



The Mediating Effect of Well-Being on the Relationship Between Leadership Capacity and Teaching Effectiveness: A Convergent Design

Cherry Lyn V. Balbacal

Author

Avee Joy B. Dayaganon

Research Adviser

cbalbacal_220000000481@uic.edu.ph

¹ Student, University of Immaculate Conception, Davao City, Philippines

² Faculty, University of Immaculate Conception, Davao City, Philippines

ABSTRACT

This study determined the mediating effect of well-being on the relationship between leadership capacity and teaching effectiveness of teachers in public elementary school in Region XI, Philippines. This study utilized mixed methods research particularly convergent design. In the quantitative phase, adapted and validated survey questionnaires were employed while an interview guide was utilized in the qualitative phase during in-depth interview IDI and focus group discussion FGD. The statistical tools used in analyzing the quantitative data included mean, standard deviation, and multiple linear regression analysis while thematic analysis was used for the qualitative data. The results revealed that the status of well-being, leadership capacity, and teaching effectiveness of school heads were rated very high. There is a significant relationship between leadership capacity and teaching effectiveness. The present study found support for well-being as a mediator in the leadership capacity and teaching effectiveness. Therefore, public elementary school teachers must focus on how to function effectively to cope adequately to execute in the school, the partial mediation effect of well-being indicates a strong link. Furthermore, the themes generated from the role of experiences that shaped their beliefs included student-centered teaching and reflective teaching practices. Likewise, empathy and patience, and resilience and dedication were the themes generated from the experiences that shaped their attitude. The themes that surfaced from the experiences that shaped the commitment of teachers involved lifelong learning and improvement, and student success and well-being. The nature of data integration revealed merging-converging and merging-expansion.

Keywords: Educational leadership, educators, well-being, leadership capacity, teaching effectiveness, convergent design, Region XI, Philippines

INTRODUCTION

Teaching effectiveness refers to a teacher's capacity to deliver instruction in a manner that fosters student learning, engagement, and holistic development. It encompasses various critical dimensions such as classroom management, pedagogical strategies, and the quality of teacher-student interactions (Stronge, 2018). Despite its importance, the concept and measurement of teaching effectiveness remain subjects of ongoing debate. The roles and attributes that define an effective teacher are not universally agreed upon or clearly delineated, particularly at a broader, systemic level. This ambiguity poses significant challenges in efforts to improve teaching practices, as it hinders the establishment of consistent benchmarks and targeted strategies for professional development (Geo et al., 2008).

In Quebec, over 8,500 teaching positions remained vacant at the start of the 2023–2024 school year. This shortage forces existing teachers to cover additional classes, often outside their expertise, further diminishing teaching effectiveness (Julie, 2024). In Sub-Saharan Africa and parts of Southeast Asia, student-teacher ratios often surpass 40:1, severely limiting the ability to provide personalized instruction. This overwhelming classroom size contributes directly to low teaching effectiveness, which not only results from but also perpetuates the overall decline of educational quality in these areas (UNESCO, 2023). In Yemen, Two-thirds of the workforce in war-affected countries are unpaid educators, conflict has led to a sharp drop in teaching effectiveness (Abdulghani et al., 2022).

Thousands of teachers reported leaving their profession due to burnout, low pay, and limited career growth, worsening the decline in teaching effectiveness (DepEd, 2024). A study by Charlyn et al., (2024) in Northern Mindanao revealed that approximately 54.78% of teachers were teaching subjects outside their field of expertise. This mismatch often leads to gaps in subject matter knowledge and pedagogical skills, adversely affecting teaching effectiveness. In addition, a study conducted by Gumal (2016) that insufficient training, lack of resources, and socio-cultural challenges contribute to decreased teaching effectiveness. Similarly, Christine et al. (2024) found that teachers assigned to remote areas in Davao del Norte encounter various difficulties, including limited resources, poor accessibility, and insufficient macro teaching skills factors that collectively hinder their teaching effectiveness.

The Department of Education (DepEd) has taken several steps to improve teaching effectiveness through various policies and initiatives, including the issuance of the 5th Career Executive Service Board (CESB) Memorandum Circular Order (CMO). This CMO aims to enhance the leadership and managerial competencies of school administrators, which in turn, is expected to positively influence teaching effectiveness. The CMO mandates school administrators to undergo rigorous training in instructional leadership, curriculum management, and school governance, emphasizing the need for continuous professional development. These initiatives are designed to equip school leaders with the skills necessary to support and improve the performance of teachers under their supervision.

However, despite these efforts, several gaps remain in the implementation and impact of the CMO. One significant gap is the lack of consistent monitoring and evaluation mechanisms to assess the effectiveness of the training programs provided to school administrators. While the CMO outlines the requirements for professional development, there is limited data on how these programs are implemented across different regions, particularly in underserved areas like Region XI. Moreover, the impact of these training programs on teacher effectiveness has not been systematically studied, leaving a critical gap in understanding the effectiveness of these initiatives.

Research Questions

This study determined the mediating effect of well-being on the relationship between leadership capacity and teaching effectiveness among public elementary schools in Region XI. Specifically, the study sought answers to the following questions:

1. What is the status of leadership capacity, well-being, and teaching effectiveness?
2. Does leadership capacity significantly influence teaching effectiveness?
3. Does well-being significantly mediate the relationship between leadership capacity and teaching effectiveness?
4. What are the lived experiences of the participants concerning teaching effectiveness?
5. How do the experiences shape the beliefs, attitudes, and commitments of the participants as regards teaching effectiveness?
6. To what extent do the qualitative findings corroborate with the quantitative data?

METHOD

This study utilized a mixed methods approach, particularly the convergent design. As emphasized by Creswell (2014), mixed methods research involves combining quantitative and qualitative data, integrating them, and drawing interpretations based on the combined strengths of both sets to understand research problems.

This study was conducted in the Philippines specifically in Region XI or also known as Davao Region, and is situated southeast of Mindanao. Region XI is consisting of five provinces namely: Davao del Norte, Davao del Sur, Davao Occidental, Davao Oriental, and Compostela Valley. Davao City is the administrative capital and the most populated city in Davao Region. It is also comprised of six major cities including: Davao City, Panabo City, Tagum City, Island Garden City of Samal, Mati City, and the Digos City.

In the quantitative phase, there were 400 randomly selected public elementary school teachers of Region XI. Additionally, stratified random sampling was used in this study because it is a sampling method where a study's population or chosen participants will be sorted into smaller units according to a common feature. This process is called stratification (Nickolas, 2020). In the qualitative phase, the participants were the 17 educators from the public elementary schools. The researcher utilized purposive sampling technique to select the individual participant of the study who would qualify for the inclusion criteria wherein they must be a regular teacher of DepEd Region XI. The selected participants were invited to participate in the IDI and FGD. There were 10 participants who were invited to participate in the IDI and seven participants who were invited to participate in the FGD respectively.

In the quantitative phase, the researcher used an adapted and validated research survey questionnaire which had undergone validity and reliability tests. The adapted survey questionnaires were submitted to the panel of experts for validation. Their suggestions and recommendations were integrated into the final set of the research instrument to ensure that it measures what it intends to measure and is aligned with the objectives of the study. In the qualitative phase, a researcher-made interview guide was utilized which a panel of experts validated. The research interview guide was used to extract the lived experiences of the participants concerning their teaching effectiveness.

Further, the interview guide was subjected to content validation. Likewise, revisions of the interview guide were based on the consolidated suggestions of the validators. These suggestions were integrated to make sure the research instrument was valid.

The data collection of both the quantitative and qualitative data were conducted simultaneously. As part of the research protocol, the researcher followed a procedure for conducting the study. An approval of the permission letter was communicated to the Dean of the Graduate School of the University of the Immaculate Conception (UIC) to allow the researcher to conduct the study. The Ethical Clearance was secured from the UIC - Research Ethics Committee (UIC-REC) to guarantee the ethical soundness of the dissertation paper. After which, the permission letter from the Dean of the Graduate School was formally forwarded to the DepEd Region XI regional director to seek a permission letter to be submitted to the schools division superintendents and school principals. After which, the researcher coordinated with the department heads of the respective department for the data gathering and interview schedule.

Quantitative Strand

In the quantitative phase of the study, the researcher secured the consent of the respondents to participate voluntarily. The respondents were informed about the entire process of the study, its goal, the various ethical considerations that must be considered when gathering data, and that participation in the study would be voluntary. The informed consent form (ICF) as required, were given to the respondents personally before administering the survey questionnaire. They were instructed to submit

the accomplished ICF to the researcher to confirm their informed consent to participate in the study. The respondents included only individuals who signed the ICF. As mentioned earlier, the forms were returned to the researcher as soon as the respondents completed all the questionnaire items.

Likewise, the researcher assured the respondents that their comments and responses would maintain the strictest confidence and that their names would not be revealed in any way during the study. Additionally, the researcher ensured that the study was conducted without interfering with courses and that all ethical guidelines were followed entirely. The responses of the respondents were combined and totaled, and the quantitative data were analyzed using statistical tools.

Qualitative Strand

In the qualitative phase of the study, the researcher conducted an IDI and FGD to the participants of the study. The execution of the qualitative strand adhered exactly to the established protocols, just like the quantitative strand. The ICF indicated that participation in the study was voluntary, was given to the participants for signature. The participants were also made aware of the entire procedure, goal, potential hazards, and discomforts. Additionally, they were guaranteed that their answers were kept private and that they were permitted to protect their identities by using pseudonyms. Additionally, they were also made aware of their rights to decline to answer the questions and to withdraw from the study.

The researcher conducted both IDI and FGD to strengthen the qualitative component. Like in the quantitative strand, the researcher strictly observed the appropriate protocols in working in the qualitative strand, ensuring that ICF, which would indicate voluntarily participating in the data gathering as participants of the study, was accomplished by the participants with signature. The participants were informed of the entire procedure, goal, potential hazards, and discomforts. Additionally, they received guarantees that their answers were kept private and that they were permitted to protect their identities by using aliases. Further, they were informed of their rights to decline to answer the questions and withdraw from the study.

Moreover, the FGD obtained a detailed and broader range of information from a few informants to discuss the topic of interest concerning teaching effectiveness. In the focus group discussion, the researcher acted as a facilitator and stimulated the discussion or brainstorming through a carefully chosen topic guide, which were prepared beforehand. This ensured that all the possible aspects of the study were explored. The discussion was audio-recorded, transcribed, and analyzed with the participants' approval, and unanimous permission for the recording was secured beforehand. The focus group discussion enabled the researcher to capture a more prosperous and better picture of the issue. The data gathered from participants through the IDI and FGD were sorted and analyzed.

This research used an appropriate statistical treatment to classify, analyze, and interpret results. Since the study utilized the mixed methods approach, quantitative and qualitative strategies were employed to extract the desired data.

Quantitative Strand

Mean was used to measure the status of leadership capacity, well-being, and teaching effectiveness of the respondents. **Standard Deviation** was used to measure how much a set of values vary or are dispersed. A low standard deviation indicates that readings likely to be very close to the selected mean. A high standard deviation, on the other hand, shows that the values are dispersed over a greater range. **Multiple Regression Analysis** was used to identify what particular variable significantly influenced the teaching effectiveness of the teachers.

Qualitative Strand

For the qualitative phase, a step-by-step process was used to analyze the verbatim data gathered by the researcher through IDI and FGD utilizing the method of Creswell (2018). Based on the method, the researcher had to look at qualitative data analysis as a process that required sequential

steps to be followed; it starts from the specific and goes to the general, involving multiple levels of analysis. It started with an organized and prepared data for analysis. This involved transcribing interviews, typing up field notes, cataloging all of the visual material, and sorting and arranging the data into different groups depending on the sources of information.

Sequence, Emphasis, and Mixing Procedures

Sequence. In a convergent design, the conduct of both quantitative and qualitative phases was done simultaneously. As such, the quantitative and qualitative data were gathered thoroughly at the same time, followed by the combination and comparisons of multiple data.

Emphasis. Since the quantitative and qualitative phases were done simultaneously, both strands were prioritized equally. Hence, the quantitative and qualitative information were equally emphasized in the convergent design.

Mixing Procedures. In this study, the quantitative and qualitative data were collected concurrently and were then integrated or merged. In particular, the data gathered in the quantitative part of the study were used to determine the influence of leadership capacity and technological formation on teaching effectiveness of educators. Meanwhile, the results of the qualitative phase were used to explain the lived experiences and beliefs of the participants regarding the teaching effectiveness. Hence, data joint display was used to determine if the quantitative data corroborated with the qualitative findings.

RESULT AND DISCUSSION

Covered in this chapter the presentation, analysis, and interpretation of findings. Specifically, this chapter reveals both quantitative and qualitative data relevant to address the research questions formulated in Chapter 1.

Status of Leadership Capacity among Public Elementary Schools in Region XI

In Table 1.1, it is reflected that the overall mean of leadership capacity is 4.34 of is described as very high which means that the leadership capacity is always observed among public elementary schools in Region XI. In addition, its minimal standard deviation of .47 shows that the responses of the teachers are clustered close to the mean. Moreover, the overall standard deviation is .77, which is less than 1, indicative of a minimal range of dispersion. This implies that strong and consistently practiced leadership behaviors are prevalent in public elementary schools in Region XI, suggesting a solid foundation for implementing broad-based, skillful participation in the work of leadership, shared vision results in program coherence, inquiry-based use of information to inform decisions and practice, roles and actions reflect broad involvement, collaboration, and collective responsibility, reflective practice consistently leads to innovation, and high or steadily improving student achievement and development.

Table 1.1

Status of Leadership Capacity among Public Elementary Schools in Region XI

	Mean	SD	Description
Broad-based, Skillful Participation in the Work of Leadership			
1. having established representative governance groups.	4.22	.70	Very High
2. performing collaborative work in large and small teams.	4.38	.58	Very High
3. having modelled leadership skills	4.24	.66	Very High
4. organizing for maximum interaction among adults and children.	4.25	.65	Very High
5. sharing authority and resources.	4.29	.64	Very High
6. expressing leadership by attending to the learning of the entire school community.	4.33	.63	Very High
7. engaging each other in opportunities to lead.	4.33	.62	Very High
Category Mean	4.29	.55	Very High

Shared Vision Results in Program Coherence



1.	helping develop the school vision.	4.39	.65	Very High
2.	asking questions that keep us on track with our vision.	4.30	.67	Very High
3.	thinking about how to align our standards, instruction, assessment, and programs with our vision.	4.33	.66	Very High
4.	keeping our vision alive by reviewing it regularly.	4.29	.68	Very High
Category Mean		4.33	.60	Very High
Inquiry-based Use of Information to Inform Decisions and Practice				
1.	using a learning cycle that involves reflection, dialogue, inquiry, and action.	4.34	.57	Very High
2.	making time available for this learning to occur like faculty meetings, ad hoc groups, or teams	4.42	.61	Very High
3.	focusing on student learning.	4.50	.56	Very High
4.	using data/evidence to inform our decisions and teaching practices.	4.43	.58	Very High
5.	having designed a comprehensive information system that keeps everyone informed and involved.	4.38	.60	Very High
Category Mean		4.41	.49	Very High
Roles and Actions Reflect Broad Involvement, Collaboration, and Collective Responsibility				
1.	having designed our roles to include attention to our classrooms, School, community, and profession.	4.38	.59	Very High
2.	seeking to perform outside of traditional roles.	4.26	.64	Very High
3.	having developed new ways to work together.	4.39	.64	Very High
4.	having developed a plan for sharing responsibilities in the Implementation of our decisions and agreements.	4.35	.63	Very High
Category Mean		4.37	.84	Very High
Reflective Practice Consistently Leads to Innovation				
1.	making time for ongoing reflection like journaling, peer coaching, and collaborative planning.	4.40	.58	Very High
2.	encouraging individual and group initiative by providing access to resources, personnel, and time.	4.38	.59	Very High
3.	having forged networks of other schools and programs, both inside and outside the district, to secure feedback on our work.	4.18	.73	High
4.	practicing and supporting new ways of doing things	4.42	.59	Very High
5.	developing our own criteria for accountability regarding individual and shared work.	4.31	.66	Very High
Category Mean		4.32	.54	Very High
High or Steadily Improving Student Achievement and Development				
1.	working with members of the school community to establish and implement expectations and standards.	4.38	.60	Very High
2.	teaching and assessing so that all children have learned.	4.53	.58	Very High
3.	providing feedback to children and families about student progress.	4.52	.58	Very High
4.	involving the families of our students in school activities and programs.	4.50	.58	Very High
5.	having redesigned roles and structure to develop resiliency among our students like teacher as coach/advisor/mentor, school-wide guidance programs, and community service.	4.42	.58	Very High
Category Mean		4.49	.51	Very High
Overall Mean		4.34	.47	Very High

Status of Well-being among Public Elementary Schools in Region XI

It is shown in Table 1.2 that in totality, the status of well-being of the participants has an overall mean of 4.59 described as very high which means that the well-being of the participants is always evident. Considering the degrees of dispersion in this variable, standard deviation is .45 indicating that the responses are relatively clustered around the mean. This implies that teachers in public elementary schools in Region XI generally experience a high level of well-being, which may contribute positively to their spirituality, social relations, basic needs, and acceptance.

Table 1.2
Status of Well-being of the Participants

	Mean	SD	Description
Spirituality			
1. Praying helps us to stay positive.	4.72	.50	Very High
2. Having God helped us to overcome our problems.	4.75	.48	Very High
3. Believing that God decides what is best for us.	4.72	.50	Very High
4. Praying helps us to stay calm.	4.72	.52	Very High
5. Trusting that God is with us, even in a difficult time.	4.73	.51	Very High
6. Thanking our family/parent for their help and support.	4.69	.56	Very High
Category Mean	4.72	.48	Very High
Social Relation			
1. Spending time with the family we lived with like parent, children, grandparents, or relatives.	4.62	.56	Very High
2. Having our family supports us like giving motivation, spirit, and courage.	4.67	.55	Very High
3. Supporting our family.	4.67	.53	Very High
4. Having parents/family who are there for us when we need them.	4.64	.58	Very High
5. Being there for our parents/family when they need us.	4.68	.52	Very High
6. Personally knowing most of the people in the neighborhood.	4.52	.67	Very High
Category Mean	4.63	.50	Very High
Basic Need			
1. Being able to afford the transportation cost like paying the bus fee, fuel, or for own vehicle.	4.50	.64	Very High
2. Having money to see a doctor or buy medicine.	4.43	.67	Very High
3. Being able to pay for our children education like school/university fee, uniforms, and books.	4.49	.63	Very High
4. Having some money for emergencies or difficult time.	4.27	.77	Very High
5. Being able to spare money for secondary needs like recreation.	4.30	.74	Very High
Category Mean	4.40	.60	Very High
Acceptance			
1. Being happy to accept our life as it is.	4.59	.58	Very High
2. Trying to enjoy our life.	4.64	.57	Very High
3. In general, being satisfied with our life.	4.58	.59	Very High
4. Avoiding to compare our life to others.	4.57	.62	Very High
5. Considering life is not a burden for us.	4.61	.56	Very High
6. Being happy with our life.	4.62	.57	Very High
7. Being not upset if we do not get what we want.	4.54	.63	Very High
Category Mean	4.59	.52	Very High
Overall Mean	4.59	.45	Very High

Trying to enjoy our life has a mean rating of 4.64. This means that acceptance is always evident among educators in public elementary schools in Region XI.

Status of Teaching Effectiveness in Public Elementary School

It is shown in Table 1.3 that the status of teaching effectiveness in public elementary schools has an overall mean rating of 4.55 which is described as very high. It means that the teaching effectiveness in public elementary schools is always manifested. Considering the degrees of dispersion in this variable, standard deviation is .40 indicating that the responses are clustered near the mean. This implies that teachers in public elementary schools in Region XI consistently demonstrate high levels of teaching effectiveness, which may be reflective of strong student-teacher relationship, facilitative classroom environment, content and pedagogical skills and classroom management.

Table 1.3

Status of Teaching Effectiveness among Public Elementary Schools in Region XI

		Mean	SD	Description
Student-teacher Relationship				
1.	Understanding the feelings and problems of students.	4.90	.31	Very High
2.	Being fair in dealing with the students.	4.65	.52	Very High
3.	Helping students with their studies whenever they go to them.	4.61	.53	Very High
4.	Being always optimistic about their performance.	4.59	.53	Very High
5.	Having good relations with students.	4.61	.56	Very High
6.	Making them feel inspired and encouraged after we have discussed their problem.	4.59	.59	Very High
7.	Motivating them to do their best.	4.64	.56	Very High
8.	Being concerned about their learning.	4.63	.56	Very High
9.	Being kind and caring.	4.58	.57	Very High
10.	Making clear what the students are expected to do and not to do.	4.58	.54	Very High
11.	Trying to resolve the problems of the students.	4.51	.57	Very High
12.	Caring for the students if they do not understand something.	4.58	.55	Very High
Category Mean		4.62	.43	Very High
Facilitative Classroom Environment				
1.	Encouraging students to challenge their ideas and those of other classmates.	4.54	.56	Very High
2.	Appreciating students in front of others.	4.61	.56	Very High
3.	Encouraging them for classroom participation.	4.61	.55	Very High
4.	Involving students in classroom activities.	4.62	.54	Very High
5.	Facilitating when students are trying to answer the question.	4.60	.55	Very High
6.	Encouraging them for better performance.	4.60	.58	Very High
7.	Accepting differences of opinions.	4.62	.53	Very High
Category Mean		4.46	.41	Very High
Content and Pedagogical Skills				
1.	Stating lesson objectives before starting every lesson.	4.54	.56	Very High
2.	Using related examples to explain concepts.	4.58	.56	Very High
3.	Adapting to changes in teaching strategies according to students' needs.	4.59	.55	Very High
4.	Being able to explain the material clearly.	4.53	.54	Very High
5.	Communicating the subject matter effectively.	4.56	.55	Very High
6.	Being knowledgeable about the subject matter.	4.54	.56	Very High
7.	Being well prepared for each class.	4.51	.58	Very High
Category Mean		4.55	.48	Very High
Classroom Management				
1.	Knowing which students are attentive and which are not during class.	4.61	.55	Very High
2.	Knowing what every student is doing in the class.	4.60	.56	Very High
3.	Being self-confident.	4.52	.58	Very High
4.	Keeping attentive throughout the class time	4.54	.61	Very High
5.	Controlling the students well when they are creating disturbance.	4.56	.56	Very High

6.	Involving students in the establishment of classroom rules.	4.58	.57	Very High
Category Mean		4.57	.49	Very High
Overall Mean		4.55	.40	Very High

Significance of the Influence of Leadership Capacity, and Well-being on Teaching Effectiveness

The results of the multiple regression analysis are shown in Table 2. In singular capacity, the leadership capacity among public elementary schools shows p-value of .37 which is greater than .05 level of significance (2-tailed) with a **Table 2**

Significance of the Influence of Leadership Capacity, Well-being on Teaching Effectiveness

		Teaching Effectiveness		
Singular Influence of the Predictors	Standardized Coefficients	t	p-value	Remarks
Leadership Capacity	0.46	17.80	.00	Significant
Well-being	0.58	22.42	.02	Significant
Combined Influence of the Predictors				
R	.90			
R ²	.80			
F	804.45			
p	.00			Significant

a positive standardized beta value of 0.00 which is less than .05 level of significance (two-tailed). It shows that leadership capacity is a significant predictor of teaching effectiveness. It means that for every unit increase in the value of the level of leadership capacity there is a corresponding significant increase of .46 in the level of teaching effectiveness.

Likewise, in singular capacity the independent variable, well-being reflects a positive standardized beta value of 0.58 and a p-value of .00 which is less than the set .05 level of significance (2-tailed). It means that in singular capacity, well-being is a significant predictor of the level of teaching effectiveness. This means that for every unit increase in the value of the level of the well-being there is a corresponding significant increase of 0.58 in the level of teaching effectiveness in public elementary schools in Region XI. In addition, the combined influence of the two independent variables, leadership capacity, and the well-being on the teaching effectiveness is significant ($F = 80.45$, $p < .05$). Meanwhile, the model explains 80 percent of the variance of teaching effectiveness based on the independent variables included in this study as indicated by $R^2 = 0.80$. This means that 20 percent of the variance in teaching effectiveness can be attributed to other factors aside from leadership capacity, and well-being.

Significance of the Mediating Effect of Well-being on the Relationship between Leadership Capacity and Teaching Effectiveness

In order to assess the significance of well-being as mediator between leadership capacity and teaching effectiveness, the mediating analysis was conducted using JASP applications. In Table 3, the direct effects, indirect effects, total effects, and path coefficients are presented.

On the one hand, the direct effect of the independent variable, leadership capacity on the dependent variable, teaching effectiveness without considering the mediator, well-being is 0.967. It indicates that for each unit increase in the learning environment, teaching effectiveness increase by

0.967 units directly. This means that there is a significant relationship between the leadership capacity and teaching effectiveness, but still need to consider the mediation process to see if the relationship is explained by the well-being.

On the other hand, the indirect effect of leadership capacity on teaching effectiveness through well-being is 0.603. As such, leadership capacity affects the mediator variable well-being which then affects the dependent variable, teaching

Table 3

Significance of the Mediating Effect of Well-being on the Relationship between Leadership Capacity and Teaching Effectiveness

Independent Variable (IV) Dependent Variable (DV) Mediating Variable (MV)		Leadership Capacity Teaching Effectiveness Well-being		
		Standardized Beta (β)	Standard Error	p-value
Direct Effects (IV \rightarrow DV)				
Leadership Capacity on Teaching Effectiveness		0.967	0.054	<.001
Indirect Effects (IV \rightarrow MV \rightarrow DV)				
Leadership Capacity \rightarrow Well-being \rightarrow Teaching Effectiveness		0.603	0.059	<.001
Total Effects (IV \rightarrow DV)				
Leadership Capacity \rightarrow Teaching Effectiveness		1.570	0.071	<.001
Path Coefficients				
Well-being \rightarrow Teaching Effectiveness		0.576	0.026	<.001
Leadership Capacity \rightarrow Teaching Effectiveness		0.967	0.054	<.001
Leadership Capacity \rightarrow Well-being		1.047	0.092	<.001
R-Squared				
Teaching Effectiveness		0.802		
Well-being		0.245		

effectiveness. This suggests that well-being does play a role in explaining how the leadership capacity impacts teaching effectiveness.

Meanwhile, the total effect represents the combined effect of leadership capacity on teaching effectiveness, both directly and indirectly including the mediation via well-being. This means that the total effect of leadership capacity on teaching effectiveness is 1.570 units considering both direct and indirect pathways. Correspondingly, it is the overall influence of the independent variable, leadership capacity on the dependent variable, teaching variable which is larger than the direct effect because it includes the mediation pathway.

Moreover, The R-squared for teaching effectiveness is 0.802 indicating that approximately 80.2 percent of the variance in teaching effectiveness is explained by the model, which includes leadership capacity and well-being as predictors. It suggests a strong explanatory power because the model explains approximately 4/5 of the variability in teaching effectiveness. Accordingly, the R-squared for well-being is 0.245 which means that 24.5 percent of the variance in well-being is explained by the leadership capacity. This shows that Leadership capacity explains a good portion of

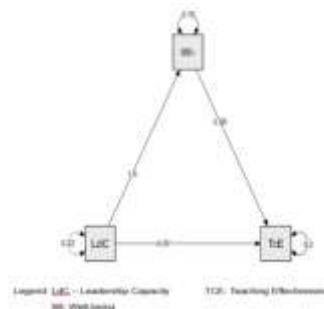
the variability in well-being.

Based on the mediation analysis results, well-being partially mediates the relationship between leadership capacity and teaching effectiveness, as shown by the indirect effect of 0.603. Partial mediation occurs because the direct effect (0.967) is still significant and positive, even though there is also an indirect effect (0.603) through the mediator, well-being. Also, since the direct effect is still substantial and not zero, the mediation is considered partial rather than full. With this, the mediation model suggests that well-being is an important pathway through which the leadership capacity influences teaching effectiveness, making this a significant and interpretable model for understanding how the leadership capacity impacts teaching effectiveness as portrayed in Figure 4.

Visually, Figure 4 shows that the path from leadership capacity to well-being has a standardized coefficient of 1.0 ($p > .05$), meaning that for every one unit increase in the leadership capacity, correspondingly well-being significantly increases by 1.0. The standard error of 0.22 is relatively small which suggests a highly significant path at the 95 percent confidence level. Adding on, the path from well-being to teaching effectiveness has a standardized coefficient of 0.58, which indicates that for each one unit increase in well-being, teaching effectiveness correspondingly increase by 0.58. Notably, the standard error of 0.75 is quite large relative to the coefficient (0.58). Meanwhile, the direct path from leadership capacity to teaching effectiveness is increased by 0.97 which is significant at 95% confidence level. The standard error of 0.20 is relatively small. As such, this path is statistically significant, suggesting that leadership capacity has a meaningful direct impact on teaching effectiveness.

Figure 4.

The Path Plot of Well-being as a Mediating Variable on the Relationship between Leadership Capacity and Teaching Effectiveness in Public Elementary Schools in Region XI



Profile of the Participants

Table 4 shows the profile of the participants in the qualitative phase of the study. There are 10 participants for the IDI and seven participants for the FGD, with a total of 17 participants. Among the participants are five males and 12 females, ages ranging from 24 to 54 years old, from public secondary schools in the different divisions of Region XI. There is one participant in each division of Davao Oriental, Mati City, Davao de Oro, Davao del Norte, Tagum City, Dava City, Island Garden City of Samal, Digos City, Davao del Sur, Davao Occidental and there are seven participants from the division of Panabo City that are purposively selected as the participants of the study to elicit the necessary data.

Table 4

Profile of the Participants

Participant Code	Sex	Age	Study Group	Division
IDI_01	F	34	IDI	Davao City
IDI_02	F	52	IDI	IGACOS

IDI_03	F	49	IDI	Davao del Sur
IDI_04	M	35	IDI	Digos City
IDI_05	M	32	IDI	Davao Occidental
IDI_06	M	40	IDI	Tagum City
IDI_07	M	35	IDI	Davao del Norte
IDI_08	F	37	IDI	Davao De Oro
IDI_09	F	24	IDI	Mati City
IDI_10	F	30	IDI	Davao Oriental
FGD_01	F	54	FGD	Panabo City
FGD_02	F	43	FGD	Panabo City
FGD_03	F	48	FGD	Panabo City
FGD_04	F	50	FGD	Panabo City
FGD_05	F	34	FGD	Panabo City
FGD_06	F	45	FGD	Panabo City
FGD_07	M	38	FGD	Panabo City

The Lived Experiences of Participants concerning Teaching Effectiveness

Presented in Table 5 are the lived experiences of the participants regarding the teaching effectiveness. In the IDI and FGD, the essential themes that generated from the statements of the participants are as follows: personalized and adaptive change, impact of external on teaching effectiveness, classroom struggles, reflection and growth in teaching, and professional development and collaborative learning.

Table 5
Lived experiences of the participants concerning teaching effectiveness

Essential Themes	Core Ideas
Personalized and Adaptive Teaching	<p>Using personalized teaching approaches to address the needs of non-readers, repeaters, and learners with difficult behaviors.</p> <p>Designing activities tailored to students' varying learning paces (e.g., slow learners vs. average learners).</p> <p>Engaging students and fostering deeper understanding through project-based and interactive learning methods</p> <p>Emphasizing foundational skills like reading and writing, ensuring learners absorb and apply these skills</p> <p>Leading to improved behavior, attendance, and motivation among students through personalized approaches.</p> <p>Prioritizing the creation of an environment where students feel empowered and motivated to learn.</p>

Impact of External Factors on Teaching Effectiveness	<p>Enhancing student progress through strong parental involvement and shared responsibility.</p> <p>Improving teaching effectiveness by ensuring access to teaching aids, technology, and learning materials.</p> <p>Influencing lesson planning and delivery through DepEd policies, grading systems, and standardized testing requirements</p> <p>Diverting time from lesson preparation due to ancillary duties (e.g., paperwork, reports), which reduces teaching effectiveness.</p> <p>Creating challenges in lesson flow and delivery with a congested or poorly designed curriculum.</p> <p>Affecting teacher morale and effectiveness when spending personal funds to meet classroom needs.</p>
Classroom Struggles	<p>Hindering effective teaching due to learners' lack of interest or short attention spans</p> <p>Challenging teachers when catering to students with disabilities or special needs in inclusive classrooms</p> <p>Leading to self-doubt and reflection among teachers when students fail to meet expected proficiency levels.</p> <p>Dividing attention and reducing effectiveness when juggling teaching duties with ancillary tasks (e.g., reports, programs).</p> <p>Presenting a constant challenge when managing difficult behaviors while respecting students' rights and policies.</p>
Reflection and Growth in Teaching	<p>Reflecting on strategies and lesson delivery when students underperform</p> <p>Prompting teachers to research and adopt new strategies due to low assessment results or disengagement.</p> <p>Realizing the importance of prioritizing teaching over ancillary tasks to improve effectiveness</p> <p>Keeping teachers updated on effective strategies through participation in training programs (e.g., SLAC sessions)</p> <p>Motivating teachers to find creative solutions when facing challenges like lack of resources or support.</p> <p>Focusing on the teaching-learning process rather than external pressures to achieve effectiveness.</p>
Professional Development and Collaborative Learning	<p>Providing updates on teaching strategies and DepEd mandates through monthly School Learning Action Cell (SLAC) sessions.</p> <p>Enhancing teaching practices by sharing challenges and solutions with colleagues during grade-level meetings.</p> <p>Helping teachers align their methods with DepEd standards through workshops on the new curriculum.</p> <p>Improving teaching effectiveness with school programs like Project ROSE (reading skills) and Project PARTNERS (ELLNA for struggling learners)</p> <p>Enhancing lesson delivery and student engagement through training on utilizing technology in teaching.</p> <p>Helping teachers address classroom challenges effectively by conducting research on teaching strategies.</p>

Role of the Experiences in Shaping the Beliefs of the Participants

Shown in Table 5.1 are the roles of experiences in shaping the beliefs of the participants on teaching effectiveness. The essential themes generated from the statements of the participants are as follows: student-teacher relationship and reflective teaching practice.

Table 5.1

Role of experiences in shaping the beliefs of the participants as regard to teaching effectiveness

Essential Themes	Core Ideas
<i>Student-Centered Teaching</i>	<p>Believing that effective teaching requires understanding the unique needs and individuality of each student</p> <p>Adapting teaching methods to suit diverse learning styles and paces</p> <p>Creating an environment where students feel respected, supported, and motivated</p> <p>Embracing the idea that teaching is a continuous learning process, requiring openness to feedback and new strategies</p> <p>Focusing not only on academic success but also on the emotional and psychological well-being of students</p>
<i>Reflective Teaching Practices</i>	<p>Using both positive and negative teaching experiences to refine strategies and approaches</p> <p>Reflecting on failures and successes to improve lesson delivery and classroom management</p> <p>Adjusting teaching methods based on student feedback and performance</p> <p>Setting clear personal teaching goals at the start of the school year to guide student growth</p> <p>Viewing challenges as opportunities for innovation and professional growth</p>

Table 5.2

Role of experiences in shaping the attitudes of the participants as regard to teaching effectiveness

Essential Themes	Core Ideas
<i>Empathy and Patience</i>	<p>Recognizing the importance of patience when dealing with diverse learners and challenging behaviors</p> <p>Understanding and addressing the emotional and psychological needs of students</p> <p>Building respectful and supportive relationships with students to foster trust and openness</p> <p>Using encouragement and motivation to inspire students to learn and grow</p> <p>Embracing the diversity of students' backgrounds, abilities, and learning styles</p>
<i>Resilience and Dedication</i>	<p>Viewing failures as opportunities to learn and improve teaching practices</p> <p>Staying dedicated to professional development and lifelong learning</p> <p>Remaining resilient in the face of classroom challenges, such as disengagement or lack of resources</p> <p>Managing multiple tasks (e.g., teaching, reports, programs) while maintaining focus on student learning</p> <p>Striving to motivate and inspire students despite obstacles or setbacks</p>

Table 5.3

Role of experiences in shaping the commitments of the participants as regard to teaching effectiveness

Essential Themes	Core Ideas
<i>Lifelong Learning and Improvement</i>	<p>Participating in training programs (e.g., SLAC sessions) to stay updated on effective teaching strategies</p> <p>Regularly reflecting on teaching methods and student outcomes to identify areas for improvement</p> <p>Embracing new technologies, curricula, and teaching approaches to enhance effectiveness</p> <p>Actively seeking feedback from students, colleagues, and supervisors to refine teaching practices</p> <p>Experimenting with new methods and tools to make lessons more engaging and effective</p>
<i>Student Success and Well-Being</i>	<p>Committing to providing individualized support to help students achieve their potential.</p> <p>Focusing on students' academic, emotional, and social growth</p> <p>Helping students build confidence and a love for learning through encouragement and positive reinforcement</p> <p>Ensuring that the classroom is a safe and inclusive environment for all students</p> <p>Striving to make a lasting positive impact on students' lives, beyond academic achievements</p>

Joint Display of the Salient Qualitative and Quantitative Findings

Presented in Table 6 are the findings of the salient points of the quantitative and qualitative strands of the research study focusing on well-being, leadership capacity, and teaching effectiveness of educators in Region XI. In particular, the table has four major parts: shown in the first column the aspect of focal point, the second column pertains to the quantitative findings, the third column refers to the qualitative findings, and the fourth column pertains to the nature of integration of both the quantitative and qualitative findings. In connection, the two data sets were compared for similarities and differences and integrated to draw a complete result related to converging ideas generated from the two strands. Further, in the merging analysis, the emphasis is the nature of data integration, which describes the merged quantitative and qualitative findings.

Table 6

Joint Display of Quantitative and Qualitative Results

Research Area	Quantitative Results	Qualitative Results	Nature of Integration
Student-Teacher Relationship	<p>- Mean: 4.62 (Very High)</p> <p>- SD: 0.43</p> <p>- Key indicators: Understanding students' feelings, fairness, helping students, optimism, good relations, inspiration, motivation, concern, kindness, clarity, problem-solving, care</p>	<p>- Personalized and Adaptive Teaching: Teachers use personalized approaches to address diverse student needs, fostering motivation and improved behavior.</p> <p>- Reflection and Growth: Teachers reflect on strategies and prioritize student-centered learning.</p> <p>- Empathy and Patience: Teachers build respectful relationships and</p>	Merging-converging

		focus on students' emotional and psychological well-being.	
Facilitative Classroom Environment	<ul style="list-style-type: none"> - Mean: 4.46 (Very High) - SD: 0.41 - Key indicators: Encouraging challenges, appreciation, classroom participation, involvement in activities, facilitation, acceptance of differences, encouragement for better performance. 	<ul style="list-style-type: none"> - Impact of External Factors: Teachers create a positive learning environment despite challenges like lack of resources or overcrowded classrooms. - Classroom Struggles: Teachers manage disruptions and maintain focus on learning. - Professional Development: Teachers enhance classroom practices through collaborative learning and training. 	Merging-expansion
Content and Pedagogical Skills	<ul style="list-style-type: none"> - Mean: 4.55 (Very High) - SD: 0.48 - Key indicators: Clear lesson objectives, use of examples, adaptability, clear explanations, effective communication, subject knowledge, preparation. 	<ul style="list-style-type: none"> - Personalized and Adaptive Teaching: Teachers adapt strategies to diverse learning styles and paces. - Reflection and Growth: Teachers refine methods based on student performance and feedback. - Professional Development: Teachers align methods with DepEd standards and use technology to enhance lessons. 	Merging-converging
Classroom Management	<ul style="list-style-type: none"> - Mean: 4.57 (Very High) - SD: 0.49 - Key indicators: Awareness of student attentiveness, self-confidence, attentiveness, control of disturbances, involvement in rule-setting. 	<ul style="list-style-type: none"> - Classroom Struggles: Teachers manage difficult behaviors while respecting students' rights. - Impact of External Factors: Teachers juggle teaching duties with ancillary tasks, affecting classroom management. - Reflection and Growth: Teachers prioritize teaching over ancillary tasks to improve effectiveness. 	Merging-converging
Singular Influence of Predictors	<ul style="list-style-type: none"> - Leadership Capacity: - Standardized Coefficient (β): 0.46 - t-value: 17.80 - p-value: .00 (Significant) - Well-being: - Standardized Coefficient (β): 0.58 - t-value: 22.42 - p-value: .02 (Significant) 	<ul style="list-style-type: none"> - Leadership Capacity: Teachers with strong leadership skills create a positive and motivating environment, enhancing teaching effectiveness. - Well-being: Teachers who experience high well-being are more resilient, motivated, and effective in their roles. 	Merging-converging
Combined Influence of Predictors	<ul style="list-style-type: none"> - R: 0.90 - R²: 0.80 - F-statistic: 804.45 - p-value: .00 (Significant) 	<ul style="list-style-type: none"> - Leadership and Well-being: The combination of strong leadership and high well-being creates a synergistic effect, fostering a supportive and effective teaching environment. - Professional Development: Leadership capacity and well-being are reinforced through training, collaboration, and reflective practices. 	Merging-converging
Mediating Effect of Well-being	<ul style="list-style-type: none"> - Direct Effect (Leadership → Teaching Effectiveness): - β: 0.967 - $p < .001$ - Indirect Effect (Leadership → Well-being → Teaching Effectiveness): - β: 0.603 - $p < .001$ - Total Effect (Leadership → 	<ul style="list-style-type: none"> - Leadership Capacity: Strong leadership fosters teacher well-being by providing support, resources, and motivation. - Well-being as a Mediator: Teachers with high well-being are better equipped to translate leadership support into effective teaching practices. - Reflection and Growth: Well- 	Merging-converging

	Well-being): - β : 1.570 - $p < .001$	being enables teachers to reflect on their practices and adapt to challenges, enhancing their effectiveness.	
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Discussion

The results of the study revealed that the leadership capacity of public elementary school teachers in Region XI was rated very high, indicating strong engagement in collaborative leadership, shared vision, and data-informed decision-making. This supports existing literature on high-capacity schools, particularly Lambert's model of leadership as a collective endeavor, where sustainable school improvement is achieved through broad-based participation. The findings are further reinforced by local studies highlighting the growing trend of shared leadership and teacher empowerment in Philippine public schools, demonstrating that leadership is a critical foundation for student and institutional success.

Teaching effectiveness among teachers in Region XI was also found to be consistently very high. Teachers demonstrated strong instructional practices, student engagement strategies, and a commitment to professional responsibilities. Effective teaching in this context is shown to be multifaceted, involving not only mastery of content and pedagogy but also the ability to foster positive student relationships and maintain classroom discipline. These results are in alignment with previous studies that underscore the importance of teacher quality as a key driver of student achievement and affirm that teachers in Region XI meet high professional standards.

A facilitative learning environment and strong pedagogical knowledge were identified as major contributors to effective teaching. Classrooms were learner-centered, inclusive, and conducive to critical thinking and student participation. Teachers showed confidence in their content knowledge and the ability to adjust instruction to meet diverse student needs, reflecting strong pedagogical content knowledge. These conditions support the Universal Design for Learning principles and align with frameworks like Shulman's Pedagogical Content Knowledge, which emphasize the integration of subject mastery with effective instructional delivery.

Effective classroom management and strong student-teacher relationships were consistently evident among educators. Classrooms were well-organized and efficiently run, allowing for more instructional time and less disruption. Teachers cultivated nurturing relationships with students, creating safe and supportive environments that promoted student motivation, participation, and resilience. These interpersonal dynamics were shown to be vital for academic success, especially among students who may face external challenges.

The well-being of teachers in Region XI was also rated very high, highlighting their positive emotional, psychological, and professional state. The study underscored that teacher well-being is closely linked to leadership and teaching effectiveness. When teachers feel supported, valued, and engaged, they are more capable of delivering high-quality instruction. This reflects findings from both international and local research that emphasize the importance of well-being for sustaining teacher performance, creativity, and commitment to students.

Furthermore, the study found that teacher well-being significantly mediates the relationship between leadership capacity and teaching effectiveness. Leadership not only impacts teaching directly but also indirectly by fostering environments that enhance teacher well-being. The mediation analysis showed that while leadership capacity has a strong direct effect on teaching, it also operates through improving well-being, which in turn boosts teaching effectiveness. This dual pathway confirms that leadership and well-being are deeply intertwined elements in achieving educational quality.

Finally, qualitative data from the lived experiences of teachers provided deeper insights into how they perceive and achieve teaching effectiveness. Five major themes emerged: personalized and adaptive teaching, the impact of external factors, classroom struggles, reflective growth, and professional collaboration. Teachers expressed that their effectiveness is shaped by ongoing learning, empathy, resilience, and a shared commitment to student success. These narratives underscore the importance of teacher agency, continuous development, and the need for supportive school cultures that nurture both personal and professional growth.

CONCLUSION

Based on the study's findings, it was concluded that leadership capacity, well-being, and teaching effectiveness among educators in Region XI were all rated very high, indicating their consistent and strong presence in the educational environment. Educators demonstrated active leadership through shared vision and reflective practices, while their well-being was supported by strong social ties and a positive work atmosphere. Teaching effectiveness was evident in student engagement, classroom management, and pedagogical strength. Furthermore, leadership capacity and well-being significantly influenced teaching effectiveness, highlighting the importance of investing in leadership development and well-being initiatives to enhance educational outcomes. Notably, teacher well-being was found to mediate the relationship between leadership capacity and teaching effectiveness, emphasizing that supportive leadership indirectly boosts instructional quality by enhancing emotional well-being. Qualitative data reinforced these conclusions, with participants sharing experiences that reflected themes such as adaptive teaching, external influences, professional growth, and deep personal commitment to teaching. The integration of quantitative and qualitative findings revealed convergence, confirming the consistency and reliability of the study's results.

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