Coefficient of Correlation to ascertain the significant relationship between psychological traits and performance of teachers.

III. RESULTS AND DISCUSSION

Problem 1. What is the level of teachers' psychosocial traits as to:

- 1.1 autonomy;
- 1.2 self-confidence;
- 1.3 feeling of wholeness;
- 1.4 psychological growth;
- 1.5 self-actualization; and
- 1.6 self-acceptance?

Table 1: Overall Psychological Traits

Variables	Mean	SD	Description	Interpretation
Autonomy	3.61	0.55	Most of the time	High
Self-Confidence	4.18	0.54	Most of the time	High
Feeling of Wholeness	4.31	0.54	At all times	Very High
Psychological Growth	4.23	0.53	At all times	Very High
Self-Actualization	4.30	0.54	At all times	Very High
Self-Acceptance	4.30	0.53	At all times	Very High
Overall	4.16	0.54	Most of the time	High

Note: 4.21 – 5.00 Very High; 3.41 – 4.20 High; 2.61 – 3.40 Moderately High; 1.81 – 2.60 Low; 1.00 – 1.80 Very Low

Table 1 reveals the survey results of the level of psychological traits of teachers. It revealed that it has an overall Mean of 4.16 with SD = 0.54, described as Most of the Time and interpreted as High. This means that the teachers feel good about their work. They feel like they have control over what they do, they are good at it, and they have good relationships with others at school. This makes them happier and more motivated in their job, which can lead to better teaching and learning experiences for both them and their learners. These teachers are likely to be more engaged and committed. This fosters better relationships with learners and contributes to a positive school culture.

According to Kokac et al. (2022), psychological traits are essential for fostering intrinsic motivation, psychological well-being, and peak performance. When these needs are met, people tend to feel more satisfied, energized, and psychologically healthy. Fulfilling these psychological needs is crucial for promoting positive mental states and optimal functioning, while neglecting them can lead to negative emotions and declined well-being.

Moreover, the variable, *Feeling of Wholeness*, has the highest Mean of 4.31 with SD = 0.54, described as At all Times and interpreted as Very High. This means that teachers are happy and content with what they do. They believe that they are having

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a good influence on learners, their actions are consistent with their beliefs, and that they are successfully promoting the overall development of learners. It is the sense of fulfillment and contentment they have in their many obligations as teachers.

When teachers feel whole, it means they are deeply satisfied and fulfilled in their roles. This means learners benefit from more engaged and effective teaching, leading to better learning outcomes. A positive school culture is fostered. They are also more likely to engage in professional development, benefiting both themselves and their learners. Integrating wholeness and purpose into the framework of human development enriches our understanding beyond the narrow pursuit of happiness. It acknowledges that true fulfillment comes from aligning with one's purpose and experiencing growth in all dimensions of life—personal, professional, and beyond. Teachers play a crucial role in nurturing this holistic development, guiding learners not only towards happiness but also towards a deeper sense of purpose and fulfillment. By emphasizing the importance of personal and professional growth alongside happiness, teachers help prepare individuals to lead meaningful and fulfilling lives (Shirley, 2020). It is an ongoing process that involves experiencing different life events, both positive and negative, and finding balance between solitude and community (Thakadipuram, 2023).

However, the variable, *Autonomy*, got the lowest Mean of 3.61 with SD = 0.55, described as Most of the time and interpreted as High. Though this the lowest among the indicators, it can still be said that teachers have adapt their teaching to the needs of their learners, utilize their expertise and creativity, and respond effectively to the unique dynamics of their classroom. This grants teachers the flexibility and independence to perform teaching practices that they believe will best support learner learning and development. Autonomy can enhance job satisfaction and professional fulfillment among teachers, leading to higher morale within schools. It can stimulate collaboration and sharing of best practices among teachers, ultimately contributing to the overall improvement of the education system.

Moreover, recognizing, and nurturing autonomy is vital for people's well-being across different cultures and stages of life. Autonomy, which refers to individuals' ability to make their own choices and decisions, plays a crucial role in shaping how people see themselves and their development. Autonomy can vary in expression depending on cultural backgrounds which means interventions and policies should be sensitive to these differences, ensuring they respect cultural values while promoting individuals' sense of independence and empowerment (Park & Chirkov, 2020).

Problem 2. What is the performance of teachers as reflected in their IPCRF during SY 2022-2023?

Table 2: Teachers' Performance

Number of Teachers	Mean	Standard Deviation	Interpretation
100	4.53	0.52	Outstanding

Note: 4.50-5.0 Outstanding; 3.50-4.49 Very Satisfactory; 2.50-3.49 Satisfactory; 1.50-2.49 Unsatisfactory; 1.0-1.49 Poor

Table 2 reveals the survey results of the teachers' performance. It revealed that it has an Overall Mean of 4.53 with SD = 0.52 described as Outstanding. This means that the teachers' performance represents an extraordinary level of achievement and commitment in terms of quality and time, technical skills and knowledge, ingenuity, creativity, and initiative. Employees at this performance level should have demonstrated exceptional job mastery in all areas of responsibility. Employee achievement and contributions to the organizations are of marked excellence" (Civil Service Commission Memorandum Circular No. 06, series of 2012).

When a teacher's performance is outstanding, it means they consistently excel in various aspects of their role. They help students achieve high academic success through engaging teaching methods and create a positive classroom environment where everyone feels valued and supported. Outstanding teachers build strong relationships with students, parents, and colleagues, and they continuously seek opportunities to learn and improve their teaching skills. They also demonstrate leadership, collaborate with others, and use data to inform their decisions.

The study by Cadag (2024) indicated that while teachers received primarily outstanding ratings, the effectiveness of the IPCRF in assessing their performance was found to be low, particularly regarding the plus factor. This suggests that while teachers may have been rated highly, there may be discrepancies between these ratings and the actual impact of the evaluation tool on teachers' growth and effectiveness in the classroom. This indicates that there are challenges affecting teacher performance that need to be addressed to create a conducive environment for improvement.

The study by Vicente (2023) assessed teachers' competence levels and their competency needs, using their Individual Performance Commitment and Review Form (IPCRF) ratings. It found that teachers were rated as very satisfactory in their competence levels but identified high competency. The study did not find a significant relationship between teachers'

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competence levels and their perceived competency needs. This implies that although teachers were deemed competent, there were areas where they felt they needed improvement.

Problem 3. Is there a significant relationship between the psychological traits and performance of teachers?

Table 3 shows the relationship between teachers' psychological traits and performance. results indicate significant relationships in all aspect of psychological traits and performance of teachers. This means that when teachers feel fulfilled in their work—feeling competent, having control over their work, and enjoying positive relationships—their performance improves. This translates to higher motivation, job satisfaction, and teaching quality. Essentially, when teachers feel supported and valued, they perform better, which benefits both them and their students.

Table 3: Test Correlation on Teachers' Psychosocial Needs and Performance

Variables	r-value	p-value	Level of Decision	Correlation	Interpretation
Autonomy	0.124	0.021	NPC	Accept Ho	Significant
Self-Confidence	0.157	0.016	NPC	Accept Ho	Significant
Feeling of Wholeness	0.452	0.001	LPC	Accept Ho	Significant
Psychological Growth	0.419	0.001	LPC	Accept Ho	Significant
Self-Actualization	0.445	0.001	LPC	Accept Ho	Significant
Self-Acceptance	0.483	0.001	LPC	Accept Ho	Significant

Significant if computed p-value is less than 0.05 level of significance

The result shows a negligible positive relationship between autonomy and performance. This means that when teachers have more freedom and control over how they teach, they tend to perform better. This suggests that giving teachers the ability to make decisions about their curriculum, teaching methods, and classroom management can lead to improved outcomes for students. With autonomy, teachers are more motivated, creative, and satisfied with their work, which ultimately results in higher-quality teaching and better student achievement. However, it is important to provide support and guidance to ensure that teachers can effectively navigate their autonomous roles. The study by Khoshnaw and Alavi (2020) discussed the Job Demands-Resources Theory, which suggests that job resources, such as autonomy, can contribute to positive outcomes like performance. By demonstrating the mediating role of proactive vitality management and work engagement, the study provides insights into how autonomy affects performance through these intermediary factors, shedding light on the mechanisms underlying this relationship.

Negligible positive relationship is also observed between self-confidence and performance. Self-confidence plays a crucial role in shaping a teacher's performance by influencing their interactions with students, instructional practices, and professional development efforts. When teachers are confident, they tend to manage their classrooms more effectively, deliver instruction more clearly and engagingly, and are more willing to try new teaching methods. Their confidence also fosters better relationships with students and helps them handle challenges with resilience. Confident teachers are more likely to pursue professional development opportunities, continually improving their skills.

In addition to, self-confidence plays a crucial role in how individuals approach tasks and their overall performance. It is not surprising that those with higher levels of self-confidence often exhibit better task performance and are more willing to take on challenges. Confidence can be a powerful motivator, driving individuals to push themselves and strive for success. It's interesting to see how self-belief can influence behavior and outcomes in various contexts (Moneva & Tribunalo, 2020).

The table also showed a low positive relationship between feeling of wholeness and performance of teachers. When individuals feel a sense of wholeness, they often experience greater psychological well-being, which can positively influence their performance. This feeling of wholeness typically arises when individuals have a strong sense of self-acceptance, purpose, and alignment with their values and goals. In the context of work or academics, feeling whole can enhance motivation, focus, and resilience, leading to improved performance outcomes. Feeling whole is closely linked to how well we perform in various aspects of life. When one feel complete and connected to values and goals, the more motivated, focused, and resilient, all of which are vital for better performance. Being in tune with ourselves and surroundings boosts one's confidence and reduces stress, allowing to tackle challenges with clarity and determination (Chopra, 2021).

Results shows low positive relationship between psychological growth and performance. As people grow psychologically, they often gain a deeper understanding of themselves, their strengths, and their limitations. This self-awareness enables them to set more realistic goals and make better decisions, ultimately enhancing their performance. Psychological growth fosters emotional

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resilience, helping individuals cope effectively with stress, setbacks, and challenges. This resilience enables them to stay focused, motivated, and adaptable in the face of adversity, leading to improved performance outcomes.

Psychological growth, which is indicated by higher levels of well-being and autonomy, might have a positive influence on performance. When individuals experience psychological growth, they often exhibit traits such as increased resilience, motivation, and confidence, which are all factors known to enhance performance in various domains. A strong sense of well-being can lead to better cognitive functioning and emotional regulation, further contributing to improved performance outcomes (De-Juanas et al., 2020).

Moreover, there was also a low positive relationship between self-actualization and performance of teachers. Self-actualization serves as a powerful driver of performance by fueling intrinsic motivation, creativity, resilience, and interpersonal effectiveness. Individuals who strive for self-actualization are more likely to realize their full potential and achieve exceptional performance across various domains of life. Self-actualization is associated with intrinsic motivation, meaning individuals are driven by internal satisfaction rather than external rewards. This intrinsic motivation often leads to higher levels of engagement and persistence, ultimately contributing to improved performance. The characteristics associated with self-actualization suggest that it can indeed have a positive influence on various aspects of performance, including academic, professional, and personal endeavors (Pavai et al., 2021).

Likewise, low positive relationship was also found between self-acceptance and performance of teachers. This means that when individuals embrace and accept themselves as they are, including their strengths and limitations, it positively influences their performance in various aspects of life. Self-acceptance cultivates a sense of inner peace and confidence, enabling individuals to approach tasks with authenticity and clarity of purpose. This self-assurance reduces the impact of self-doubt and fear of failure, allowing individuals to focus more effectively on their goals and tasks at hand. Moreover, self-acceptance fosters resilience, helping individuals bounce back from setbacks and challenges with greater ease. It also promotes healthier coping mechanisms, reducing stress and anxiety levels, which can otherwise hinder performance.

The study by Iqbal et al. (2019) suggested that self-acceptance has a significant impact on performance among individuals. Those who accept their self tend to perform better in their professional roles. This implies that embracing oneself can lead to improved performance outcomes. It highlights the importance of self-acceptance as a factor in enhancing the effectiveness and success of individuals who stutter in their professional endeavors.

IV. CONCLUSIONS

This study came up with the following conclusions based on the findings of the study:

1. Teachers are deeply satisfied and fulfilled in their roles. Learners can benefit from more engaged and effective teaching, leading to better learning outcomes.
2. The teachers have an extraordinary level of achievement and commitment in terms of quality and time, technical skills and knowledge, ingenuity, creativity, and initiative.
3. Psychological traits matter with the teachers' work performance.

V. RECOMMENDATIONS

Based on the significant findings, this study the following recommendations are offered:

1. The teachers can be given the chance to initiate in making their own choices or decisions in order for their autonomy trait be enhanced.
2. The teacher may sustain their work performance by continually updating and upscaling their skills on the latest innovations of teaching.
3. As psychological traits being significantly related to performance of teachers it is important that the resources and programs are aligned to providing teachers with an environment and tools which allow more creativity and fulfillment in their work.

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