The Relationship of Holistic Well-Being and Technological Competence of Teachers in Integrated Schools

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ABSTRACT

This study examined the relationship between holistic well-being and technological competence among teachers in integrated schools during the School Year 2024–2025. The researchers measured holistic well-being through physical, mental, emotional, and social dimensions and assessed technological competence in terms of technology knowledge, technology skills, and technology integration. Researchers administered a standardized survey questionnaire to 127 teachers selected through stratified random sampling. The results of the correlational analysis revealed significant positive relationships between all dimensions of holistic well-being and technological competence. Emotional well-being showed the strongest correlation ($r = 0.694$, $p < 0.001$), followed closely by social well-being ($r = 0.688$, $p < 0.001$). Among the technological competence sub-variables, technology knowledge demonstrated the highest correlation with holistic well-being ($r = 0.827$, $p < 0.001$) Kröhler, A., & Berti, S. (2019). Higher well-being teachers are more tech-savvy, and vice versa. The study and its outcomes speak to the need for developing comprehensive well-being and digital competency for developing teachers as essential in contributing backgrounds to student learning.

Keywords: Holistic Well-being, Technological Competence, Teacher Development, Integrated Schools, Educational Technology

INTRODUCTION

The relationship between holistic well-being and technological competence among teachers in integrated schools has recently become a critical area of focus. Teachers must maintain their overall well-being while adapting to the rapid technological advancements in education. Holistic well-being, which encompasses physical, mental, emotional, and social dimensions, is essential for teachers to manage their professional responsibilities. At the same time, technological competence has become a vital skill for educators as schools increasingly integrate digital tools into teaching and learning practices (Aslam et al., 2021; Abbasi et al., 2021). However, many teachers have faced challenges in achieving these dual objectives due to limited resources, inadequate training, and insufficient support systems (Akram et al., 2021b; Jogezai et al., 2018).

A significant gap exists in addressing the technological competence of teachers in integrated schools. Studies have shown that while many educators possess positive attitudes toward incorporating technology into their teaching practices, barriers such as a lack of infrastructure, slow internet speeds, and insufficient training hinder their ability to do so effectively (Abbasi et al., 2021; Aslam et al., 2021). Furthermore, the COVID-19 pandemic highlighted the urgent need for teachers to adapt to online learning platforms, exposing gaps in their digital skills and preparedness (Khan & Abid, 2021). Despite these challenges, research has also demonstrated that improving teachers' technological competence can enhance the quality of education by making lessons more interactive and engaging for students (Rafi et al., 2019; Ali et al., 2018).

The interplay between holistic well-being and technological competence suggests that these variables are interconnected. Teachers who feel confident in their technological skills are less likely to experience stress and burnout, as they can efficiently manage their workloads and create meaningful learning experiences for students

(Guoyan et al., 2021; Idoiaga Mondragon et al., 2021). Conversely, poor well-being may negatively impact teachers' ability to engage with technology effectively. Research has indicated that providing adequate support, such as professional development programs and access to resources, can improve both technological competence and overall well-being among educators (Francom et al., 2021; Wang & Sun, 2022).

This study investigated the relationship between holistic well-being and technological competence among teachers in integrated schools within the Impasugong I District during the 2024–2025 school year. By examining this connection, the study aimed to provide helpful information that researchers could use to create policies and programs to help teachers achieve personal and professional success.

Objectives of the study

This study aimed to explore the relationship between holistic well-being and the technological competence of teachers in integrated schools. Specifically, this study sought to:

1. Examine the level of holistic well-being among teachers in terms of the following dimensions:

a. Physical well-being

b. Mental well-being

c. Emotional well-being

d. Social well-being

2. Evaluate the technological competence of teachers in terms of the following aspects:

a. Technology Knowledge

b. Technology Skills

c. Technology Integration

3. Investigate the relationship between holistic well-being and technological competence to identify how these factors affect teachers in integrated schools.

MATERIALS AND METHODS

Respondents

The respondents of this study consisted of 127 teachers from integrated schools in the Impasugong I District, Bukidnon, during the school year 2024–2025. We selected them using stratified random sampling to ensure representation across different schools and grade levels. This sampling method provided a diverse group of participants to comprehensively examine the relationship between their holistic well-being and technological competence.

Research Design

The researcher employed a standardized survey questionnaire to gather data on teachers' holistic well-being and technological competence. The researcher administered the questionnaire in a structured manner, allowing respondents to answer items related to both variables sequentially. This method facilitated the collection of comprehensive and reliable data to analyze the relationship between these two key factors.

Instrument

This research study tested the content validity and reliability of a standardized questionnaire. We pilot-tested the questionnaire with 25 teachers to ensure its effectiveness. The results showed a Cronbach alpha coefficient [α]

of 0.958, indicating high reliability. Each item in the questionnaire used a five-point Likert scale, ranging from "strongly agree" to "strongly disagree," allowing respondents to provide nuanced feedback on their holistic well-being and technological competence.

Statistical Analysis

This research study employed descriptive statistics to analyze the data collected from the standardized questionnaire. Descriptive statistics, including means, standard deviations, frequencies, and percentages, were calculated to summarize the respondents' holistic well-being and technological competence comprehensively. Additionally, we used inferential statistics, such as correlation analysis, to examine the relationship between these two variables among teachers in integrated schools.

RESULTS AND DISCUSSION

Table I Summary table for holistic well-being

Sub-Variables	Mean	Descriptive Rating	Qualitative Interpretation
Social Well-Being	4.22	Strongly Agree	Very High Well-Being
Mental Well-Being	4.12	Agree	High Well-Being
Emotional Well-Being	4.10	Agree	High Well-Being
Physical Well-Being	3.79	Agree	High Well-Being

Legend:			
Scale	**Range**	**Descriptive Rating**	**Qualitative Interpretation**
5	4.21-5.00	Strongly Agree (SA)	Very High Well-Being
4	3.41-4.20	Agree (A)	High Well-Being
3	2.61-3.40	Neutral (N)	Average Well-Being
2	1.81-2.60	Disagree (D)	Low Well-Being
1	1.00-1.80	Strongly Disagree (SD)	Very Low Well-Being

Table I. The study results revealed that teachers in integrated schools generally experience high levels of holistic well-being across its dimensions, including social, mental, emotional, and physical well-being. Researchers found that Social Well-Being received the highest mean score (4.2220), corresponding to 'Very High Well-Being,' followed by Mental Well-Being (4.1220) and Emotional Well-Being (4.0961), which they rated as 'High Well-Being.' They noted that Physical well-being scored slightly lower at 3.7906 but remained within the 'high well-being' category. These findings align with local studies emphasizing the importance of fostering holistic well-being among educators to enhance their professional effectiveness and personal resilience. For instance, Mwaka et al. (2014) highlighted that teacher preparation practices should empower educators with skills to develop holistic learners while addressing their well-being. Similarly, Nabwire et al. (2015) underscored the need for reflective and dynamic teaching approaches that promote teachers' cognitive and emotional growth.

International literature further supports these results by demonstrating the critical role of well-being in educational contexts. Fathali and Okada (2018) found that teachers who perceive their work environments as supportive of their psychological needs report higher levels of well-being and are more motivated to integrate

technology into their teaching practices effectively. Additionally, Ryan and Deci's (2020) Self-Determination Theory suggests that fulfilling teachers' needs for autonomy, competence, and relatedness enhances their holistic well-being, positively impacting their professional performance.

The slightly lower score for Physical Well-Being implies potential areas for improvement, such as promoting healthier lifestyle habits or reducing physical strain among teachers. Addressing these gaps could further enhance educators' overall well-being and ability to implement innovative teaching strategies effectively. These findings highlight the interconnectedness of holistic well-being and professional competence, emphasizing the need for policies and programs that support both aspects to foster a thriving educational environment.

Table II Summary table for Technological Competence

Sub-Variables	Mean	Descriptive Rating	Qualitative Interpretation
Technology Skills	4.33	Strongly Agree	Very High Competence
Technology Integration	4.28	Strongly Agree	Very High Competence
Technology Knowledge	4.16	Agree	High Competence

Legend:			
Scale	**Range**	**Descriptive Rating**	**Qualitative Interpretation**
5	4.21-5.00	Strongly Agree (SA)	Very High Competence
4	3.41-4.20	Agree (A)	High Competence
3	2.61-3.40	Neutral (N)	Average Competence
2	1.81-2.60	Disagree (D)	Low Competence
1	1.00-1.80	Strongly Disagree (SD)	Very Low Competence

Table II. The researchers found that teachers in integrated schools demonstrated high levels of technological competence, particularly in Technology Skills (4.3283) and Technology Integration (4.2787), which they rated as 'Very High Competence.' Meanwhile, they rated Technology Knowledge (4.1606) as 'High Competence.' These findings align with local studies that emphasize the importance of equipping teachers with technological skills to meet the demands of 21st-century teaching. For instance, Danday and Monterola (2019) highlighted that the TPACK framework provides a comprehensive model for integrating technology, pedagogy, and content knowledge, essential for enhancing teachers' technological competence. Similarly, Ortega (2020) emphasized the need for teacher training programs to move beyond a technocentric view by focusing on situated teaching practices that integrate technology effectively into the curriculum.

Furthermore, Cabero and Valencia (2021) noted that the COVID-19 pandemic underscored the critical role of technology in education, pushing teachers to enhance their ICT skills and adapt to new digital tools. Enhancing technological competence among teachers can lead to more engaging and interactive learning experiences for students. However, they may benefit from further professional development to deepen their theoretical understanding of technological knowledge.

International literature further supports these findings. A systematic review by Mishra and Koehler (2023) on TPACK development revealed that collaborative approaches like Lesson Study (LS) effectively build teachers' technological competence by promoting self-assessment and reflective practices. Similarly, Carpenter and Munshower (2020) demonstrated that integrating ICT in lesson planning fosters both confidence and motivation

among teachers, enabling them to utilize technology more effectively in classroom settings.

The slightly lower score for technology knowledge suggests that teachers could do better by going through training programs that help them learn more about digital tools and how to use them in the classroom. These findings highlight a well-equipped teaching workforce capable of effectively leveraging technology while pointing to areas where professional development can further enhance their competence.

Table III Correlational analysis

Variables	R-value	Probability
Holistic Well-Being		
Physical Well-being	.444(**)	.000
Mental Well-being	.583(**)	.000
Emotional Well-being	.694(**)	.000
Social Well-being	.688(**)	.000
Technological Competence		
Technology Knowledge	.827(**)	.000
Technology Skills	.812(**)	.000
Technology Integration	.766(**)	.000

The correlational analysis revealed significant positive relationships between holistic well-being and technological competence among teachers in integrated schools. All dimensions of holistic well-being—Physical, Mental, Emotional, and Social—correlate positively with technological competence. These findings align with local studies emphasizing the importance of teacher well-being and technological competence in fostering effective teaching practices. For instance, Danday and Monterola (2019) highlighted that integrating technology into teaching practices through the TPACK framework enhances teacher competence and well-being by reducing stress related to digital challenges. Similarly, Ortega (2020) emphasized that teacher training programs focusing on contextualized technology integration significantly improve educators' emotional stability and professional effectiveness. Cabero and Valencia (2021) further noted that the COVID-19 pandemic accelerated the need for ICT skills among teachers, underscoring the importance of technological competence in maintaining well-being during times of crisis.

International literature supports these findings by demonstrating the interplay between ICT competence and teacher well-being. Mishra and Koehler (2023) found that developing ICT competence through collaborative approaches like Lesson Study improves teachers' self-efficacy and enhances their overall well-being. Additionally, Carpenter and Munshower (2020) revealed that effective ICT integration in lesson planning reduces emotional exhaustion and fosters a sense of accomplishment among educators.

Specifically, Emotional Well-being demonstrated the strongest correlation with technological competence ($r = 0.694$, $p < 0.001$), highlighting the critical role of emotional stability in effective technological integration. Social Well-being also showed a strong positive correlation ($r = 0.688$, $p < 0.001$), emphasizing the importance of social support networks in enhancing technological competence. Among the sub-variables of technological competence, Technology Knowledge exhibited the highest correlation with holistic well-being ($r = 0.827$, $p < 0.001$), suggesting that teachers with comprehensive knowledge of technology are more likely to experience high levels of overall well-being.

These findings suggest that enhancing teachers' technological competence could positively impact their holistic well-being and vice versa. By addressing both areas through targeted training programs and supportive policies, educational institutions can foster a resilient teaching workforce capable of leveraging technology effectively while maintaining high levels of well-being.

CONCLUSION

This study has provided valuable insights into the relationship between holistic well-being and technological competence among teachers in integrated schools. The researchers found that teachers generally experience high levels of holistic well-being, particularly in social, mental, and emotional dimensions. They observed that these dimensions positively correlate with their technological competence. The strong correlations between emotional and social well-being and technological skills suggest that emotional stability and social support are crucial in enhancing teachers' ability to integrate technology effectively into their teaching practices.

Moreover, the study highlights the importance of addressing holistic well-being and technological competence in educational settings. By fostering a supportive environment that promotes teachers' well-being and provides opportunities for professional development in technology, schools can enhance educators' ability to leverage it effectively. This approach, which involves enhancing technological competence among teachers, can lead to more engaging and interactive learning experiences for students. The results also indicate that targeted interventions are needed to improve teachers' physical health and tech skills, which could boost their overall well-being and job performance.

This research contributes to understanding how holistic well-being and technological competence interplay among teachers in integrated schools. It emphasizes the importance of a holistic approach to teacher development, considering personal well-being and professional skills. By adopting such an approach, educational institutions can create a more resilient and effective teaching workforce capable of meeting the demands of modern education while maintaining high levels of personal and professional satisfaction.

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