

Social-Emotional Health, Self-Efficacy, and Performance of English Teachers

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ABSTRACT

This study determined the levels of social-emotional health, self-efficacy, and teaching performance of English teachers and examined the relationships among these variables. It assessed social-emotional health in terms of belief in self, belief in others, emotional competence, and engaged living; self-efficacy in terms of instructional strategies, classroom management, and student engagement; and teaching performance based on the teachers' latest Individual Performance Commitment and Review Form (IPCRF) ratings. The respondents were 100 English teachers from public elementary and secondary schools in Clusters III and IV of one school division in the Negros Island Region. A descriptive-correlational research design was employed using standardized questionnaires, while teaching performance was determined from the teachers' most recent IPCRF ratings. Data were analyzed using frequency count, percentage distribution, mean, standard deviation, and Spearman's rank-order correlation. The findings revealed that the respondents were predominantly female, married, aged 36–40 years, held bachelor's degrees with master's units, had less than ten years of teaching experience, and were mostly Teacher I. The teachers demonstrated very high levels of social-emotional health and self-efficacy, while their teaching performance was rated outstanding. Social-emotional health had a significant positive relationship with teaching performance, whereas self-efficacy was not significantly related to teaching performance. The study concluded that strengthening teachers' social-emotional health may enhance teaching performance and support intervention programs promoting teacher well-being, instructional quality, professional growth, and positive educational outcomes. These findings provide empirical evidence that social-emotional health is an important factor in fostering effective teaching and sustaining teacher effectiveness in public schools.

Keywords: Social-Emotional Health, Self-Efficacy, Teaching Performance, English Teachers, Public Schools, Teacher Well-Being, Instructional Strategies, Classroom Management, Student Engagement.

INTRODUCTION

Teachers play a fundamental role in promoting students' academic achievement, personal growth, and lifelong learning. In English language education, they are expected to possess not only pedagogical and linguistic competence but also the social-emotional capacity to respond to diverse learner needs and the increasing demands of the profession (Mercer & Gregersen, 2020; OECD, 2023). Thus, teachers' social-emotional health is an important factor in educational quality, teacher well-being, and professional effectiveness (European Commission, 2022).

Teaching is highly vulnerable to occupational stress because of heavy workloads, administrative duties, curriculum changes, classroom management, and accountability demands (Jerrim & Sims, 2021; Wang, 2023). These pressures may cause burnout and reduced well-being, affecting classroom management, teacher-student relationships, job satisfaction, and teaching performance. In contrast, teachers with stronger social-emotional health are more likely to build positive relationships, create supportive learning environments, and improve student engagement and achievement (Carroll et al., 2021; Oliveira et al., 2021). Effective emotion regulation also helps teachers manage stress and maintain instructional effectiveness (Burić & Moè, 2020; Heydarnejad et al., 2021; Aldrup et al., 2024).

Despite the growing literature on teachers' social-emotional health, self-efficacy, and teaching performance, a gap remains regarding emotional exhaustion. Although emotional exhaustion is recognized as a core dimension of burnout that adversely affects teachers' well-being and instructional effectiveness (Burić & Moè, 2020; Wang, 2023; Aldrup et al., 2024), few studies have examined its relationship with social-emotional health, self-efficacy, and teaching performance, particularly in the Philippine public school context. Addressing this gap may provide context-specific evidence for interventions that promote teachers' well-being and teaching performance.

The researcher's professional experience also motivated this study. Observations in the researcher's school suggest that some teachers experience social-emotional challenges and emotional exhaustion that may affect classroom performance, relationships, and job responsibilities. While not establishing causality, these observations highlight the need to further examine the relationship between teachers' social-emotional health, self-efficacy, and teaching performance.

METHODOLOGY

This study employed a quantitative, descriptive–correlational research design to determine the relationship between English teachers' social-emotional health, self-efficacy, and teaching performance. The respondents were all 100 English teachers from public elementary and secondary schools in Clusters III and IV of one of the School Divisions in the Negros Island Region during the School Year 2025–2026. Since the population was manageable, all qualified English teachers were included in the study through total enumeration (census sampling); hence, no sample was drawn.

Data were gathered using two standardized questionnaires and the respondents' latest Individual Performance Commitment and Review Form (IPCRF) ratings. The first instrument was the Social-Emotional Health Survey (SEHS) developed by Furlong et al. (2014), consisting of 36 items that measured social-emotional health in terms of belief in self, belief in others, emotional competence, and engaged living. The second instrument was the Teachers' Sense of Efficacy Scale (TSES) developed by Tschannen-Moran and Woolfolk Hoy (2001), consisting of 24 items that measured teachers' self-efficacy in terms of instructional strategies, classroom management, and student engagement. Teaching performance was determined using the respondents' most recent IPCRF ratings, which were provided with the approval of the school authorities and the respondents' consent. Although the instruments were standardized, they underwent content validation by a panel of five educational experts, obtaining a Content Validity Ratio (CVR) of 1.00 based on Lawshe's formula, indicating excellent content validity. Reliability was established through a pilot test involving 30 non-sample teachers, yielding Cronbach's alpha coefficients of 0.992 for the Social-Emotional Health Survey and 0.990 for the Teachers' Sense of Efficacy Scale, demonstrating excellent internal consistency.

For data collection, the researcher first secured approval from one of the School Divisions in the Negros Island Region and subsequently obtained permission from the school principals of the participating public elementary and secondary schools. After coordinating with the school heads and designated teacher representatives, the respondents were informed of the purpose and significance of the study, the voluntary nature of their participation, and the confidentiality of the information they would provide. The survey questionnaire was administered electronically through Google Forms, and the survey link was disseminated with the assistance of the school heads and teacher representatives. Upon completion of the data collection, the responses were retrieved, reviewed for completeness and consistency, organized, and encoded for statistical analysis. The collected data were treated with strict confidentiality and were used solely for the purposes of the study.

The collected data were systematically organized, tabulated, and analyzed to answer the research questions of the study. Frequency count and percentage distribution were utilized to describe the demographic profile of the respondents. Mean and standard deviation were employed to determine the levels of teachers' social-emotional health, self-efficacy, and teaching performance. Spearman's Rank-Order Correlation Coefficient was used to determine the significant relationship between teachers' social-emotional health and teaching performance, as well as between teachers' self-efficacy and teaching performance. The findings served as the basis for developing

recommendations and interventions aimed at strengthening teachers' well-being, professional competence, and instructional effectiveness.

RESULTS AND DISCUSSIONS

Profile of the Respondents

Table 1. Frequency and Percent Distribution of the Demographic Profile of English Teachers

Profile	Category	f	%
Age			
	30 years old and below	13	13.00
	31-35	24	24.00
	36-40	39	39.00
	41-50	19	19.00
	51 years old and above	5	5.00
	Total	100	100.00
Sex			
	Male	22	22.00
	Female	78	78.00
	Total	100	100.00
Civil Status			
	Single	20	20.00
	Married	78	78.00
	Widowed	2	2.00
	Separated	0	0.00
	Total	100	100.00
Highest Educational Attainment			
	Bachelor's Degree	17	17.00
	Bachelor's Degree with Master's Units	56	56.00
	Master's Degree	18	18.00
	Master's Degree with Doctoral Units	6	6.00
	Doctoral Degree	3	3.00
	Total	100	100.00
Years in Service			
	Less than 10 years	68	68.00
	11-20 years	27	27.00
	More than 20 years	5	5.00
	Total	100	100.00
Current Position/Designation			
	Teacher I	48	48.00
	Teacher II	25	25.00
	Teacher III	19	19.00
	Teacher IV	0	0.00
	Teacher V	1	1.00
	Teacher VI	1	1.00
	Teacher VII	3	3.00
	Master Teacher I	1	1.00
	Master Teacher II	1	1.00
	Master Teacher III	0	0.00

	Master Teacher IV	0	0.00
	SEF	2	2.00
	Total	100	100.00

Table 1 shows the demographic characteristics of the 100 English teacher-respondents included in the study. The profile covers their age, sex, civil status, highest educational attainment, years in service, and current position or designation.

Based on the age distribution, the largest group of respondents belonged to the 36–40-year-old bracket, comprising 39 (39.00%) teachers, while the smallest group consisted of those 51 years old and above, with only 5 (5.00%) respondents.

In terms of sex, the respondents were predominantly female, accounting for 78 (78.00%), whereas male respondents comprised only 22 (22.00%).

Regarding civil status, the majority of the respondents were married, with 78 (78.00%), while only 2 (2.00%) were widowed. No respondent reported being separated.

With respect to educational attainment, most respondents had a Bachelor's Degree with Master's Units, accounting for 56 (56.00%), whereas only 3 (3.00%) had completed a Doctoral Degree.

In terms of teaching experience, the majority had less than 10 years of teaching experience, representing 68 (68.00%) of the respondents, while only 5 (5.00%) had more than 20 years of service.

Current position or designation, Teacher I had the highest frequency with 48 (48.00%) respondents, whereas Teacher V, Teacher VI, Master Teacher I, and Master Teacher II each had only 1 (1.00%) respondent. No respondents were classified as Teacher IV, Master Teacher III, or Master Teacher IV.

Overall, the respondents were predominantly female, married, 36–40 years old, holders of a bachelor's degree with master's units, had less than 10 years of teaching experience, and occupied the position of Teacher I. These characteristics represent the dominant demographic profile of the English teachers included in the study.

Social-Emotional Health of English Teachers

Table 2. Level of Social-Emotional Health among English Teachers as a Whole and in terms of Belief in Self, Belief in Others, Emotional Competence, and Engaged Living.

Statements	Mean	SD	Interpretation
Belief in Self	4.48	0.31	Very High
1. I trust my own ability to overcome challenges that I face in my life.	4.60	0.53	Very High
2. Generally, I feel capable of overcoming obstacles.	4.26	0.46	Very High
3. I believe that I can achieve most of the professional goals I set for myself.	4.51	0.54	Very High
4. I continue working on my responsibilities even when they are difficult or demanding.	4.43	0.54	Very High
5. I persevere in completing tasks that cannot be accomplished immediately.	4.55	0.59	Very High
6. I remain focused on my professional duties despite distractions and competing demands.	4.40	0.55	Very High
7. I am able to identify the motivations behind my actions.	4.56	0.52	Very High

8. I recognize and understand my moods and emotions as they arise.	4.44	0.50	Very High
9. I have a good understanding of why I experience certain feelings in most situations	4.60	0.51	Very High
Belief in Others	4.53	0.31	Very High
10. My family continues to love and support one another during difficult situations	4.64	0.52	Very High
11. There is a strong sense of togetherness within my family.	4.59	0.53	Very High
12. My family members maintain positive and harmonious relationships with one another.	4.56	0.57	Very High
13. Outside of my close colleagues, there are other people in the school who care about my well-being.	4.54	0.56	Very High
14. I feel that there is a strong sense of togetherness and support among the members of our school community.	4.40	0.51	Very High
15. I have a strong sense of belonging to this school.	4.61	0.51	Very High
16. I have colleagues in this school who genuinely care about me and my well-being.	4.54	0.50	Very High
17. I have colleagues who provide me with the emotional support I need during challenging situations.	4.53	0.56	Very High
18. I can openly discuss work-related and personal concerns with my colleagues when needed.	4.40	0.60	Very High
Emotional Competence	4.46	0.33	Very High
19. When I feel discouraged or stressed, I try to focus on the positive aspects of the situation.	4.52	0.56	Very High
20. I can improve my mood by redirecting my thoughts toward constructive and positive perspectives.	4.42	0.54	Very High
21. In stressful situations, I am able to consider alternative ways of understanding and addressing a problem.	4.48	0.58	Very High
22. I am aware of the difficulties and challenges experienced by others.	4.44	0.52	Very High
23. I feel concerned when my colleagues are criticized, treated unfairly, or discouraged.	4.55	0.50	Very High
24. I empathize with colleagues who feel anxious, stressed, or worried about their professional responsibilities.	4.49	0.54	Very High
25. I consider the potential consequences of my actions before making decisions or responding to situations.	4.50	0.52	Very High
26. I am able to delay immediate gratification in order to fulfill my professional responsibilities and long-term goals.	4.30	0.58	Very High
27. I think carefully before I act or respond in challenging situations.	4.47	0.61	Very High
Engaged Living	4.49	0.32	Very High
28. I appreciate the relationships I have developed with my colleagues, students, and members of the school community.	4.56	0.52	Very High
29. I value and am thankful for the people who provide support and encouragement in my professional and personal life.	4.65	0.48	Very High
30. When I reflect on my life and teaching career, I recognize that there is much to be grateful for.	4.61	0.51	Very High
31. My colleagues would describe me as enthusiastic and full of energy in my work.	4.36	0.56	Very High
32. I approach my teaching responsibilities and daily activities with excitement and enthusiasm.	4.39	0.53	Very High

33. I feel energetic and motivated in my professional and personal life at this time.	4.40	0.53	Very High
34. I am able to remain positive even when facing uncertain or challenging situations at work.	4.44	0.57	Very High
35. Each day, I look forward to meaningful and enjoyable experiences in my teaching profession.	4.51	0.54	Very High
36. I usually expect that my day will turn out well despite its demands and challenges.	4.47	0.56	Very High
SOCIAL-EMOTIONAL HEALTH (Overall Mean)	4.49	0.26	Very High

Legend: (4.21-5.00)-Very High; (3.41-4.20)-High; (2.61-3.40)-Moderate; (1.81-2.60)-Low; (1.00-1.80)-Very Low

The findings presented in Table 1 indicate that the respondents exhibited a very high level of social-emotional health, with an overall mean of 4.49 (SD = 0.26). This suggests that the respondents consistently demonstrate positive emotional functioning, healthy interpersonal relationships, and adaptive psychological resources that enable them to manage personal and professional challenges effectively. The relatively low standard deviation further indicates that the respondents shared similar perceptions regarding their social-emotional health. These findings are consistent with recent studies showing that teachers with stronger social-emotional competencies demonstrate greater resilience, psychological well-being, occupational satisfaction, and more positive interpersonal relationships. Recent evidence likewise indicates that strengthening teachers' social-emotional competencies contributes to improved professional effectiveness, well-being, and reduced work-related stress (Oliveira et al., 2021; Jennings et al., 2021; OECD, 2023).

In terms of belief in self, the respondents obtained a mean of 4.48 (SD = 0.31), interpreted as Very High. The statement, *"I trust my own ability to overcome challenges that I face in my life,"* obtained the highest mean (M = 4.60, SD = 0.53), indicating that the respondents possess strong confidence in their capacity to accomplish demanding responsibilities and overcome difficulties. Such findings reflect a high level of personal efficacy, persistence, and resilience that are essential in addressing the complex demands of the teaching profession. Conversely, the statement, *"Generally, I feel capable of overcoming obstacles,"* obtained the lowest mean (M = 4.26, SD = 0.46), although it remained within the Very High category. This implies that respondents occasionally perceive certain challenges as more demanding despite maintaining a generally positive level of confidence. Similar findings were reported by Fackler et al. (2021), who found that teachers with stronger self-efficacy demonstrate greater resilience, persistence, and professional commitment, while Oliveira et al. (2021) emphasized that social-emotional learning interventions strengthen teachers' confidence and psychological well-being.

Regarding belief in others, the respondents obtained the highest composite mean (M = 4.53, SD = 0.31), indicating that supportive relationships with family members and colleagues represent one of the strongest aspects of their social-emotional health. The highest-rated statement, *"My family continues to love and support one another during difficult situations"* (M = 4.64, SD = 0.52), suggests that respondents perceive family support as an important source of emotional security and resilience. Meanwhile, indicators related to school support and open communication with colleagues obtained comparatively lower means, although they remained within the Very High category. These findings imply that respondents generally experience positive workplace relationships while recognizing opportunities to strengthen collaboration and collegial communication. This finding supports OECD (2023), which emphasizes that supportive school environments and collaborative professional relationships contribute significantly to teachers' well-being and professional effectiveness. Likewise, Oliveira et al. (2021) found that positive interpersonal relationships promote resilience, job satisfaction, and emotional well-being among educators.

With respect to emotional competence, the respondents obtained a very high mean of 4.46 (SD = 0.33). The highest-rated statement, *"I feel concerned when my colleagues are criticized, treated unfairly, or discouraged"* (M = 4.55, SD = 0.50), indicates that respondents possess a strong capacity for empathy and interpersonal sensitivity. Such findings demonstrate their ability to recognize the emotional experiences of others and respond with understanding and concern. Conversely, the statement, *"I am able to delay immediate gratification in order to fulfill my professional responsibilities and long-term goals,"* obtained the lowest mean (M = 4.30, SD = 0.58), although it remained within the Very High category. This suggests that balancing immediate personal preferences with long-term professional responsibilities may require greater self-regulation for some respondents. These findings are consistent with Jennings et al. (2021), who reported that teachers with stronger social-emotional competence demonstrate better emotional regulation, classroom management, and psychological well-being. Similarly, Oliveira et al. (2021) concluded that emotional competence is associated with reduced occupational stress and improved instructional practices.

In terms of engaged living, the respondents obtained a mean of 4.49 (SD = 0.32), interpreted as Very High. The statement, *"I value and am thankful for the people who provide support and encouragement in my professional and personal life,"* obtained the highest mean (M = 4.65, SD = 0.48), indicating that gratitude and appreciation for supportive relationships are prominent characteristics among the respondents. Such attitudes contribute to maintaining optimism, motivation, and psychological well-being despite professional challenges. Conversely, the statement, *"My colleagues would describe me as enthusiastic and full of energy in my work,"* obtained the lowest mean (M = 4.36, SD = 0.56), although it remained within the Very High category. This finding suggests that respondents generally remain enthusiastic in their work, although workplace demands may occasionally influence their energy levels. Recent evidence indicates that positive engagement, gratitude, and psychological well-being contribute to stronger resilience, lower burnout, and greater professional satisfaction among teachers (Jennings et al., 2021; Oliveira et al., 2021; OECD, 2023).

Overall, the findings demonstrate that the respondents possess an exceptionally high level of social-emotional health (M = 4.49, SD = 0.26). Their consistently high ratings across all four dimensions indicate that they possess confidence in themselves, establish supportive interpersonal relationships, regulate their emotions effectively, and maintain positive engagement in both their professional and personal lives. The low standard deviation further indicates a strong level of agreement among the respondents regarding these positive attributes. Overall, the findings suggest that the respondents possess the emotional and social competencies necessary to perform effectively within demanding educational environments. This interpretation is supported by recent systematic reviews and international reports concluding that educators with strong social-emotional competencies demonstrate greater resilience, higher job satisfaction, stronger interpersonal relationships, improved classroom practices, and better psychological well-being (Oliveira et al., 2021; Jennings et al., 2021; OECD, 2023).

Level of Self-Efficacy of English Teachers

Table 3. Level of Self-Efficacy of English Teachers as a Whole and in terms of Instructional Strategies, Classroom Management, and Student Engagement.

Statements	Mean	SD	Interpretation
Instructional Strategies	4.33	0.40	Very High
1. To what extent can you use a variety of assessment strategies?	4.43	0.61	Very High
2. To what extent can you provide an alternative explanation or example when students are confused?	4.27	0.49	Very High
3. To what extent can you craft good questions for your students?	4.44	0.62	Very High
4. To what extent can you implement alternative strategies in your classroom?	4.22	0.54	Very High
5. To what extent can you respond to difficult questions from your students?	4.36	0.63	Very High

6. To what extent can you adjust your lessons to the proper level for individual students?	4.29	0.57	Very High
7. To what extent can you gauge students' comprehension of what you have taught?	4.33	0.65	Very High
8. To what extent can you provide appropriate challenges for very capable students?	4.31	0.56	Very High
Classroom Management	4.38	0.36	Very High
9. To what extent can you control disruptive behavior in the classroom?	4.45	0.52	Very High
10. To what extent you can get children to follow classroom rules?	4.38	0.51	Very High
11. To what extent you can calm a student who is disruptive or noisy?	4.46	0.58	Very High
12. To what extent can you establish a classroom management system with each group of students?	4.33	0.57	Very High
13. To what extent can you keep a few problem students from ruining an entire lesson?	4.38	0.58	Very High
14. To what extent can you respond to defiant students?	4.27	0.55	Very High
15. To what extent can you make your expectation clear about student behavior?	4.40	0.57	Very High
16. To what extent can you establish routines to keep activities running smoothly?	4.39	0.53	Very High
Student Engagement	4.38	0.35	Very High
17. To what extent can you get students to believe they can do well in schoolwork?	4.48	0.54	Very High
18. To what extent can you help students value learning	4.38	0.53	Very High
19. To what extent can you motivate students who show low interest in schoolwork?	4.44	0.56	Very High
20. To what extent can you assist families in helping their children do well in work?	4.26	0.52	Very High
21. To what extent can you improve the understanding of a student who is failing?	4.42	0.55	Very High
22. To what extent can you help your students think critically?	4.36	0.50	Very High
23. To what extent can you foster students' creativity?	4.40	0.55	Very High
24. To what extent can you get through to the most difficult students?	4.29	0.52	Very High
SELF-EFFICACY (Overall Mean)	4.36	0.34	Very High

Legend: (4.21-5.00)-Very High; (3.41-4.20)-High; (2.61-3.40)-Moderate; (1.81-2.60)-Low; (1.00-1.80)-Very Low

Based on the results presented in Table 2, the respondents demonstrated a very high level of self-efficacy, as indicated by the overall mean of 4.36 (SD = 0.34). This finding suggests that the respondents possess a strong belief in their capability to perform their professional responsibilities effectively. Their confidence extends to planning instruction, managing classroom behavior, and encouraging meaningful student participation. Moreover, the relatively low standard deviation reflects a high degree of consistency in the respondents' perceptions of their teaching competence. These results imply that the participants generally perceive themselves as capable of addressing the varied instructional and behavioral challenges encountered in today's educational environment. Previous studies similarly reported that teachers with stronger self-efficacy demonstrate greater resilience, instructional effectiveness, professional commitment, and adaptability in responding to changing classroom demands (Fackler et al., 2021; Lauermann & ten Hagen, 2021; OECD, 2023).

In terms of instructional strategies, the respondents obtained a Very High composite mean of 4.33 (SD = 0.40). The highest-rated indicator, *"To what extent can you craft good questions for your students?"* (M = 4.44, SD = 0.62), followed closely by *"To what extent can you use a variety of assessment strategies?"* (M = 4.43, SD = 0.61), indicates that the respondents are confident in designing classroom activities that stimulate learners' thinking and accurately evaluate learning outcomes. These findings suggest that the respondents recognize the importance of effective questioning techniques and varied assessment practices in promoting meaningful learning. Conversely, the item concerning the implementation of alternative instructional strategies received the lowest mean (M = 4.22, SD = 0.54), although it remained within the Very High category. This result may imply that while teachers are confident in their instructional practices, adapting lessons to meet diverse learning needs continues to require professional growth and instructional innovation. These observations are consistent with Fackler et al. (2021), who found that teachers with high instructional self-efficacy are more likely to employ innovative and learner-centered instructional approaches. Likewise, Oliveira et al. (2021) emphasized that strengthening teachers' professional confidence contributes to improved instructional practices and greater teaching effectiveness.

The findings further revealed that the respondents exhibited a Very High level of confidence in classroom management, with a composite mean of 4.38 (SD = 0.36). The highest-rated indicator, *"To what extent can you calm a student who is disruptive or noisy?"* (M = 4.46, SD = 0.58), demonstrates that the respondents believe they can effectively address classroom disruptions while preserving a positive learning atmosphere. Likewise, the high rating for managing disruptive behavior (M = 4.45, SD = 0.52) reflects confidence in maintaining classroom order and ensuring that learning activities proceed efficiently. Although the statement concerning responding to defiant students received the lowest rating (M = 4.27, SD = 0.55), it remained within the Very High descriptive level. This finding suggests that handling persistent behavioral concerns may still present challenges that require continuous professional development and institutional support. These findings support OECD (2023), which emphasized that teachers with stronger professional competence and continuous learning opportunities demonstrate greater confidence in managing diverse classroom situations. Similarly, Lauermann and ten Hagen (2021) reported that teachers with higher self-efficacy experience lower occupational stress and establish more effective classroom learning environments.

Similarly, the respondents demonstrated a Very High level of confidence in student engagement, obtaining a composite mean of 4.38 (SD = 0.35). The highest-rated statement, *"To what extent can you get students to believe they can do well in schoolwork?"* (**M = 4.48, SD = 0.54), indicates that respondents perceive themselves as capable of strengthening students' confidence in their own academic abilities. Likewise, the high rating for motivating students with limited interest in school (**M = 4.44, SD = 0.56) suggests that the respondents believe they can encourage participation among learners with varying levels of motivation. On the other hand, the indicator related to assisting families in supporting students' learning obtained the lowest mean (**M = 4.26, SD = 0.52), although it was still interpreted as Very High. This outcome may reflect the reality that successful home-school collaboration depends not only on teachers' efforts but also on parents' willingness and capacity to participate in their children's education. Recent literature likewise indicates that teachers with stronger self-efficacy are more successful in motivating learners, promoting active engagement, and establishing supportive learning environments that enhance student achievement (Fackler et al., 2021; European Commission, 2022; OECD, 2023).

Overall, the findings indicate that the respondents consistently demonstrate a very high level of self-efficacy across the three domains of instructional strategies, classroom management, and student engagement. The relatively small variation in responses further indicates a shared perception of professional competence among the participants.

Collectively, these results suggest that the respondents are confident in their ability to organize effective instruction, maintain orderly classrooms, and encourage meaningful learner participation despite the diverse challenges encountered in the teaching profession.

The present findings are consistent with recent empirical evidence demonstrating that teacher self-efficacy is positively associated with instructional quality, professional commitment, adaptability, and improved student learning outcomes. Teachers who possess stronger efficacy beliefs are more likely to implement innovative instructional practices, persist when confronted with teaching challenges, and create classroom environments that promote active participation and academic success (Fackler et al., 2021; Lauermann & ten Hagen, 2021; Oliveira et al., 2021; OECD, 2023). Taken together, these findings emphasize the importance of sustaining teachers' professional confidence through continuous professional development, collaborative learning opportunities, and supportive school leadership that enable teachers to maintain high-quality instructional practices.

Level of Teaching Performance of English Teachers

Table 4. Level of Teaching Performance of English Teachers.

Level of Teaching Performance	f	Mean	SD	Interpretation
Outstanding	83	4.61	0.30	Outstanding
Very Satisfactory	16			
Satisfactory	1			
Unsatisfactory	0			
Poor	0			
Total	100			

Legend: (4.500–5.000)-Outstanding; (3.500–4.499)-Very Satisfactory; (2.500–3.499)-Satisfactory; (1.500–2.499)-Unsatisfactory; (Below 1.500)-Poor

The findings presented in Table 4 indicate that the respondents attained an Outstanding level of teaching performance, as evidenced by the overall mean of 4.61 ($SD = 0.30$). This rating demonstrates that the respondents consistently performed at a level that exceeded the expected standards for professional practice. Of the 100 teachers who participated in the study, 83% received an Outstanding rating, 16% were rated Very Satisfactory, and only 1% obtained a Satisfactory rating. No respondent received an Unsatisfactory or Poor rating. The relatively small standard deviation further indicates that the respondents' performance ratings were highly consistent, suggesting that excellence in teaching was commonly demonstrated across the group.

The predominance of Outstanding ratings reflects more than the successful completion of instructional responsibilities. It indicates that the respondents consistently demonstrated effective pedagogical practices, sound classroom management, and professional competence aligned with established educational standards. These findings further imply that the respondents possess the instructional knowledge, teaching skills, and professional commitment necessary to facilitate meaningful learning experiences while responding effectively to the diverse needs of their students. The absence of low-performance ratings likewise suggests a school culture that promotes accountability, continuous improvement, and high professional expectations among teachers.

These findings are consistent with recent empirical studies emphasizing that teaching performance is strengthened by teachers' professional competence, reflective instructional practice, and continuous engagement in professional learning. Teachers who regularly participate in professional development activities and adopt evidence-based instructional approaches are more likely to improve classroom instruction, increase student engagement, and achieve higher levels of teaching effectiveness (Fackler et al., 2021; Oliveira et al., 2021; Aldrup et al., 2022). Similarly, international educational reports emphasize that sustained institutional support, collaborative professional learning communities, and opportunities for lifelong professional development enable teachers to strengthen their instructional practices and maintain consistently high levels of performance (European Commission, 2022; OECD, 2023).

The consistently high-performance ratings observed in this study also suggest that the respondents have developed professional competencies that allow them to adapt to the changing demands of contemporary education. Their ability to maintain high instructional standards may be attributed to continuous learning, effective classroom decision-making, and commitment to professional responsibilities. These characteristics are essential in promoting learner achievement and maintaining instructional quality despite evolving educational challenges. Previous research likewise indicates that teachers who possess stronger professional competence and emotional well-being are more capable of sustaining instructional quality, demonstrating resilience, and maintaining effective classroom practices over time (Oliveira et al., 2021; Aldrup et al., 2022).

Overall, the findings demonstrate that the respondents consistently exhibit an Outstanding level of teaching performance. Their uniformly high ratings indicate that they possess the pedagogical competence, instructional expertise, and professional commitment necessary to deliver quality education in diverse learning environments. The results further imply that the school provides an organizational environment that supports teacher growth through effective leadership, collaborative professional relationships, and continuous opportunities for professional development. Sustaining these conditions is likely to enhance teachers' instructional effectiveness and contribute to improved educational outcomes for learners.

The Relationship Between Social-Emotional Health and Teaching Performance

Table 5. Relationship between Social-Emotional Health and Teaching Performance.

Variable	Test Statistics (r_s)	p-value	Decision for H_0	Interpretation
Social-Emotional Health vs. Teaching Performance	0.204*	0.042	Reject H_0	Significant

The results presented in Table 5 indicate a statistically significant positive relationship between social-emotional health and teaching performance, as evidenced by the Spearman's rho correlation coefficient of $r_s = 0.204$ and a p-value of 0.042. Since the obtained probability value is lower than the 0.05 level of significance, the null hypothesis is rejected. This finding indicates that teachers with higher levels of social-emotional health tend to demonstrate better teaching performance. Although the strength of the relationship is weak, the positive direction of the correlation suggests that improvements in teachers' social-emotional well-being are associated with corresponding improvements in their professional performance.

The relatively weak correlation coefficient implies that social-emotional health is one of several factors contributing to teaching performance rather than its sole predictor. While emotional well-being appears to support instructional effectiveness, teachers' performance is also influenced by other professional and contextual variables, including pedagogical competence, years of teaching experience, professional development, school leadership, organizational support, workload, and the availability of instructional resources. Consequently, the findings suggest that social-emotional health complements other professional competencies that collectively contribute to effective teaching.

The significant relationship observed in this study highlights the important role of teachers' emotional and psychological resources in promoting professional effectiveness. Teachers who demonstrate stronger emotional regulation, positive interpersonal relationships, self-awareness, and sustained engagement are more likely to manage classroom challenges effectively, establish supportive learning environments, and maintain productive relationships with students and colleagues. These competencies contribute to improved instructional delivery by enabling teachers to respond constructively to workplace demands while maintaining high levels of professional commitment.

The present findings are consistent with recent empirical evidence indicating that teachers' social-emotional competencies contribute positively to instructional quality, professional well-being, and classroom effectiveness. A systematic review by Oliveira et al. (2021) concluded that interventions designed to strengthen teachers' social-

emotional learning improve emotional competence, psychological well-being, classroom management, and instructional practices. Likewise, Aldrup et al. (2022) reported that teachers with higher levels of well-being demonstrate greater instructional effectiveness and create more positive learning environments that support student success. These findings reinforce the view that teachers' emotional competencies extend beyond personal well-being and have meaningful implications for professional practice.

The results are likewise consistent with international educational reports emphasizing that teachers' well-being is closely linked to educational quality and school effectiveness. The OECD (2021) reported that strengthening educators' social and emotional competencies enhances resilience, professional satisfaction, and classroom interactions. Similarly, the European Commission (2022) emphasized that teachers' well-being, collaborative relationships, and continuous professional development contribute significantly to maintaining high standards of instructional practice across European education systems.

Overall, the findings demonstrate that social-emotional health serves as a meaningful contributor to teaching performance. Although the observed relationship is relatively weak, its statistical significance suggests that teachers' emotional well-being should be recognized as an important component of professional effectiveness. These results underscore the value of implementing school-based initiatives that promote emotional wellness, resilience, and supportive professional relationships. Such interventions may not only enhance teachers' personal well-being but also strengthen instructional quality and contribute to more positive educational outcomes for students.

The Relationship between Self-Efficacy and Teaching Performance

Table 6. Relationship between Self-Efficacy and Teaching Performance.

Variable	Test Statistics (r_s)	p-value	Decision for H_0	Interpretation
Self-Efficacy vs. Teaching Performance	0.041	0.689	Fail to Reject H_0	Not Significant

The results presented in Table 6 indicate that no statistically significant relationship exists between teachers' self-efficacy and teaching performance, as evidenced by the Spearman's rho correlation coefficient of $r_s = 0.041$ and a p -value of 0.689. Since the obtained probability value is substantially higher than the 0.05 level of significance, the null hypothesis is not rejected. Although the correlation coefficient is positive, its magnitude is negligible, indicating that teachers' perceived confidence in their instructional abilities was not associated with measurable differences in their teaching performance within the context of this study.

The absence of a statistically significant relationship suggests that self-efficacy alone may not be a sufficient predictor of teaching performance. While confidence in one's professional capabilities is an important psychological resource, actual teaching performance is a multidimensional construct influenced by numerous interacting factors, including pedagogical competence, instructional experience, classroom context, school leadership, professional development opportunities, organizational support, and institutional performance standards. According to the OECD (2023), teacher effectiveness is shaped through the interaction of professional knowledge, continuous learning, collaborative school cultures, and supportive leadership rather than by individual beliefs alone. Similarly, the European Commission (2022) emphasized that teachers' professional performance is influenced by working conditions, career development opportunities, and school environments that foster continuous improvement.

Another possible explanation for this finding is the consistently high ratings obtained by the respondents on both self-efficacy and teaching performance. When respondents demonstrate uniformly high scores, the limited variability in the data reduces the likelihood of identifying a statistically significant relationship. This pattern suggests that although the respondents generally possess strong confidence in their teaching abilities and exhibit

high professional performance, differences in one variable are insufficient to explain differences in the other. Such findings support the observation of Oliveira et al. (2021) that improvements in teachers' confidence and professional competencies do not always correspond to higher formal performance evaluations because teaching performance is affected by contextual and organizational factors beyond the individual teacher.

The present findings differ from several recent studies that have reported positive associations between teacher self-efficacy and instructional effectiveness. Fackler et al. (2021) found that teachers with stronger self-efficacy beliefs are more likely to implement innovative instructional strategies, demonstrate persistence when facing classroom challenges, and remain committed to professional growth. Likewise, Lauermann et al. (2023) reported that teacher self-efficacy contributes positively to instructional quality, motivation, and professional engagement, although its effects vary depending on school context, available resources, and organizational support. These studies suggest that while self-efficacy is an important psychological resource, its influence on teaching performance may be moderated by environmental and institutional conditions.

Moreover, Oliveira et al. (2021) concluded through a systematic review that interventions aimed at strengthening teachers' social-emotional competencies and professional confidence contribute to improved instructional practices and teacher well-being. However, the review also emphasized that enhanced confidence alone does not necessarily translate into higher performance ratings because evaluation outcomes are influenced by school policies, leadership practices, and contextual variables. Likewise, OECD (2023) and the European Commission (2022) stressed that sustainable teacher effectiveness depends on continuous professional learning, supportive leadership, collaborative professional communities, and favorable working conditions.

Overall, the findings suggest that teacher self-efficacy, although an important professional attribute, was not significantly associated with teaching performance among the respondents. This result indicates that maintaining high instructional performance requires more than confidence in one's teaching capabilities. Instead, professional effectiveness appears to emerge from the combined influence of pedagogical competence, continuous professional learning, supportive organizational conditions, and sustained commitment to instructional improvement. Consequently, initiatives designed to strengthen teachers' self-efficacy should be integrated with broader professional development programs that enhance instructional competence, promote collaborative learning, and cultivate supportive school environments.

CONCLUSIONS

Based on the findings of the study, the following conclusions were formulated:

The English teachers are predominantly female, married, and belong to the 36–40 years old age group. Most have bachelor's degrees with master's units, have less than 10 years of teaching experience, and hold the position of Teacher I, indicating a relatively young and professionally developing teaching workforce.

The English teachers demonstrate strong confidence in themselves, positive interpersonal relationships, effective emotional competence, and active engagement in their personal and professional lives.

The English teachers reflect strong confidence in their ability to implement effective instructional strategies, manage their classrooms efficiently, and actively engage students in the teaching-learning process.

The English teachers are excellent in carrying out their professional responsibilities.

Social-emotional health significantly influences teaching performance.

Self-efficacy is not significantly associated with teaching performance.

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