



# **The Influence of Academic Competence and Well-Being on Work Engagement of Elementary School Teachers**

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## **ABSTRACT**

This study on the Influence of Academic Competence and Well-Being on Work Engagement of Elementary School Teachers aimed to identify the areas in which teachers' academic competency and well-being are most strongly correlated with their work engagement significantly influence academic competencies and well-being to work engagement. Those surveyed were 259 elementary teachers among the very large public elementary schools selected by the researcher in identifying the respondents. The study used a quantitative, non-experimental method based on causal effect to identify existing traits. The study's data was analyzed and coded using mean, Pearson R, and Regression Analysis. The result of the research displayed a very high level of academic competence in terms of Achieving Integrity through Subjects, Master Basic Numeracy and Geometrical Skills, Application of Scientific Research Skills Proficiency in Own Subject and Teaching according to Curriculum to Objectives, Mastering languages of instruction, Mother Tongue Proficiency, and Awareness of Recent Content Related to One's Subjects. Also, the findings of the study showed a very high level of well-being in the domains of calmness, involvement, vitality, happiness, and optimism. Teachers' work engagement levels were very high in vigor, dedication, and absorption. The correlation analysis revealed a significant association between academic competence and well-being and teachers' work engagement.

Keywords: Educational management, academic competence, well-being, work engagement, Philippines

## **Introduction**

When workers are reluctant to work with others, there are issues with work engagement that lead to low organizational performance (Febriansyah et al. 2018). Disengagement has been identified as a key component of workers' absence of commitment and happiness with their jobs (Schaufeli, 2016; Bakker & Demerouti, 2017). With these employee engagement concerns, educational institutions have become crucial to economic success and long-term viability. According to a study on school work engagement, employees experience burnout, which manifests as emotional tiredness, insensitive, and personal work underperformance (Kose, 2016).

Work engagement is critical because its results are advantageous for the organization. Study findings on work engagement revealed that a high level of engagement leads to a high level of organizational responsibility, raised job satisfaction, less absenteeism, lower workload ratios, improved overall wellness, a display of more responsible behaviors, outstanding performance, high demands in personal attempts, conduct that take preventive actions, and motivation in learning (Schaufeli, 2017). Employee engagement can be the difference between competition and corporate success (Macey & Schneider, 2016; Lockwood, 2017). The effect of teachers' intellectual competency on their job engagement emphasizes the consequence of their performance.

A study found that all factors of work engagement had a positive relationship with academic competence, which is a construct of job performance. The findings indicated that the efficacy of engagement is the benchmark for individual success at work, and it also inspired an individual's optimistic view of improving academic competence, resulting in favorable performance and engagement associations (Sittar, 2020).

Although research has been conducted on academic competency, well-being, and work engagement in different regions, there is a lack of studies specifically examining the influence of academic competence and well-being on the work engagement of public elementary teachers within the local context. Despite the epidemic, educators must enhance their proficiency and overall welfare to effectively participate in their profession and facilitate learning through various approaches and platforms. In the present context, the researcher aims to investigate the potential impact of teachers' academic competence and well-being on their work engagement. This inquiry holds significance as it can generate awareness and concern among the intended beneficiaries of the study. Furthermore, the findings may serve as a basis for developing initiatives to enhance teaching and learning within the home environment.

## **Research Objectives**

The study's main purpose was to determine which domain of academic competence and the well-being of teachers significantly influences academic competence and work engagement. Specifically, the study aimed to accomplish the following objectives: To assess the degree of academic proficiency

exhibited by instructors in public elementary schools in terms of Mother Tongue proficiency, Mastering basic numeracy and geometrical skills, Mastering languages of instruction, Proficiency in own subject and teaching it according to curriculum to objectives, Achieving integrity through subjects, Awareness of recent content related to one's subjects, and Application of scientific research skills. This also ascertained the level of well-being among public elementary school teachers in terms of: happiness, vitality, calmness, optimism, and involvement. Another purpose is to describe the level of work engagement of public elementary school teachers in terms of: vigor, dedication, and absorption. This also tried to find out if there is a significant relationship between academic competence and well-being and work engagement of public elementary school teachers, determine which domain of academic competence significantly influences the work engagement of public elementary school teachers, and determine which domain of well-being significantly influences the work engagement of public elementary school teachers.

#### Theoretical Framework

This study is anchored on Kahn's (2019) Theory of Work Engagement which stated that having a positive school culture, an engaged employees identified tasks without being asked because they want to, and because they believe that their excellent effort will benefit their organization. This implies that work engagement among teachers within schools made up their culture and having a positive culture would mean having a highly engaged worker (Kahn, 2019). The above concept is reinforced by Kearsley and Shenideirman's (1998) Engagement theory, which is centered on the concept of forming effective teams that collaborate to work on significant projects that are significant to anyone outside of the classroom. These three components, as summarized by Relate-Create-Donate, entail that learning activities take place in a group setting, are project-based, and have an external purpose. Specifically, in this study, the competence and the state of well-being of teachers provide opportunities for them to become active in their work which increases their engagement. The outcomes of teaching performance depend on the competence and well-being of teachers. Additionally, it was considered that well-being can be a factor in academic engagement. The higher their academic competence, the more they become active and engaged in their work. In the same way, teachers who have positive well-being engaged more in teaching (Kearsley & Shenideirman, 1998). The independent variable is supported by (Parsons, Davis, & Moore 1970), who developed the functional theory of stratification. The starting point of this idea was that society needed to differently evaluate situations so that members of workplace would be motivated both to pursue the training required for the most important roles and to perform them as well as possible while in those positions. Supporting the most qualified and competent members of a society to take on the most critical duties.

#### Conceptual Framework

The independent variables of this research are academic competence and well-being. Academic competence has the following indicators: Mother Tongue proficiency, mastering basic numeracy and geometrical skills, mastering languages of instruction, proficiency in own subject and teaching it according to curriculum to objectives, achieving integrity through subjects, awareness of recent content related to one's subjects, and application of scientific research skills (Alqiawi, & Ezzeldin, 2018). Mother Tongue proficiency refers to the competency of teachers in the local dialect; mastering basic numeracy and geometrical skills means the ability of teachers in mathematics, mastering languages of instruction refers to the ability of teachers to use and understand languages being used in teaching; proficiency in their own subject and teaching it according to curriculum to objectives refers to the expertise of teachers in teaching the competency embedded in the curriculum; achieving integrity through subjects refers to character traits and work ethics of teachers in teaching the subjects; awareness of recent content related to one's Subject means the acquisition and updates of teachers related to the subjects they are teaching, and application of scientific research skills refer to the initiatives being done to improve teaching based on the findings of studies (Alqiawi, & Ezzeldin, 2018). The second independent variable for this study is well-being which considers the following indicators: happiness indicates the boosting of a pleasant feelings, such as feeling happy, cheerful, and pleased. Vitality is the high-raising pleasant feelings, such as feeling energetic and lively (Skaalvik and Skaalvik, 2011). Serenity and peacefulness are examples of low-arousal pleasant experiences that characterize calm. The definition of optimism is having hope for and the strong belief of the future. Finally, involvement characterizes the process of the system, which is when someone is totally concentrated on the job at hand. The constructs for the dependent variable, academic work engagement is vigor, which means the high levels of energy and mental toughness when working, the willingness to put effort into one's work, and tenacity even in the face of challenges. When someone is dedicated, they are fully engaged in their profession and feel pride, challenge, inspiration, and a sense of purpose. Being completely focused and contentedly absorbed in one's job and having trouble distancing oneself from it are signs of absorption.

#### Method

The components of this study encompass the design of the research, the specific place where the research is conducted, the population and sample being studied, the research instrument utilized, the methodologies employed for data collecting, the statistical tools applied for analysis, and the ethical considerations taken into account.

#### Research Design

This study employed a quantitative, non-experimental research strategy that employed a causal-effect approach through the use of regression analysis. The research approach employed in this study is quantitative, since the researcher utilized measurement and observation techniques to test hypotheses. Data was collected using surveys, yielding statistical information (Labare, 2019). The chosen research design is deemed suitable for this particular study due to its primary objective of investigating the correlation between academic proficiency and the work engagement levels of teachers in terms of their overall well-being. Moreover, this study can be classified as non-experimental due to the fact that the variables under investigation, namely academic competence, well-being, and work engagement, were observed in their authentic environments without any intentional manipulation or alteration (Belli, 2018).

The utilization of the causal effect was also employed to ascertain the specific domains of academic competence and well-being that exert the most significant influence on the work engagement of public elementary school teachers within the Tagum City Division. In this study, it is generally observed that there exist two independent variables and one dependent variable.

#### Research Instrument

In the study's independent and dependent variables, downloaded questionnaires were employed as instruments. These were divided into three (3) segments. These were used to assess public elementary school teachers' academic competency, well-being, and work engagement. It is also used to determine the link and influence of the variables.

The initial segment was adapted from the scholarly work of Alqiawi and Ezzeldin (2019), wherein they introduced the academic Competence Questionnaire. This questionnaire comprises seven indicators and a total of 35-item statements. The questionnaire that can be downloaded has been modified to align with the requirements of the educational setting. The new questionnaire underwent validation by experts, followed by the implementation of pilot testing.

The second component of the study is grounded in the utilization of the Well-Being Questionnaire (Longo, Coyne, & Joseph, 2017). This questionnaire encompasses a set of indicators, namely happiness, vitality, tranquillity, optimism, and involvement. The survey comprised of five indicators, with each indicator being accompanied by an item statement. The surveys available for download underwent modifications in order to align with the requirements and specifications of the educational setting. The modified questionnaires underwent validation by experts, followed by the administration of pilot testing.

The third component of the survey consisted of the Work Engagement Questionnaire, which was developed based on the work of Schaufeli and Bakker (2019). In order to provide a contextual understanding of the educational environment, the initial inquiries were revised and condensed. The questionnaires that underwent redesign, including both the initial and subsequent portions, underwent validation by specialists and were subjected to pilot testing.

After receiving expert validation, the reliability of the questionnaires was evaluated through pilot testing in order to estimate their Cronbach Alpha. As per Gliem's (2019) research, Cronbach's alpha reliability coefficients are commonly observed to vary between the range of 0 to 1. The coefficient, nonetheless, does not possess a lower limit. A higher degree of internal consistency among the scale items is positively correlated with a greater proximity of the Cronbach's alpha coefficient to 1.0. Cronbach's Alpha values above .9 are considered excellent, values above .8 are considered good, and values below .8 are considered poor. 0 - Inadequate; Cronbach's Alpha > 0.7 - Acceptable; Cronbach's Alpha > 0.7. The statement "6 - Doubtful; Cronbach's Alpha >.5 - Poor; and Cronbach's Alpha" can be rephrased in a more academic manner as follows: The value of 6 can be considered doubtful, whereas a Cronbach's Alpha greater than 0.5 is indicative of poor reliability. The given statement is deemed to be unsatisfactory and does not meet the required standards.

#### Data Collection

The following were the data collection procedures followed during the conduct of the study:

The researcher obtained permission from the Dean of the Graduate School to conduct the study as proof that this research was officially recognized by the UM Tagum College, and this was sent to the Schools Division Superintendent, District Supervisor, and School Heads of the schools involved. The letter's purpose was to request permission to undertake a study on the impact of academic competence and teacher well-being on work engagement.

Following approval from the district supervisor, an Informed Consent Form (ICF) was distributed to the participants, inquiring about their willingness to participate in the study. It is impossible to deny that some professors chose not to participate in the study. Nonetheless, to achieve 100% recollection, the researcher physically explained and presented the questionnaire to the study participants. Then, a Certificate of Appearance was obtained from the school heads involved to certify that the researcher acquired the data from the study participants honestly. As a result, the collected data was counted, processed, and statistically evaluated.

#### Statistical Tools

For a more comprehensive interpretation and analysis of the data, the following statistical tools were utilized.

Mean. This instrument was employed to evaluate the academic competence, overall well-being, and level of work engagement among instructors, with respect to the primary, secondary, and tertiary research objectives.

Pearson's *r*. To address the fourth objective of the study, the researchers employed a statistical approach to assess the significance of the relationship between academic competence and job engagement, as well as well-being and work engagement.

Regression. This study was conducted to evaluate the impact of different categories of academic competency and well-being on the work engagement of public elementary school teachers.

#### Ethical Considerations

This quantitative investigation is subject to various ethical considerations and obstacles that possess distinct repercussions. The challenges and issues discussed in this context are predominantly attributable to the methodologies employed in the present investigation. The research in question gives rise to ethical concerns pertaining to the entitlement to conduct the study, as well as issues of confidentiality and the preservation of identity (Valentine, 2019).

The researcher adhered to rigorous ethical guidelines throughout the investigation, which encompassed several aspects such as evaluating the study protocol and employing standardized criteria. Notably, these ethical standards were diligently applied when dealing with the study population and managing the data.

### Results

This provides an exposition of the study's outcomes and discoveries. The issues will be presented in a sequential manner as outlined below: The variables under consideration in this study are academic competence, well-being, and work engagement. Specifically, we aim to assess the level of academic competence, level of well-being, and level of work engagement among the participants. Additionally, we seek to examine the significance of the relationship between academic competence and work engagement, as well as the significance of the relationship between well-being and work engagement.

#### Level of Academic Competence

The average score for academic competence, specifically assessed as very high, is 4.46. This suggests that teachers frequently observe a high level of academic proficiency. The provided overall mean is derived by calculating the average of the responses to the specific questions in the questionnaire that was prepared for this variable, and is included as an appendix in this study. The elevated level observed could potentially be attributed to the favorable ratings assigned to the majority of indicators pertaining to academic proficiency, as depicted in Table 1.

Table 1.

*Level of Academic Competence of Elementary School Teachers*

<b>Academic Competence</b>	<b>Mean</b>	<b>SD</b>	<b>Descriptive Equivalent</b>
Mother Tongue Proficiency	4.40	0.48	Very High
Master Basic Numeracy and Geometrical Skills	4.51	0.42	Very High
Mastering Languages of Instruction	4.42	0.50	Very High
Proficiency in Own Subject and Teaching according to Curriculum to Objectives	4.49	0.49	Very High
Achieving Integrity through subjects	4.54	0.46	Very High
Awareness of recent content related to One's Subjects	4.40	0.46	Very High
Application of Scientific Research Skills	4.50	0.52	Very High
<b>Overall</b>	<b>4.46</b>	<b>0.39</b>	<b>Very High</b>

#### Level of Well-Being

The average well-being score among teachers is 4.48, indicating a significantly high level of well-being experienced on a regular basis. The overall mean cited in this study is derived from the mean of the indicators for the specific items in the questionnaire pertaining to the variable under investigation. The elevated level seen can be ascribed to the commendable ratings of the majority of the indicators, as evidenced in Table 2 pertaining to the markers of academic proficiency. The indication that yielded the highest outcome is calmness, exhibiting a mean score of 4.54, indicating a classification of very high. This observation suggests that educators experience a strong sense of tranquillity. The data presented indicates the presence of four other indicators that exhibit similarly high levels of description. These indications are as follows: The variable Involvement exhibited a mean value of 4.51, while the variable Vitality displayed a mean value of 4.50. On the other hand, both Happiness and Optimism yielded identical mean scores of 4.43.

Table 2.

*Level of Conceptual Understanding of the Teachers in Terms of Well-Being*

<b>Indicators</b>	<b>Mean</b>	<b>SD</b>	<b>Descriptive Equivalent</b>
Happiness	4.43	0.48	Very High
Vitality	4.50	0.42	Very High
Calmness	4.54	0.47	Very High
Optimism	4.43	0.52	Very High
Involvement	4.51	0.50	Very High
<b>Overall</b>	<b>4.48</b>	<b>0.41</b>	<b>Very High</b>

#### Level of Work Engagement

Table 3 presents the responses of participants regarding their level of Work Engagement in five prominent educational institutions within the Tagum City Division. Additionally, it displays the variations seen in all items of each indicator utilized in the research. The work engagement variable exhibits a total mean of 4.43, accompanied by a standard deviation of 0.40, indicating a classification of very high. This suggests that there is a high level of work involvement.

**Table 3.***Level of Work Engagement of Elementary School Teachers*

Indicators	Mean	SD	Descriptive Equivalent
Vigor	4.41	0.49	Very High
Absorption	4.46	0.45	Very High
Dedication	4.44	0.52	Very High
<b>Overall</b>	<b>4.43</b>	<b>0.40</b>	<b>Very High</b>

## Significance of the Relationship between Academic Competence and Well-Being to Work Engagement

The findings of the test of the association between variables in the study are presented in Table 4. It demonstrates the relationship between Academic Competence and Well-Being in Elementary School Teachers' Work Engagement. Academic competence had an R-value of 0.796 with a p-value of 0.001 at the 0.6 alpha level, whereas well-being had an R-value of 0.874 with a p-value of 0.001 at the 0.7 alpha level. As a result, Academic Competence and Well-being are related to Work Engagement.

Table 4.

*Significance of the Relationship between Academic Competence and Well-being to Work Engagement*

Independent Variables	Dependent Variable	r-value	r <sup>2</sup>	p-value	Decision
Academic Competence	Work Engagement	0.796	0.6336	0.001	Reject H <sub>0</sub>
Well-Being		0.874	0.7639	0.001	Reject H <sub>0</sub>

## Regression Analysis on the Influence of the Domains of Well-Being to Work Engagement

The R-value is 0.869, indicating a strong association between variables. Similarly, the results show an F-value of 104.435 with a p-value of 0.001, indicating that academic competence has an impact on elementary teachers' work engagement. The findings in Table 6 show the major influence of educators' academic competency. As indicated in the table, three indices of academic competency influence the job engagement of primary school teachers, with p-values less than 0.07 indicating significance.

Table 6

*Regression Analysis on the Influence of the Domains of Well-Being to Work Engagement*

Indicators	Unstandardized Coefficients		Standardized Coefficients	t-value	p-value	Decision
	B	SE				
(constant)	.388	.134				
Happiness	.322	.028	.386*	11.532	.000	Reject H <sub>0</sub>
Vitality	.249	.040	.272*	6.264	.000	Reject H <sub>0</sub>
Calmness	.225	.047	.293*	4.817	.000	Reject H <sub>0</sub>
Optimism	.025	.050	.031	.496	.620	Do not Reject H <sub>0</sub>
Involvement	.085	.045	.101	1.895	.059	Do not Reject H <sub>0</sub>

Dependent Variable: Work Engagement

R-value: 0.902

F-value: 208.835

R<sup>2</sup>: 0.813

p-value: 0.001

**Discussion**

## Academic Competence

Results indicated a very high level of academic competence of elementary school teachers in the domains of achieving integrity through subjects, Master Basic Numeracy and Geometrical Skills, Application of Scientific Research Skills Proficiency in their Own Subject and Teaching according to Curriculum

to Objectives, Mastering languages of instruction, Mother Tongue Proficiency, and Awareness of recent content related to One's Subjects. This means that these academic competencies were much felt by the elementary school teachers in seven areas.

The highest mean score obtained for achieving integrity through subjects was indicative that teachers' integrity through teaching their subjects is felt most of the time in participating knowledge and information of one's subject with other subjects when creating new content, paying attention to background knowledge, employ honesty, trust, fairness, respect, and responsibility to students, when creating new content, pay attention to background knowledge, and present one's subject as a social culture. This jibes with the idea of (Mitchell, 2016), that teachers instill a culture of integrity in their classrooms in a number of crucial ways.

#### Well-Being

Results indicated a very high level of well-being of elementary school teachers in the domains of calmness, involvement, vitality, happiness, and optimism. This means that well-being is much felt by elementary school teachers in five areas.

The highest rating in mean score obtained for calmness was denotative that teachers' academic competence is felt most of the time in feeling calm and relaxed, feel cheerful and in good spirits, feel active and vigorous, feel satisfied with their work, and feeling still when working under pressure which is related to the calmness that they have felt towards their workplace. In the idea of (Meerson, 2018). Calmness is a state of mind. An inner state that loosens the hold of anxiety is something we should all be aiming for excitement, problems, and worries. It comprises pleasant sensations with low arousals, like tranquility and calm. Being composed acts as a protection, like a piece of armor, wearing protective equipment, a covert barrier that shields one's energies from when one's life is whirling or the toxicity of other people's negativity much too quickly. This is related to the ideas of various authors (Clipa & Boghean, 2015) that this concern is even more important because teachers' emotions can impact their work and the well-being of the students. Teachers who are burnt out experience high levels of stress and a lack of awareness of their presence in the classroom. The students' acceptance and encouragement, as well as their performance, decline as their level of tiredness rises. As these things occur in the classroom, the teachers adopt a negative attitude and lose their effectiveness.

#### Level of Work Engagement

Results revealed a very high level of work engagement among elementary school teachers in terms of absorption, dedication, and vigor. The data revealed a very high level of absorption, which means that teachers are incredibly focused and joyful, and absorbed in their work, feeling that time is passing swiftly and that it is impossible separation from their workplace. The findings would conform to the ideas of (Steger et al. 2019) considering how important one feels in an organization and having fun at work and view it as a fun activity and absolutely no boredom. This entails displaying a cheerful temperament, which enables those with additional positive traits to work. Similar to the ideas of (May, Gilson, & Harter, 2004) that considering how important one feels in an organization and is having fun at work and view it as a fun activity and absolutely no boredom. This entails displaying a cheerful temperament, which enables those with additional positive traits to work.

#### Significant Relationship between

##### Academic Competence and Work Engagement

Based on the findings, the academic competence of elementary teachers which specifically includes Achieving Integrity through Subjects, Master Basic Numeracy and Geometrical Skills, Application of Scientific Research Skills Proficiency in Own Subject and Teaching according to Curriculum to Objectives, Mastering languages of instruction, Mother Tongue Proficiency, and Awareness of recent content related to One's Subjects. In the study of Kahnn's (2019) Theory of Work Engagement, it was claimed that a motivated worker will take on responsibilities without being asked for because they want to, and they think that putting in the extra effort will help them, organization. Lower engagement was discovered to be related to lower achievement levels, and that competence has a positive impact on achievement somewhat mediated by involvement at job. Direct involvement at work is possible curriculum decisions, school administrators, and teachers all have an impact on school supplies (Huntley, 2003).

#### Significant Relationship between

##### Well-Being and Work Engagement

Based on the results, the well-being of elementary teachers specifically includes calmness, involvement, vitality, happiness, and optimism. In the study of (Datu & King, 2018) another factor is that happiness encourages a variety of adaptive behaviors, and psychiatric results. However, the significance of wellbeing in the context of schools, as a possible catalyst for important academic outcomes. The various aspects of wellbeing, including (low levels of) negative emotions, pleasant emotions, and life satisfaction. A two-wave relationship between affect and work engagement was found.

The very high level of calmness correlates to work engagement since this indicator got the highest  $r$  – value among the five well-being which can be explained as a moderate correlation. This implies that elementary school teachers execute calmness in their workplace or in engaging with their co-teachers. Based on different research and the broaden-and-build theory (Fredrickson, et al. 2017), given the work engagement model, it was projected that teachers would produce more work as a result of their higher positivity ratio, and engagement, which would benefit the well-being in turn. Also, outcomes indicated that the association between happiness and work engagement was moderated by ratio and health. Teachers with a larger percentage of positive to those who experienced unpleasant emotions reported more engagement as a result and levels of personal happiness (Rusu, 2020).

#### Regression Analysis on the Influence of the Domains of Academic Competence to Work Engagement

It was shown in the regression analysis of academic competence on the work engagement of teachers in school through the use of regression. High levels of teacher competence are required in order to be effective in giving instructions and learning place. Therefore, competencies must be related to academic as well as professional planning, development, classroom engagement, and assessment (Segun, 2012).

Parallel to the study (Osaat, 2004), that those who are professionally qualified to educate are trained in teaching chemistry and possessing the qualifications exhibiting the required abilities or skills having the right teaching abilities. Additional skills needed by teachers include subject-matter expertise, pedagogy, abilities, resourcefulness, and behavior, motivation, and assessment. A capable chemistry instructor is present seminars, workshops, and conferences all have a solid classroom management, strong communication skills, sufficient subject understanding, and use a range of instructional techniques, including display a passion for teaching. The common understanding related to teachers' competencies is divided into three main areas as field competencies, pedagogical competencies, and cultural competencies. Competencies as "knowledge, skills, attitudes, values, motivations, and beliefs people need in order to be successful in a job" (Gupta, 2010).

#### Regression Analysis on the Influence of the Domains of Well-Being to Work Engagement

The regression analysis of well-being on the work engagement of teachers in school through the use of regression. In general, rather than riches, one's level of well-being refers to their level of health, happiness, and prosperity in life. The study of how people might better their lives is at the heart of positive psychology, which gave rise to the idea of well-being. The word "well-being" typically refers to a specific wide range of things, including having nice surroundings, being valuable to the world, being able to handle life, and enjoying life. Another definition of well-being is a dynamic state characterized by a modicum of harmony between a person's abilities, needs, and expectations, environmental requirements and possibilities. A connotation of well-being is the harmonious fulfillment of one's aspirations and ambitions, as well as the complex interactions between one's biological, social, emotional, and spiritual components. In accordance with the findings of Benevene et al. (2020), there has been a notable increase in the utilization of sick leave and the occurrence of job resignations among teachers worldwide. Consequently, there has been a growing focus on the welfare and well-being of teachers. In scholarly discourse, it is well acknowledged that the profession of teaching is characterized by its demanding nature, inherent difficulty, and a notable attrition rate.

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## Conclusion

Results pointed out that of seven indicators of academic competence of teachers, all of them gained a very high level of description. These include Achieving Integrity through Subjects, Master Basic Numeracy and Geometrical Skills, Application of Scientific Research Skills Proficiency in Own Subject and Teaching according to Curriculum to Objectives, Mastering languages of instruction, Mother Tongue Proficiency, and Awareness of recent content related to One's Subjects. This indicates that academic competencies of elementary school teachers are felt most of the time. The qualities being shown mastery on the use of mother tongue, have an extensive understanding of Mathematics, excellent in English pronunciation, vocabulary, and grammar skills, show competency in terms of knowledge and/or a set of skills relevant to established standards, employ honesty, trust, fairness, respect, and responsibility to students, motivate students to be creative and innovative, and use research methods for self and continuous learning in one's subject were manifested. Similarly, the measures pertaining to well-being, including peacefulness, participation, energy, happiness, and optimism, have yielded exceptionally high outcomes, indicating the educator's exemplary performance. Teachers demonstrate various indicators of their professional commitment, such as their self-esteem, emotional state, sense of achievement, ability to influence results, and level of enthusiasm within the realm of teaching. Furthermore, the variables pertaining to work engagement, namely energy, absorption, and dedication, suggest that primary school teachers exhibit favorable attitudes towards their profession and the institutions they work for employment satisfaction and organizational involvement are two attitudes that are closely related to a low intention to leave one's employment. *General guidelines for the preparation of your text*

Avoid hyphenation at the end of a line. Symbols denoting vectors and matrices should be indicated in bold type. Scalar variable names should normally be expressed using italics. Weights and measures should be expressed in SI units. All non-standard abbreviations or symbols must be defined when first mentioned, or a glossary provided.

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## Recommendation

After a profound consideration of the possible implications of the findings and conclusion of the study, the researcher came up with several recommendations on how teachers can develop their academic competence and well-being to work engagement.

First, to maintain a very high level of academic competence, teachers will need to use both their professional expertise and some of their academic competence while making judgments and carrying out tasks. A significant finding of the study is that higher education professors are open to the idea of training mother-tongue teachers using a model of pedagogic competencies. This openness will help to develop mother-tongue didactics courses in initial training programs. The classroom management of the teacher or her knowledge of the pedagogy adds to the overall effectiveness of the classroom. Second, overall well-being ratings were correlated with outside measurements to perform criterion validation. Positive psychology focuses on well-being rather than happiness because well-being is a construct for teachers. A critical concern for both schools and society is the well-being of teachers. It is perceived as having an impact on student results, teaching efficacy, and educational governance. It has been demonstrated that having a high level of well-being enables schools as organizations to stabilize their operations and boost staff members' dedication. Contrarily, poor well-being is viewed as a barrier to educational reforms and school improvement, and it can increase the rate of teacher absenteeism. It is an important factor because resources are useful physically, but feeling supported by administrators, feeling linked to colleagues, and teachers' value communal values more than individual values,

gatherings with fellow staff members and positive talk about their work. Third, to maintain the very high level of work engagement, the teachers should strengthen the division and management of each school in terms of developing more programs for the Department of Education like trainings, seminars, learning action cell sessions, and other related works that would enhance the academic competence and wellbeing of elementary school teachers. Lastly, to eliminate the unfavorable perceptions of teaching, elementary school teachers may offer their all and increase their efforts. Attend a session on professional growth to update their knowledge and stir up multiple intelligences. They might take part in various teaching and learning techniques and other educational initiatives. A clear and effective governance system at the school should help the head of school produce better outcomes. Dedicated teachers make a positive difference in the growth of the school being upbeat and vivacious when performing the activity.

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