

# WORK ENGAGEMENT AND PSYCHOLOGICAL WELL-BEING ON INSTRUCTIONAL ADAPTABILITY OF TEACHERS

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## ABSTRACT

*Work Engagement and Psychological Well-Being on Instructional Adaptability of Teachers examined how work engagement and psychological well-being influence teachers' instructional adaptability. The respondents were public school teachers from Maramag Districts 1, 2, and 3 in the Division of Bukidnon during School Year 2025–2026. The study used a quantitative descriptive-correlational design, and the data were analyzed using descriptive statistics, correlation, and regression techniques.*

*The findings showed that teachers have generally high work engagement, especially in vigor and dedication, while idea realization was relatively lower. Psychological well-being was at a moderate level, with purpose in life emerging as the strongest area and personal growth as the weakest. Instructional adaptability was also considered very good. The correlation analysis showed a strong positive and significant relationship between work engagement and instructional adaptability. Regression analysis further revealed that purpose in life, idea realization, environmental mastery, vigor, dedication, positive relations, autonomy and self-acceptance are predictors of instructional adaptability of teachers.*

**Keyword:** *Work Engagement, Psychological Well-being, Instructional Adaptability, Public School Teachers, Maramag Bukidnon*

## 1. INTRODUCTION

Teachers' instructional adaptability has become a central concern worldwide, as rapid curricular reforms, technological changes, and increasingly diverse learners require teachers to continuously adjust their strategies, materials, and assessments. However, many remain constrained by limited resources, large classes, and rigid accountability systems that keep instruction traditional and teacher-centered. In the Philippines, the DepEd Revised MATATAG Curriculum heightens expectations for teachers to design competency-based, learner-centered lessons, integrate 21st-century skills, and use ongoing assessment data to modify teaching for varied learning needs flexibly, but national reviews and field reports indicate that many are still not sufficiently equipped through pre-service preparation and in-service training to operationalize these adaptive practices in everyday classrooms. Public school teachers often struggle to differentiate tasks, integrate ICT meaningfully, and shift approaches in response to learner progress because of overcrowded classes, limited materials, and heavy administrative loads, which collectively weaken their instructional

adaptability despite policy demands. In Maramag, these systemic challenges are evident as teachers face mixed-ability classes, learners with socio-economic and learning gaps, and simultaneous implementation of the DepEd Revised MATATAG Curriculum, yet have little time and structured support to redesign lesson plans, experiment with flexible methods, or localize materials; this context underscores a clear problem and research gap regarding the level of teachers' instructional adaptability and its possible links with their work engagement and psychological well-being in Maramag's public schools.

Work engagement can strengthen teachers' instructional adaptability, leading them to exhibit higher levels of adaptability even under conditions of dynamic classroom demands (Chen et al., 2023). Similarly, the vigor and dedication inherent in work engagement boost adaptability through teachers' cognitive absorption, moderated by psychological resources (Tolentino et al., 2025). Moreover, sustained engagement fosters proactive adjustments in teaching strategies amid resource constraints, enhancing overall instructional flexibility (Bakker & Demerouti, 2017). These

findings speak to the presence of work engagement that sustains instructional adaptability universally in various educational systems.

Psychological well-being can strengthen teachers' instructional adaptability, leading them to exhibit higher levels of adaptability even under conditions of stressful teaching environments (Espinoza-Díaz et al., 2023). Similarly, dimensions of well-being such as emotional mastery and purpose boost adaptability through teachers' resilience, moderated by supportive school climates (Gilar-Corbi et al., 2025). Moreover, sustained psychological well-being fosters flexible responses to learner diversity amid workload pressures, enhancing overall instructional effectiveness (Mansfield et al., 2020). These findings speak to the presence of psychological well-being that sustains instructional adaptability universally in various educational systems.

### ***1.1.Objectives of the Study***

This study aimed to address the connection by exploring the interplay between work engagement, psychological well-being, and instructional adaptability among teachers in Maramag Districts of the Division of Bukidnon for school year 2025-2026. Specifically, this study sought to answer the following question; Specifically, this study sought to answer the following question;

1. Determine the level of work engagement of teachers in terms of:
  - a. vigor;
  - b. dedication; and
  - c. idea realization.
2. Determine the level of psychological well-being of teachers in terms of:
  - a. autonomy;
  - b. environmental mastery;
  - c. personal growth;
  - d. positive relations;
  - e. purpose in life; and
  - f. self-acceptance.

3. Determine the level of instructional adaptability of teachers in terms of:

- a. adaptive processes;
  - b. adaptability conditions;
  - c. adaptability consequences; and
  - d. adaptability context.
4. Ascertain whether there is a significant relationship between instructional adaptability and:
- a. teachers' work engagement; and
  - b. their level of psychological well-being.
5. Identify the variable/s, singly or in combination, that best predict/s teachers' instructional adaptability.

## **2. METHODOLOGY**

This section described the methodologies used for data collection and analysis, including the research design, participant selection, study setting, data collection instruments, data gathering procedures, ethical considerations, and statistical techniques applied to the data.

### ***2.1. Research Design***

This study employed a quantitative research design, specifically a descriptive-correlational design, to assess relationships among two or more variables. The descriptive design helps describe the levels of work engagement, psychological well-being, and instructional adaptability skills of teachers. A correlational design is used to examine the relationship between the independent variables, work engagement and psychological well-being, and the dependent variable, instructional adaptability, of teachers.

### ***2.2. Locale of the study***

The study conducted exclusively within the Maramag District of the Division of Bukidnon, Department of Education (DepEd) Region X, Northern Mindanao, Philippines, encompassing District 1, District 2, and District 3 that collectively serve public elementary and secondary schools across Maramag's 25 barangays spanning 462.50 square kilometers, presenting diverse educational contexts from relatively urbanized central schools in Poblacion to remote upland barangays like

Sayre and San Miguel featuring challenging terrain, seasonal flooding, and resource-limited classrooms serving indigenous Manobo and Higaonon learners alongside Hiligaynon and Cebuano-speaking students with mixed-ability classes averaging 45-55 students and 28% indigenous enrollment. This locale proves ideal for examining instructional adaptability under DepEd Revised MATATAG Curriculum implementation, as Maramag teachers navigate limited ICT infrastructure, multigrade arrangements in isolated sitios, and curriculum demands that mirror broader rural DepEd challenges while maintaining research feasibility through the Maramag District Office in Poblacion, with sampling proportionally representing District 1 (urban core, 30%), District 2 (peri-urban transition, 40%), and District 3 (remote upland barangays, 30%) to ensure findings directly inform the Maramag Education Development Plan and localized MATATAG strategies for equitable indigenous education and teacher retention.

### 2.3. Respondents of the Study

This study's respondents were randomly selected Department of Education (DepEd) basic education teachers from the different schools under Maramag Districts 1, 2, and 3, Division of Bukidnon, for the academic year 2025–2026. This study focuses on DepEd basic education teachers, specifically in the Municipality of Maramag, Bukidnon, examining the connections between their work engagement, psychological well-being, and instructional adaptability. Total enumeration was applied to determine the sample size of the 250 public school teachers.

The study's respondents were the DepEd basic education teachers in the school districts of Maramag, Bukidnon. However, only those who agreed to participate were given the questionnaire. An informed consent form was also provided, outlining the research objectives, assuring their privacy, and requesting voluntary participation. Table 1 shows the sample size distribution.

Table 1. Distribution of Respondents by Districts

Name of District	No. of Teachers (N)	No. of Respondents (n)	Actual Percentage (%)
Maramag District 1	180	75	30%
Maramag District 2	180	75	30%
Maramag District 3	240	100	40%
TOTAL	600	250	100%

### 2.4. Research Instruments

A survey questionnaire used to gather data pertinent to the variables of the study, namely work engagement, psychological well-being, and instructional adaptability of teachers. Three instruments will be adopted and modified by previous researchers to suit the local context of Maramag public schools. Before the actual data collection, the research instrument will undergo pilot testing among non-respondent teachers to examine its clarity, appropriateness, and overall reliability. In addition, formal letters requesting permission to use, adopt, and modify the original questionnaires will be sent to each proponent, and proper acknowledgment will be observed in the conduct and reporting of the study.

#### A. Work Engagement

The instrument used for measuring work engagement was the Utrecht Work Engagement Scale (UWES), adopted from the study of Briones et al. (2023), with a Cronbach's Alpha of 0.93 from pilot testing conducted among Maramag teachers. The instrument consists of 17-item statements which were analyzed and interpreted using the following range and descriptive rating:

#### B. Psychological Well-being

The instrument used for measuring psychological well-being was the Ryff Scales of Psychological Well-Being (Short Form), adopted from the study of Orbuda (2025), and with a Cronbach's Alpha of 0.92 from pilot testing conducted among Maramag teachers. The instrument consists of 42-item

statements which were analyzed and interpreted using the following range and descriptive rating:

#### B. Instructional Adaptability of Teachers

Instructional adaptability of teachers is the flexible ability to adjust teaching methods and strategies effectively in response to classroom needs and challenges in English higher education. The instrument for measuring instructional adaptability is adapted from Rostami et al. (2023). The instrument consists of statements analyzed and interpreted using the following scale:

##### **2.5. Data Gathering Procedure**

To explore the relationship between work engagement, psychological well-being, and instructional adaptability of teachers, a combination of quantitative methods is employed. Surveys and questionnaires are used to gather quantitative data on teachers' work engagement, psychological well-being, and instructional adaptability. These tools provide measurable insights into the variables under study. Additionally, survey questionnaires are conducted to collect quantitative data, allowing for a deeper understanding of teachers' experiences and perspectives in their unique rural teaching contexts.

##### **2.6. Statistical Treatment**

Using the statistical package for the social sciences (SPSS) statistics software, the data are summarized, visualized, and interpreted. It involves descriptive statistics that show mean averages and scores to assess and support the levels of work engagement, psychological well-being, and instructional adaptability of teachers. After gathering data, the data are analyzed using Pearson correlation coefficients to test the relationships between variables. Additionally, to identify the strongest basis for instructional adaptability, multiple linear regression analysis is deployed.

##### **2.7. Ethical Considerations**

Before conducting this study on work engagement, psychological well-being, and instructional adaptability of teachers, strict privacy is fully discussed, and informed consent is obtained from all the respondents involved in the study. For the data, confidentiality and anonymity are strictly implemented to maintain and protect the information of the respondents and avoid any

harm to participants, which could involve their professional relationships.

To ensure the study's integrity, researchers prioritize ethical considerations, promoting a collaborative and respectful dynamic with participants and maintaining the utmost standards of trust and professionalism.

### **3. RESULTS AND DISCUSSION**

This section interprets and analyzes the data collected from the study on "Work Engagement and Psychological Well-Being on Instructional Adaptability of Teachers." It discusses the findings in relation to the research objectives, highlighting key patterns and relationships among work engagement, psychological well-being, and instructional adaptability. Relevant literature contextualizes these results, elucidates underlying reasons for the observed associations, and positions the current study within the wider discourse on teacher adaptability and teacher professional development.

#### **3.1. Work Engagement of Teachers**

Table 2 provides the work engagement levels among the teacher respondents. The mean score for overall work engagement is 3.60, which is descriptively rated as "Usually" and interpreted as high work engagement. Among the three dimensions, the mean score for vigor is 3.87, the highest among the sub-dimensions, followed by dedication with a mean of 3.84, both interpreted as high work engagement. In contrast, idea realization obtained the lowest mean score of 3.11, which corresponds to the "Seldom" frequency and is interpreted as low work engagement. These results suggest that teachers are generally engaged but less so in terms of deep immersion in their tasks. The relatively lower mean for idea realization points to a gap between teachers' energy and commitment and their actual level of cognitive absorption during instruction.

This indicates a notable discrepancy between the teachers' physical and mental energy and professional commitment versus their actual immersion in the tasks. While teachers possess the energy and sense of purpose reflected in the relatively higher mean scores for vigor and dedication, they appear to struggle with achieving a state of "flow" or deep concentration, as indicated by the lower mean score for idea realization. The high mean scores in vigor and

dedication suggest a strong vocational foundation; however, the low mean score in idea realization suggests that teachers may be easily distracted or overwhelmed by external factors, preventing them from becoming fully engrossed in their instructional activities.

These findings suggest that while the teaching workforce is resilient and committed, the instructional environment may be hindering deep cognitive engagement. The low mean score for idea realization implies that teachers are performing their duties but perhaps in a fragmented manner, likely due to heavy administrative load or shifting classroom demands. Since the mean scores for vigor and dedication remain high, the potential for high instructional adaptability exists, but it is currently limited by a lack of absorption or focus. Improving the state of idea realization is crucial, as teachers who cannot fully immerse themselves in their work may find it more difficult to spontaneously adapt their strategies to meet the complex needs of their students.

The findings of this study are consistent with recent research by Srimulyani, who observed that

while teachers often report high levels of vigor and dedication, their “absorption” or focus scores are frequently lower, suggesting a more moderate level of deep engagement (Srimulyani, 2022). Similarly, Tan and Guo found that dedication typically ranks as the highest dimension of work engagement in primary and secondary schools, whereas focus and vitality often trail behind (Tan & Guo, 2023). The challenges of maintaining full immersion in the modern educational landscape are further highlighted by Santmajor et al., who note that increasing quality consciousness and student-centric demands exert significant pressure on teachers, potentially disrupting their state of flow (Santmajor et al., 2022). Furthermore, Mişu emphasizes that a high overall level of engagement is essential for teachers to effectively adapt to changing pedagogical environments, particularly during times of educational transition (Mişu, 2020). Finally, Antoniou et al. suggest that the overlapping roles teachers must assume, ranging from academic instructor to social counselor, can lead to fragmented attention, explaining why indicators of focus and immersion might score lower than general dedication or physical energy (Antoniou et al., 2023).

**Table 2. Mean Scores of Work Engagement of Teachers**

INDICATORS	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
Vigor	3.87	Usually	High Work Engagement
Dedication	3.84	Usually	High Work Engagement
Idea Realization	3.11	Seldom	Low Work Engagement
OVERALL MEAN	3.60	Usually	High Work Engagement

### 3.2. Psychological Well-Being of Teachers

Table 3 presents the summary of the psychological well-being scores for the teacher respondents. The data reveal that the mean score for overall psychological well-being is 3.08, which is descriptively rated as “Neutral” and qualitatively interpreted as moderate well-being according to the researcher’s classification. Among the summarized dimensions, purpose in life achieved the highest mean score of 3.45. Conversely, personal growth received the lowest mean score of 2.79. Other dimensions, such as autonomy (with a mean of 3.16, positive relations (with a mean of 3.13, and environmental mastery (with a mean of

2.94, also fall within the neutral or moderate range.

The analysis indicates a consistent moderate level of psychological functioning across all surveyed areas. While teachers possess a relatively stronger sense of purpose, reflected in the higher mean score for purpose in life, their lower mean scores for growth and environmental mastery suggest they are struggling to translate that purpose into active professional development or effective control of their work environment. The lowest mean score in personal growth is particularly revealing, suggesting that teachers may feel stagnant in their current roles. This uniformity in “Neutral” mean scores reflects a workforce that is

psychologically stable enough to fulfill daily duties but lacks the peak eudaimonic well-being required for high-level innovation and adaptability.

These “Moderate” scores suggest that teachers are operating in a state of psychological equilibrium that may lack the “surplus” energy needed for instructional adaptability. A teacher who is only moderately autonomous or moderately growth-oriented may be less likely to embrace new, challenging teaching methods. Because well-being is a complex construct involving personal growth and self-actualization, these moderate levels indicate a need for health-promotion strategies within the school system (García-Álvarez et al., 2021). If these dimensions are not elevated, teachers may experience increased stress when faced with shifting educational demands, as their current moderate state provides only a limited buffer against the pressures of the profession (Muhammad & Syahid, 2022; Okeke et al., 2022).

These results are consistent with the eudaimonic model of well-being, which emphasizes that

individuals must have a positive attitude toward themselves while acknowledging both their “good and terrible attributes” to maintain psychological health in the workplace (Okeke et al., 2022). Scholarly literature indicates that higher levels of psychological well-being are significant predictors of teacher performance, as happier and less stressed educators are better equipped to manage heavy workloads (Muhammad & Syahid, 2022). Furthermore, contemporary research associates high well-being with “positive affect” and a “sense of coherence,” which allows individuals to maintain control over their work environment and experience rewarding relationships with others (Ebrano & Apostol, 2024). Modern assessments of flourishing also suggest that true well-being goes beyond daily happiness to include “optimism” and a sense of “social contribution” (Zhou et al., 2024). Consequently, to improve instructional adaptability, support should be implemented that focuses on fostering these deeper eudaimonic dimensions, moving teachers from a state of moderate functioning to one of professional flourishing (García-Álvarez et al., 2021; Zhou et al., 2024).

**Table 3. Mean Scores of Psychological Well-Being**

INDICATORS	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
Autonomy	3.16	Neutral	Moderate Well-Being
Environmental Mastery	2.94	Neutral	Moderate Well-Being
Personal Growth	2.79	Neutral	Moderate Well-Being
Positive Relations	3.13	Neutral	Moderate Well-Being
Purpose in Life	3.45	Neutral	Moderate Well-Being
Personal Growth	2.79	Neutral	Moderate Well-Being
OVERALL MEAN	3.08	Neutral	Moderate Well-Being

### 3.3. Instructional Adaptability of Teachers

Table 4 presents the major components of instructional adaptability among the teacher respondents. The findings reveal that the mean score for overall instructional adaptability is 3.39, which is descriptively rated as “Moderate” and qualitatively interpreted as adaptability skills being good. Among the indicators, adaptive processes received the highest mean score of 3.62, interpreted as “High,” while adaptability context received the lowest mean of 3.27, interpreted as “Moderate.” Interestingly, although adaptability consequences had a higher numerical mean of 3.53, it was labeled as “Moderate,” whereas

adaptability conditions, with a mean of 3.14, were labeled as “High,” reflecting the specific evaluative framework used by the researcher.

The analysis indicates that while teachers possess a relatively strong grasp of the “how-to” of adaptation, demonstrated by the high mean score of adaptive processes, with the mean of 3.62, they perceive the environment and the systemic outcomes of these efforts as only moderate. The lower mean score of adaptability context, with the mean of 3.27, is particularly telling, as it suggests that the institutional environment or the teachers’ own readiness for professional change is not yet at an “Excellent” or even “Very Good” level. The

overall moderate mean score of 3.39 highlights a workforce that is competent in making classroom adjustments but lacks the contextual support and professional learning structures needed to transition from temporary fixes to sustained instructional innovation.

These results suggest that instructional adaptability is currently a high-effort individual activity rather than a seamless organizational culture. The disparity between the higher mean score of adaptive processes and the lower mean score of adaptability context indicates that teachers are likely adapting in spite of systemic hurdles rather than because the system facilitates it. If the moderate mean score of adaptability context, with the mean of 3.27, is not addressed, there is a risk that the teachers' high-level adaptive efforts, with the mean of 3.62, will lead to burnout rather than long-term improvement. For adaptability to flourish, the context must shift from a series of individual technical adjustments to a recursive, collaborative process embedded within the school's professional identity (Brown et al., 2021; Dobbs et al., 2016).

These results align with contemporary research that frames teacher learning as a "recursive,

adaptive, and elaborative process" that is deeply influenced by the socio-cultural dynamics of the professional group (Brown et al., 2021). Scholarly literature emphasizes that while teachers may initially perceive instructional change as technical and straightforward, they eventually encounter complex "adaptive challenges" that require deeper systemic support and collaboration within school-based teams (Dobbs et al., 2016; Preast & Burns, 2018). Furthermore, recent findings highlight that a teacher's "readiness for change" is a critical factor in their ability to embrace new practices, particularly during periods of educational disruption (Eden, 2024). Studies in professional development also suggest that while teachers can improve their adaptive practices through targeted programs, these efforts are most effective when they are integrated into a system-wide "PD mission" rather than being isolated technical training (Kahmann et al., 2022; Pak et al., 2020). Ultimately, creating a "pedagogical habitus" through professional learning communities can provide the necessary platform for teachers to expand their teaching repertoires and refocus on student learning amidst the rapid pace of change in 21st-century education (Feldman, 2016).

**Table 4. Mean Scores of Instructional Adaptability**

INDICATORS	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
Adaptive Processes	3.62	High	Adaptability Skills are Very Good
Adaptability Conditions	3.14	High	Adaptability Skills are Very Good
Adaptability Consequences	3.53	Moderate	Adaptability Skills are Good
Adaptability Context	3.27	Moderate	Adaptability Skills are Good
OVERALL MEAN	3.39	Moderate	Adaptability Skills are Good

**Correlational Analysis Between Work Engagement, Psychological Well-Being, and Instructional Adaptability**

Table 5 displays the correlational analysis between work engagement and the instructional adaptability of teachers. The data reveal that the overall mean of work engagement has an R-value of 0.793 with a P-value of 0.000. Among its specific dimensions, idea realization yielded the highest correlation, with an R-value of 0.573 and a P-value of 0.000, followed by vigor, with an R-value of

0.532 and a P-value of 0.000, and dedication, with an R-value of 0.459 and a P-value of 0.000. All computed R-values are significant at the 0.01 level. This pattern of results shows that not only is the overall work engagement clearly connected to instructional adaptability, but each of its key dimensions also contributes meaningfully to how flexibly teachers adjust their instruction. The consistently high R-values and very low P-values across all dimensions further confirm that the

observed relationships are both practically and statistically significant.

The results indicate a strong, positive, and significant correlation between the overall work engagement of teachers and their instructional adaptability. Specifically, the R-value of 0.793 suggests that as teachers' levels of engagement increase, their ability to adapt their instructional methods also improves significantly. The sub-dimensions likewise show moderate to strong positive correlations, indicating that energy (vigor), commitment (dedication), and the capacity to transform concepts into classroom practice (idea realization) are all statistically linked to pedagogical flexibility.

The significant relationship suggests that highly engaged teachers possess the psychological and behavioral resources necessary to navigate changing classroom dynamics. When teachers are vigorous and dedicated, they do not merely perform routine tasks but actively seek ways to refine their instruction to meet student needs. The high correlation of "Idea Realization," with an R-value of 0.573 and a P-value of 0.000, implies that engagement is not just about feeling positive; it is about the active application of creative solutions in teaching. This means that teachers who are deeply connected to their work are more likely to be "buoyant" and resilient, allowing them to adjust their strategies when faced with instructional hurdles or diverse learner profiles.

These findings are consistent with recent literature stating that work engagement serves as a critical predictor of adaptive resources in educational settings (Ye et al., 2023). Research indicates that teachers with high levels of vigor and dedication are better positioned to exhibit superior adaptability when facing evolving work demands and organizational changes (Li & Yu, 2024). Furthermore, engaged educators are more likely to possess the mental resilience needed to adapt to new teaching environments, as seen during the transition to digital or remote instruction (Fan et al., 2023; Mişu, 2020). This suggests a cyclical relationship where a positive emotional state and high job involvement enable teachers to "constructively regulate" their functions in uncertain circumstances (Davis et al., 2024; Fan et al., 2023). Ultimately, high work engagement empowers teachers to move beyond traditional methodologies toward more student-centric, innovative, and adaptable

practices (Meria et al., 2023; Santmajor et al., 2022).

Table 5. Correlational Analysis Between Work Engagement, Psychological

Well-Being, and Instructional Adaptability

INDEPENDENT VARIABLE	R-Value	Probability
Work Engagement Overall Mean	.793	.000**
Vigor	.532	.000**
Dedication	.459	.000**
Idea Realization	.573	.000**

\*\* Correlation is significant at the 0.01 level (2-tailed).

Regression Analysis of Variables that Best Predict Instructional Adaptability

The final regression model identifies eight significant predictors of instructional adaptability. Idea Realization emerged as the most powerful predictor, with the highest standardized beta coefficient of 0.293, a substantial t-value of 7.191, and a probability level of 0.000. This is followed closely by Purpose in Life, with a nearly equal standardized beta coefficient of 0.292, a high t-value, and a probability level of 0.000. Other components such as Vigor, with a standardized beta coefficient of 0.194 and a probability level of 0.000, and Dedication, with a standardized beta coefficient of 0.183 and a probability level of 0.000, also contribute significantly to the model. Environmental Mastery, Positive Relations, and Autonomy also show statistical significance at probability levels ranging from 0.000 to 0.001, while Self-Acceptance significantly contributes to the model with the smallest relative influence, with a standardized beta coefficient of 0.105 and a probability level of 0.009.

The regression results support the primary hypothesis of the study, demonstrating that both work engagement and psychological well-being are robust predictors of instructional adaptability.

The high R-squared value of .758 indicates that nearly 76% of a teacher's ability to adjust their instruction is influenced by these internal psychological and professional factors. Notably, the superior influence of "Idea Realization" and "Purpose in Life" compared to more passive traits suggests that a teacher's drive to manifest creative concepts and their sense of professional meaning are more critical for adaptability than simple job satisfaction.

These findings reinforce the argument that teacher adaptability is a defining feature of effective teaching work, involving the capacity to respond to novelty and uncertainty (Collie & Martin, 2016). The high predictive value of Idea Realization aligns with research suggesting that psychological well-being supports instructors in teaching creatively and implementing effective instructional strategies (Kong, 2021). Furthermore, the significance of Environmental Mastery as a predictor confirms that a teacher's sense of competence in managing their professional environment provides them with the flexibility to shape classroom contexts to suit diverse needs (Gast et al., 2022). This mirrors existing studies, which found that adaptability serves as a critical protective resource that positively impacts workplace engagement and overall functioning (Vincent et al., 2023). The overall model significance highlights that when teachers possess high emotional maturity and well-being, they are better equipped to handle the demands of professional growth (Meher et al., 2025).

An unexpected nuance is the relatively lower weight of "Self-Acceptance" in the model compared to "Purpose in Life." This implies that even a teacher who is comfortable with themselves may not be "adaptable" if they lack a clear sense of directedness or meaning in their professional life. The implication for educational administration is profound: school leaders should prioritize the cultivation of teacher "Purpose" and "Idea Realization" over mere general morale-building. Rather than simple administrative tasks, professional development should facilitate sessions that encourage teachers to turn their pedagogical ideas into classroom realities and reconnect with their sense of vocational meaning (Demir et al., 2025). This approach transitions the teacher from a routine practitioner to an adaptable pedagogical innovator (Dumbi &

Indrasari, 2024). Based on the unstandardized coefficients beta from Table 19, the equation to predict Instructional Adaptability (Y) is:  $Y = -0.025 + 0.240(X_1) + 0.185(X_2) + 0.090(X_3) + 0.085(X_4) + 0.118(X_5) + 0.123(X_6) + 0.101(X_7) + 0.087(X_8)$

Where:

Y = Instructional Adaptability

X<sub>1</sub> = Purpose in Life

X<sub>2</sub> = Idea Realization

X<sub>3</sub> = Environmental Mastery

X<sub>4</sub> = Vigor

X<sub>5</sub> = Dedication

X<sub>6</sub> = Positive Relations

X<sub>7</sub> = Autonomy

X<sub>8</sub> = Self-Acceptance

As the model demonstrates, the null hypothesis stating that no single variable or combination of variables predicts instructional adaptability is rejected, with an F-value of 88.314 and a probability level of .000. For educational administrators, these findings suggest that the highest returns on teacher adaptability come from prioritizing deep psychological flourishing and active professional engagement. Future interventions should focus on the synergy between a teacher's sense of purpose and their ability to realize innovative ideas to maximize classroom resilience and instructional effectiveness (Mendes et al., 2016; Zaki, 2016).

Table 6. Regression Analysis Between Work Engagement, Psychological Well-Being and Instructional Adaptability

Predictor Variables	Unstandardized Coefficients		Standardized Coefficients				
	B	Std. Error	Beta	t	Sig.		
(Constant)	-.025	.160		-.154	.878		
PURPOSE IN LIFE	.240	.046	.292	5.218	.000		
IDEA REALIZATION		.185	.026	.293	7.191	.000	
ENVIRONMENTAL MASTERY			.090	.022	.144	4.140	.000
VIGOR			.085	.020	.194	4.137	.000
DEDICATION			.118	.024	.183	4.862	.000
POSITIVE RELATIONS			.123	.035	.130	3.533	.000
AUTONOMY			.101	.030	.115	3.430	.001
SELF-ACCEPTANCE			.087	.033	.105	2.624	.009
R = .871      R2 =.758      F-value = 88.314      Probability=.000							

#### 4. CONCLUSION

1. Teachers demonstrated a high level of work engagement overall. In terms of vigor, teachers displayed strong physical and mental energy, showing that they are willing to exert effort in their teaching duties and persist even when faced with challenges. With respect to dedication, teachers exhibited a high sense of pride, enthusiasm, and commitment to their profession, reflecting a meaningful and purposeful orientation toward their work. However, in terms of idea realization, teachers showed a relatively lower level of deep cognitive immersion, suggesting that while they are energetic and committed, many have yet to fully experience a state of flow or complete absorption in their instructional tasks.
2. Teachers demonstrated a moderate level of psychological well-being across all dimensions. Regarding autonomy, teachers showed a moderate capacity for independent thinking and self-direction in their

professional roles. In terms of environmental mastery, teachers had a moderate ability to manage and adapt to their surrounding work conditions. Personal growth emerged as the weakest dimension, indicating that many teachers feel limited in their sense of ongoing development and self-improvement. With respect to positive relations, teachers maintained a moderate degree of meaningful and trusting relationships with colleagues and learners. Purpose in life was the strongest dimension, reflecting that teachers possess a clear sense of direction and meaning in their vocation. In terms of self-acceptance, teachers showed a moderate degree of positive self-regard and acknowledgment of their own strengths and limitations.

3. Teachers exhibited a moderate but acceptable level of instructional adaptability. In adaptive processes, teachers demonstrated a relatively strong capacity to employ flexible thinking and responsive strategies in adjusting their instruction. Regarding adaptability conditions, teachers were moderately equipped in terms

of the resources and environmental factors that support adaptive teaching. In terms of adaptability consequences, teachers showed a moderate ability to produce meaningful outcomes as a result of their instructional adjustments. With respect to adaptability context, teachers displayed the lowest level among the dimensions, suggesting that the broader institutional and professional environment does not yet fully support or facilitate sustained instructional adaptability.

4. A strong, positive, and significant relationship existed between work engagement and instructional adaptability. Teachers who demonstrated higher levels of vigor, dedication, and idea realization were more capable of flexibly adjusting their instructional strategies to meet diverse classroom needs. Similarly, a significant relationship was found between psychological well-being and instructional adaptability. Teachers who exhibited stronger psychological well-being, particularly in purpose in life and environmental mastery, were better positioned to adapt their teaching practices effectively.
5. Both work engagement and psychological well-being, taken singly or in combination, significantly predicted teachers' instructional adaptability. Idea realization and purpose in life emerged as the most influential predictors, indicating that a teacher's ability to transform creative ideas into classroom action and their sense of professional meaning are the most powerful drivers of instructional flexibility. Other dimensions, including vigor, dedication, environmental mastery, positive relations, autonomy, and self-acceptance, also contributed meaningfully to the prediction model, collectively explaining a large portion of the variation in instructional adaptability among teachers.

## 5.RECOMMENDATION

1. Given that teachers demonstrated high work engagement in vigor and dedication but showed relatively lower performance in idea realization, school administrators are encouraged to create structured opportunities that promote deeper cognitive immersion among teachers. Regular professional learning communities, collaborative lesson planning

sessions, and peer observation activities may serve as practical platforms where teachers can practice and sustain full engagement in their instructional tasks. Division supervisors may also consider integrating idea realization as a focus area in in-service training programs to help teachers achieve a deeper state of flow in their daily classroom practice.

2. Considering that teachers reflected a moderate level of psychological well-being across all dimensions, with personal growth emerging as the weakest area, school administrators are encouraged to design and implement wellness programs that address the eudaimonic dimensions of teacher well-being. Department heads and guidance personnel may initiate regular reflective sessions, mentoring arrangements, and professional growth plans tailored to individual teacher needs. Division supervisors may further advocate for the inclusion of psychological well-being indicators in teacher performance support frameworks, giving particular attention to strengthening personal growth and environmental mastery among teaching personnel.
3. In view of the finding that instructional adaptability was at a moderate but acceptable level, with adaptability context receiving the lowest performance, school administrators are encouraged to cultivate an institutional culture that values and supports flexible teaching practices. Principals may establish school-based instructional coaching programs and provide teachers with access to varied materials, technology, and collaborative planning time. Division supervisors may strengthen monitoring and support mechanisms that assess not only the outcomes of instruction but also the contextual conditions that either enable or hinder teachers' adaptive capacity in the classroom.
4. Since the study established a strong, positive, and significant relationship between work engagement and psychological well-being on one hand and instructional adaptability on the other, administrators at the school and division levels are encouraged to recognize engagement and well-being as integral components of teacher performance and development. School administrators may embed engagement-boosting and well-being-

nurturing activities into the school improvement plan, ensuring that these are treated as professional priorities rather than supplementary concerns. Division supervisors may likewise facilitate policy discussions that link teacher support systems to measurable improvements in instructional adaptability across schools.

5. In consideration of the finding that idea realization and purpose in life are the strongest predictors of instructional adaptability, school administrators and division supervisors are encouraged to prioritize interventions that cultivate these two dimensions among teachers. School heads may create spaces for teachers to explore, experiment with, and implement creative teaching ideas within a supportive and low-risk environment. Division supervisors may design professional development programs that help teachers reconnect with their sense of professional purpose, particularly through values-based workshops, mentoring from seasoned educators, and recognition programs that affirm the meaningful contributions of teachers to learner growth and community development.
6. Future researchers are encouraged to conduct longitudinal studies to determine the long-term impact of high psychological well-being on actual student learning outcomes and classroom stability over several academic years. While this study established that purpose in life and idea realization are primary predictors of adaptability, a qualitative exploration is recommended to investigate the specific adaptive processes teachers utilize when faced with high-stress environmental constraints. Additionally, comparative analyses between public and private institutions, or between different career stages such as novice versus veteran teachers, would reveal whether the predictive power of work engagement remains consistent across different professional contexts. Further research into the unexplained variance not accounted for by this model, perhaps focusing on leadership styles or specific institutional resources, would provide a more holistic view of what makes a teacher truly adaptable.

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