International Journal of Research Publication and Reviews

The Mediating Effect of Professional Identity of Teacher on the Relationship between Work Engagement and Well Being of Teachers

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ABSTRACT

The study aimed to determine the mediating effect of professional identity on the relationship between work engagement and wellbeing of teacher. The study employed a non-experimental quantitative research design that utilized descriptive, correlational approaches to research suggest 300 licensed teachers in Mati City Division. The data collected using the adapted, standardized survey questionnaires were analyzed using Mean, Pearson Product Moment Correlation Coefficient, and Medgraph using Sobel z-test. The study revealed that the levels of work engagement was rated very high, wellbeing of teacher was found to be high, with professional identity rated very high. Furthermore, a relationship was observed between work engagement and well being of teacher, work engagement and professional identity, and professional identity and well being of teacher. Further, professional identity has partial mediating effect on the relationship between work engagement and wellbeing of teacher. This implies that professional identity plays a crucial role in work attitude, and also contributes to the relationship between work engagement and wellbeing of teacher.

Keywords: *educational management, professional identity, work engagement and   wellbeing of teacher, Philippines*

INTRODUCTION

The well-being of teachers is a critical issue that has garnered attention in educational research due to its direct impact on both teachers' personal health and student outcomes. According to Yu, Chen, Li, and Yan (2022), teachers face increasing workloads, which contribute significantly to stress and burnout. The demands of lesson planning, grading, and administrative duties, compounded by the emotional labor required in managing student behavior, create an overwhelming environment for many educators. As Steiner, Doan, Woo, Gittens, Lawrence, Berdie, and Schwartz (2022) notes, the emotional strain of teaching—especially when dealing with students from diverse and challenging backgrounds—can lead to mental health issues like anxiety and depression, making it harder for teachers to maintain their effectiveness.

The importance of addressing the well-being of teachers cannot be overstated, as it directly impacts the overall quality of education and the effectiveness of the entire education system. First and foremost, teachers are central to student success. When teachers are well-supported and mentally healthy, they are more likely to engage with their students, maintain a positive classroom environment, and deliver high-quality instruction. According to Jennings and Greenberg (2009), teachers who experience better mental and emotional well-being create more nurturing, productive classroom settings, which leads to improved student outcomes. Conversely, stressed or burned-out teachers struggle to foster these positive environments, which can affect student learning and behavior (Benevene, De Stasio, & Fiorilli, 2020).

A study by Skaalvik and Skaalvik (2020) found that teachers who are highly engaged in their work experience higher levels of well-being, including better mental health, job satisfaction, and lower stress. Teachers who feel a strong sense of dedication, energy, and involvement in their work tend to report greater feelings of accomplishment and are less likely to experience burnout. The study emphasized that engaged teachers feel more competent in their roles and maintain a sense of purpose, which directly impacts their emotional and physical health.

Similarly, a study by Klassen, Senefeld, Johnson, Carter, Wiggins, Shoham, & Joyner (2020) focused on the role of teacher well-being as a precursor to work engagement. It found that teachers with high levels of emotional and psychological well-being are more likely to feel engaged in their work. The authors concluded that well-being, including positive emotions, perceived work-life balance, and supportive work environments, contributes significantly to teacher engagement. Teachers who feel supported by their schools, have positive relationships with colleagues, and are given opportunities for professional growth are more likely to be motivated and dedicated to their teaching roles.

Another study conducted by Nijhof, Wins, Argyrou, and Chevrollier (2022) delves into how work engagement directly influences the professional identity of teachers. It found that when teachers feel highly engaged in their work—characterized by energy, commitment, and enthusiasm—they tend to strengthen their professional identity. Teachers who experience a deep connection to their work are more likely to see teaching as not just a job, but as a

meaningful and fulfilling career, which fosters a sense of purpose and pride in their professional role. This sense of accomplishment and motivation enhances their identity as educators, contributing to a greater sense of job satisfaction and personal fulfillment.

Research by Hargreaves (2022) suggests that teachers with a strong professional identity—those who are clear about their purpose and see teaching as a calling rather than just a job—are more likely to experience better well-being. These teachers report higher levels of job satisfaction, engagement, and resilience, as they feel more competent and fulfilled in their roles. Having a clear and positive professional identity provides teachers with a sense of pride and meaning in their work, which is directly linked to greater emotional stability and job satisfaction.

Although research has examined the relationships between work engagement, professional identity, and teacher well-being separately, there is a lack of comprehensive models that specifically investigate the mediating effect of professional identity. In particular, the mechanisms through which work engagement influences teacher well-being, with professional identity as a mediator, are not well understood. More research is needed to develop a holistic framework that shows how professional identity might amplify or dampen the effects of work engagement on teacher well-being.

It is in the above context that the researcher would like to conduct a study on the three variables. These are studies on the mediating effect of professional identity on the relationship between work engagement and wellbeing of teacher but the researcher has rarely come across of the study on the mediating of professional identity on the relationship between work engagement and wellbeing of teacher especially in the local setting. The realization of this study therefore is a contribution to new knowledge and the existing literature on each of the topics covered in this study.

The first objective of the study is to ascertain the level of on work engagement which focuses on to vigor, dedication and absorption. The second objective is to determine the level of well-being terms *of autonomy, environmental mastery; personal growth; positive relation, purpose in life and self-acceptance.* The third objective is to ascertain the level of professional identity teachers in terms of *knowledge of the profession; philosophy of the profession; professional roles and expertise; attitude; engagement behavior, and interaction.* Moreover, the fourth objective is to determine the significant relationship between work engagement and well-being; work engagement and professional identity; professional identity and well-being of teachers.

The null hypotheses will be tested at the significant level of 0.05. It will test if there is no significant relationships between work engagement and well-being; work engagement and professional identity; professional identity and well-being of teachers. And, none of the domains of professional identity and work engagement significantly influence the well-being of teachers.

Employees' commitment is described as their enthusiasm for their jobs, pride in their work and the business they work for, and the motivation and challenges they face. Employees with a high commitment score are ecstatic about their job and proud of their employers. They see their job as a challenge that motivates them to do their best, resulting in increased employee success in the business. Meanwhile, employees with a low commitment score cannot perform their duties properly because they are not passionate and appreciative of their job and organization (Vidya, & Srie Vidhya Janani, 2021).

Supported by Bandura (2006) The Self-Efficacy Theory who said that teachers who have a strong sense of professional identity are more likely to feel confident in their teaching skills, which enhances their self-efficacy. This increased self-efficacy results in greater work engagement, as teachers feel more competent in their ability to perform their tasks. As a result, their well-being improves because they feel effective and capable in their roles.

This research proposes that professional identity serves as a mediating factor in the relationship between work engagement and teacher well-being. Specifically, teachers with a strong professional identity are more likely to experience higher levels of work engagement, which in turn positively impacts their well-being. Furthermore, a strong sense of professional identity enhances teachers' ability to manage workplace stress, foster motivation, and maintain job satisfaction, thereby acting as a critical resource that buffers the negative effects of job demands and promotes sustained engagement and overall well-being.

Conceptual Framework

It is shown in Figure 1 the conceptual framework of the study. This research's independent variable focuses on the the mediating effect of professional identity of teacher on the relationship between work engagement and wellbeing of teacher. professional identity of teacher which focuses on knowledge of the engagement behaviors, knowledge of the profession, attitude professional roles & expertise, philosophy of the profession, professional values and interaction (Auxier, Hughes & Kline, 2003; Nelson & Jackson, 2003).

The study's dependent variable is well- being of students which has its indica tors namely: *autonomy, environmental mastery*, *personal growth,* personal growth, *positive relation and self-acceptance.* The mediating variable is the professional identity which focuses on *Understanding of the profession*, *attitude of the profession*, *professional roles & expertise*, *engagement behaviors* (Brue & Bland, 2023; Nelson & Jackson, 2023). The professional identity and well-being of teachers are of profound social relevance due to their direct impact on the quality of education and the broader social fabric. Teachers play a fundamental role in shaping the next generation, fostering not only academic skills but also social, emotional, and ethical

Mediating Variable

Mediating Variable

Professional Identity

Path A

Path B

Work Engagement

Path C

Wellbeing

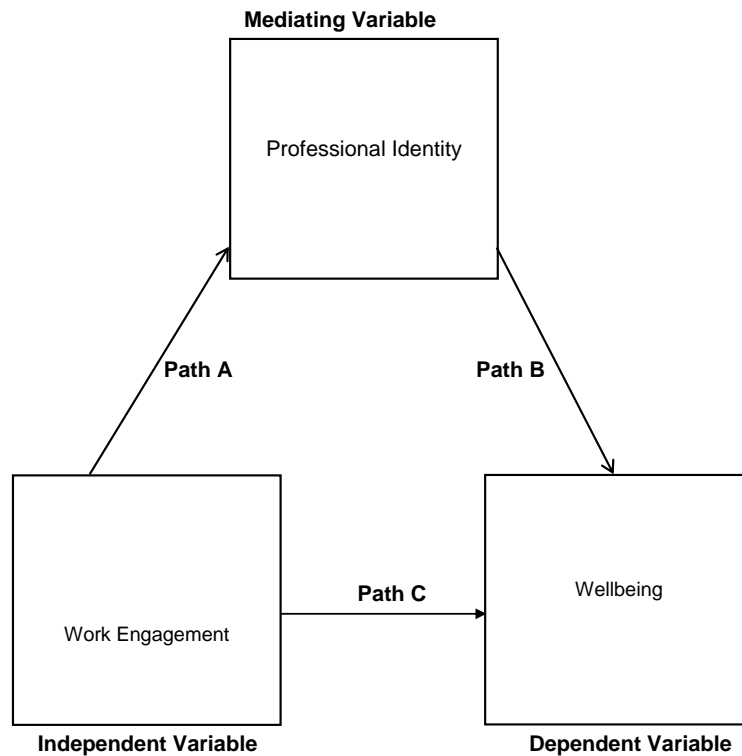**Independent Variable**

Dependent Variable

Figure 1. Conceptual Framework Showing the Variables of the Study development.

Consequently, understanding and supporting teachers' professional identity and well-being is critical not only for the teachers themselves but also for the students, educational institutions, and society at large.

In order to build up professional identity, teachers should assess their performance and knowledge about instruction. Teachers also can participate in conferences, do research, and communicate with their colleagues in order to develop their professional identity. During studies, reflection should be encouraged by offering students assignments for the development of professional and personal growth.

Teachers may face up to their profession, recognize the nature of their profession, have the courage to shoulder the responsibility of education and set up correct professional values. In the process of teaching, they should learn to establish a friendly relationship with students. While guiding and helping students to learn scientific and cultural knowledge, their own professional ability will also be improved.

Teachers should also reduce their burnout in order to increase their efficiency. In order to deal with the sources of burnout and stress, educators can keep on learning new knowledge to foster their required abilities and approaches in the educational contexts, continue cooperating with their associates, and pay attention to their physical wellbeing throughout their occupation. Educators ought to be motivated to observe other institutes to learn extra educational strategies which could improve educational organization and decrease the extent of challenges.

METHOD

Research Respondents

There were 310 respondents of the study who were elementary public school teachers in the three public schools in Mati North District, Mati City. With a desire to give everyone a chance to be included in the study, stratified random sampling was used. Stratified random sampling was employed in the study such that all public elementary school Teachers under the 3 identified districts had a chance to be selected and considered for inclusion in the final sample. This is a sampling technique in which the population is divided into groups called strata Haig & Salkind, (2007).

In particular, included in this study as the respondents were the regular public elementary school teachers of the 3 identified in Mati North District, Mati City who were currently employed and whose plantilla numbers are in the Department of Education, as they are the ones who are in the position to provide useful information upon testing the hypothesis of the study. Those teachers who were not teaching under the elementary department in the areas of Mati Central District, Mati City were excluded in the study, for they were in different work environment and supervision. Also, teachers who were working in the secondary and private schools whether in the same identified areas including those teachers also who hold managerial or supervisory positions were excluded in the study.

The respondents were chosen accordingly to answer the questionnaire with confidentiality. The target respondents were free to decline from participating the survey. They were not forced to answer the research questionnaire and were encouraged to return the same to the researcher for its automatic disposal.

Moreover, they can withdraw anytime their participation in the research process if they felt uncomfortable about the study since they are given the free-will to participate without any form of consequence or penalty.

The study utilized the quantitative, descriptive, non-experimental design using correlation technique. This aided in determining the levels of teacher collegiality, instructional leadership and professional development of teachers. Quantitative research narrows itself to statistical analyses of collected data via survey questionnaires employing computational approaches (McJannet, Hawdon, Van Niel, Boadle, Baker, Trefry, & Rea, 2017).

The researcher obtained the numerical data from population in order to establish accurateness. Descriptive research depicts the precise selection of respondents through survey (Pęczkowski, Kowalczyk, Szawernoga, Orzepowski, Żmuda, & Pokładek, 2018). The design provided description on the relationship between teacher collegiality, instructional leadership and professional development of teachers. Correlational technique is a non-experimental approach in which it analyzes the relationship between two or more variables without reserve. It also looks into the degree of association by relating it with other variables. Apparently, correlational studies have independent and dependent variable with the effects of independent variable is observed on the dependent value (Patidar, & Patidar, 2014). The researcher chose his design to align the variables based on the discussion of the aforementioned related literature. This technique was appropriate since the study aimed to determine the significant relationship between teacher collegiality, instructional leadership and professional development of teachers.

With the desire to give everyone a chance to be included in the study, a stratified random sampling technique were used. In this method, there is a possibility that each person in the population sample will be selected as a respondent. To ensures that the results would be comprehensive to the context currently studied. Stratified random sampling was a method for sampling from a population whereby the population is divided into subgroups and units are randomly selected from the subgroups. Stratification of target populations is extremely common in survey sampling. Following stratification, a sample was selected from each stratum, often through simple random sampling (Frey, 2018).

For the criteria of inclusion, exclusion and withdrawal, in particular, the respondents are public elementary teachers, who are currently employed for the Academic Year 2020-2021. This will include those who are full-pledged elementary teachers whose plantilla numbers are on file with the Department of Education and they are the ones who are in the position to provide useful information to test the hypothesis of the study. Excluded as respondents are those teachers who are not in the elementary department and those who are not teaching under Mati North and South districts, under the division of Mati City for they are in different work environment and supervision. Also, teachers who are working in private schools whether in the same or other departments are also excluded including those teachers also who hold managerial or supervisory positions even in the areas under study.

For the withdrawal criteria, first, the respondents are chosen accordingly to answer the questionnaire with confidentiality, then the target respondents are free to decline from participating the survey. They are not forced to answer the research questionnaire and are encouraged to return the same to the researcher for its automatic disposal. Moreover, they can withdraw anytime their participation in the research process if they feel uncomfortable about the study since they were given the free-will to participate without any form of consequence or penalty. If so, the respondent must inform the researcher if he/she wants to back out and may present valid reason(s) for leaving.

Materials and Instruments

This study utilized three instruments. The first measure the level of the questionnaire deals with the independent variable. The first part of the questionnaire deals with work engagement having subscales of the vigor, dedication and absorption.

This instrument is presented to the panel of examiners then to the group of experts for validation of the items. The comments of experts shall be properly taken and incorporated in the finalization of the said instrument. The questionnaire used in the study was validated by the experts. The second set of the questionnaire deal with the variable is well-being of teachers which focuses on autonomy, environmental mastery; personal growth; positive relation, purpose in life and self-acceptance (Adapted by Stone et al. 2010).

The Likert Scale requires individuals to tick on a box/blank in response to a large number of items concerning an attitude, object, and stimulus. It is common to treat the number obtained from a rating scale directly as measurements by calculating averages or, more generally, any arithmetic operations.

To measure the level of professional identity, an adopted questionnaire on Auxier, Hughes, & Kline, (2003); Nelson & Jackson, (2003) was utilized. It was contextualized in the local setting and subjected to validation by panel of examinees. The first set of the questionnaire dealt with the influence of professional identity which focuses on *knowledge of the profession; philosophy of the profession; professional roles and expertise; attitude; engagement behavior, and interaction.*

The 5 point Likert scale will be used with the following range of means with its descriptions 4.20 – 5.00 or Very High which means measures are always manifested; 3.40 – 4.19 or High which means measures are often manifested; 2.60 – 3.39 or Moderate which means measures are sometimes manifested; 1.80 – 2.59 or Low which means measures are seldom manifested; and 1.00 – 1.79 or Very Low which means measures are not manifested at all.

Design and Procedure

This study utilized a non-experimental quantitative design utilizing the descriptive correlation technique of research designed to gather data, ideas, facts, and information related to the study. In non-experimental research, it does not rely on manipulating variables. Rather, it observes how variables are related to one another, and describes the findings (Gliner et al., 2011).

The mediating variable lies intermediate between causal factors and an outcome. It causes mediation in the dependent and independent variables. It further aims to estimate the way a variable affects the impact of X on Y. A mediator is presumed to cause the outcome and not vice versa. One reason for testing mediation is to understand the mechanism through which the initial variable affects the outcome (Baron and Kenny, 1986).

On the other hand, the researcher observed complete ethical standards in the study by tracking the protocol assessments and standard criteria set by the University of Mindanao Ethics Review Committee (UMERC) with certification number ---. The participants will be given the free will to voluntarily contribute without any form of cost during the study. Additionally, following the Data Privacy Act of 2012, the researcher ensured that the respondents' private information was kept secret. The researcher also ensured that the information gleaned from the survey questions was correct and that the sources of the information were acknowledged correctly. Overall, before, during, and after the study, the researcher adhered to all ethical standards established by UMERC.

RESULTS AND DISCUSSION

The data obtained from the respondents on the mediating effect of professional identity on the relationship between and wellbeing of teacher are presented, analyzed and interpreted in this section based on the sub-problems previously stated. The order of the discussion on the mentioned topic is as follows: level of professional identity; their level of work engagement; level of teacher behavior and correlation between professional identity of teacher and work engagement; correlation between professional identity and well being of teacher; and the work engagement and wellbeing of teacher.

The standard deviation in two descriptive tables, Table 1 and 2, ranged from 0.52 to 0.45 which are less than 1.0 as the typical standard deviation for five-point Likert scale according to Wittink and Bayer (2003). This means that the ratings in the accomplished questionnaires were close to the mean which indicates consistency of responses among respondents.

Work Engagement

As seen in Table 1 is the level of work engagement which was measured through a survey questionnaire *with the following indicators: vigor, dedication, and absorption*. Shown in Table 2 are the data on the level of work engagement. Computations yield a grand mean of 4.49 or *very* high with a standard deviation of 0.39 and this indicates that the work engagement of teachers is always manifested. It could be gleaned from the data that the indicator with the highest mean rating of 450 or   very high is - vigor. In contrast, indicator with the lowest mean rating of 4.48 or still very high is dedication. The very high level of work engagement of teachers is due to very high rating given by the respondents on the domains *vigor, dedication,* and *absorption*.

Table 1

Level of Work Engagement

Items	SD	Mean	D.E.
Vigor	0.44	4.50	Very High
Dedication	0.42	4.48	Very High
Absorption	0.54	4.49	Very High
Overall	**0.39**	**4.49**	**Very High**

The very high level of work engagement of teachers indicates a strong commitment to their profession, a sense of purpose, and a deep connection to their students and their work environment. It suggests that teachers are motivated, energized, and find their work meaningful, which often leads to higher job satisfaction and better outcomes for students. High work engagement in teachers is also associated with improved teaching quality, effective classroom management, and a positive school culture. Additionally, it can result in lower burnout rates, higher retention, and overall well-being for educators.

The data aligns with the study conducted by Mazzetti et al., (2023), which emphasizes that high work engagement is linked to greater job satisfaction, better job performance, and reduced burnout among educators. This research supports the idea that a strong sense of purpose and connection to the profession can have positive effects on both teachers' well-being and student outcomes

Well-Being of Teacher

Flaunted in Table 2 is the level of well-being of teacher is attributed to autonomy, environmental mastery; personal growth; positive relation, purpose in life and self-acceptance.A high level of was indicated by the overall mean of 4.17, described as moderate with a standard deviation of 0.21. The high level could be attributed to the high rating given by the respondents. Analyzing the results of all its indicators, it marks that the highest mean obtained

mean is 4.21 for student life with a standard deviation of 0.34, and the least obtained mean is personal well-being with an obtained mean of 4.10 and a standard deviation of 0.52.

Table 2

Level of Well-Being of Teacher

Items	SD	Mean	Descriptive Level
Personal Well-Being	0.52	4.10	High
The Student Life	0.34	4.21	Very High
Your Neighborhood	0.32	4.19	High
Overall	**0.21**	**4.17**	**High**

This indicates that teachers who enjoy high well-being are more likely to feel satisfied with their roles, which can lead to a greater sense of accomplishment and purpose in their profession. Moreover, teachers who feel well-supported and content in their roles are more likely to seek out further training and professional development, thus enhancing their skills and teaching practices.

Further, Various authors (Yu, etal., 2023; Steiner, et al., 2022) pronounced that teacher well-being is positively linked to teaching effectiveness. Teachers with high well-being are more energetic, motivated, and focused, leading to better instructional practices and improved student outcomes. According to Jennings & Greenberg (2009) emphasize that teachers with high emotional intelligence, a key component of well-being, tend to have better classroom management and stronger relationships with students. These teachers are more adept at handling stress, emotional challenges, and interpersonal dynamics in the classroom.

Professional Identity

Presented in Table 3 is the level of Professional Identity covering *knowledge of the profession; philosophy of the profession; professional roles and expertise; attitude; engagement behavior, and interaction*. A very high level was attained with an overall mean of 4.29 and a standard deviation of 0.46. Indicating that interpersonal reactivity in private educational institutions is always observed. The results show that, with a mean of This implies that professional identity is always practiced by the respondents. In fact, the indicator with the highest mean is *knowledge of the profession* (4.50), with a descriptive level of very high. In contrast with the lowest indicator of professional values with a mean score of 4.12 with the standard deviation of 0.37.

The very high level of professional identity in teachers implies that professional identity is central to shaping their teaching practices, classroom management, and interactions with students. This aligns with the study of professional identity in teaching, particularly the work of Steiner et al., (2022), who emphasize how teachers' professional identities are shaped by their experiences, roles, and interactions within the educational environment. Their research highlights that professional identity is not static but is constantly evolving, influenced by both internal factors (such as personal beliefs and values) and external factors (such as societal expectations and institutional demands). Similarly, the work of yu elat., (2002) underscores the significance of personal and professional growth in shaping teachers' identities, noting that the ongoing development of self-concept plays a crucial role in teachers' effectiveness.

Table 3

Level of Professional Identity

Items	SD	Mean	Descriptive Level
Knowing the origins of the counseling profession.	0.72	4.34	Very High
Being knowledgeable of the important events and milestones in counseling history.	0.74	4.25	Very High
Being knowledgeable about ethical guidelines (e.g., codes of ethics) in counseling.	0.82	4.24	Very High
Being able to distinguish similarities and differences between my profession and other mental health professions (e. g., counseling psychology, social work, and psychiatry).	0.77	4.32	Very High
Being knowledgeable of professional counseling journals (e.g., JCD: The Journal of Counseling & Development) and their contents' foci and purposes in the profession	0.83	4.20	Very High
Being able to distinguish the education philosophy from the philosophy of other mental health professions (e. g., counseling psychology, social work, and psychiatry).	0.86	4.16	High

Believing that most problems and concerns presented by students are developmental in nature.	0.87	4.18	High
Believing the preventive approach is emphasized in counseling philosophy.	0.84	4.08	High
Believing it is important to view students holistically, focusing on integration of the mind, body, and spirit.	0.80	4.27	Very High
Believing it is important to empower students through an emphasis on personal strengths.	0.73	4.45	Very High
Valuing various professional roles (e.g., counselor, educator, consultant, and advocate) that a professional can hold.	0.84	4.18	High
Believing that a professional should value the importance of advocacy for the populations that the person serves.	0.79	4.13	High
Believing that a professional should value the importance of advocacy for the profession that the person belongs to.	0.89	4.11	High
Having completed professional training and standard education to perform duties and roles.	0.84	4.00	High
Having professional knowledge and practical skills required to successfully perform roles.	0.82	4.19	High
Having a well-established theoretical body of knowledge.	0.94	4.18	High
Providing unique and valuable services to society.	0.87	3.89	High
Recommending the profession to those who are searching for a new career	0.88	4.18	High
Being satisfied with work and professional roles.	0.77	4.18	High
Being well matched with the characteristics and values of profession.	0.90	4.05	High
Having memberships of professional associations.	0.80	4.24	Very High
Engaging in professional associations by participating in conferences and workshops every year.	0.85	4.23	Very High
Engaging in certification/licensure renewal process and/or have consistently maintained certificates and credentials.	0.79	4.31	Very High
Educating the community and public about my profession.	0.86	4.34	Very High
Having conducted research.	0.91	4.22	Very High
Seeking feedback/consultation from professional peers as a form of professional development.	0.87	4.29	Very High
Communicating with a mentor who is interested in my professional development.	0.84	4.40	Very High
Communicating with a mentee who is interested in his/her professional development.	0.78	4.51	Very High
Keeping in contact with counseling professionals through training and/or professional involvement in related associations.	0.86	4.24	Very High
Believing supervision is needed for all teachers in order to ensure quality education and to enhance supervisee's professional growth.	0.85	4.13	High
Overall	**0.34**	**4.22**	**Very High**

This perspective is further supported by Cornett et al., (2023), who explores how teachers' beliefs and self-perceptions directly impact their teaching practices, as well as Wright, (2023), who examine the relationship between teachers' self-concept and their classroom performance. Collectively, these studies provide a comprehensive understanding of how professional identity influences and shapes the teaching profession.

Significance on the Relationship between Work Engagement and Well Being of Teacher

Illustrated in Table 4.1   is the result of the test of relationship between work engagement and well being of teacher. Results of the computations the overall r-value on the correlation between the level of work engagement and well being of teacher is 431 with the probability value of p < 0.01.

Since the p-value is less than 0.05, there is a significant relationship between the work engagement and well being of teacher. Hence, the null hypothesis is being rejected. All indicators work engagement when correlated with the overall and wellbeing all of the R values where greater than p<0.05 significant level hence, significant.

The results state that if work related wellbeing of teachers is considerably increasing their work engagement will also increase or vice versa. Enhancing both work related well being and work engagement is possible in the organization. This

Table 4.1

Significance of the Relationship between Work Engagement and Well Being of Teacher

Work Engagement	Well Being of Teacher			
	Personal Well-Being	The Student Life	Your Neighborhood	Overall
Vigor	0.252*	0.141	0.561*	0.403*
	(0.002)	(0.080)	(0.000)	(0.000)
Dedication	0.412*	0.349*	0.573*	0.543*
	(0.000)	(0.000)	(0.000)	(0.000)
Absorption	0.382*	0.250*	0.508*	0.466*
	(0.000)	(0.002)	(0.000)	(0.000)
Overall	0.538*	0.368*	0.746*	0.431*
	(0.000)	(0.000)	(0.000)	(0.000)

needs a thorough understanding of other latent variables such as organizational structure, leadership, organizational climate and culture. Since all indicators for every variable are connected in this way, a positive link is observed and, in a study, conducted by Telu and Potnuru, (2024) the work engagement and well-being of

teachers are closely intertwined, influencing both their effectiveness in the classroom and their personal job satisfaction. Research has shown that work engagement, characterized by energy, enthusiasm, and dedication to one's work, plays a critical role in fostering a positive professional identity. When teachers are engaged, they are more likely to exhibit passion for their teaching, which directly impacts student learning outcomes and classroom climate. High levels of work engagement are often associated with greater levels of professional well-being, which include emotional, physical, and psychological health.

Significance on the Relationship between Work Engagement and Professional Identity

One important purpose of this study was to determine whether or not the work engagement is significantly related with their level of professional identity.

Results of the computations are shown in Table 4.2. As shown in table, the overall r-value on the correlation between the level of work engagement and professional identity is .194 with the probability value of $p < 0.01$. Since the p-value is less than 0.05, there is a significant relationship between the work engagement and professional identity. Hence, the null hypothesis is being rejected. All indicators of work engagement when correlated with the overall and professional identity all of the R values where greater than p<0.05 significant level hence, significant. Results showed that work engagement and emotion positively influence professional identity, suggesting that individuals who are emotionally invested and engaged in their work are more likely to develop a strong sense of professional identity. This connection may foster a deeper commitment to one's career, enhancing job satisfaction, performance, and overall well-being. Additionally, emotional experiences at work could reinforce personal values and professional aspirations, further shaping an individual's identity within their field

This means that teachers who perceive respect in this job, realise the value of their life, are proud of being a teacher, are responsible for the work, and perceive the importance of his job for next generations are more willing to be full of energy and strong motivation to engage in teaching and are satisfied with the progress they have made toward meeting their goals for the development of new skills and advancement, as well as satisfied with the success they have achieved in their career and are more willing to spend more time engaging in teaching. These results

Table 4.2

Significance on the Relationship between Work Engagement and Professional Identity of Teacher

Work Engagement	Identity of Teacher Overall
Vigor	.249*
	(0.000)
Dedication	.230*
	(0.000)
Absorption	.216*
	(0.000)
Overall	**.194***
	(0.001)

correspond to previous studies that showed that professional identity positively influences teachers' work engagement and career satisfaction.

Affirming the investigation of Hobfoll (2020) who said that who feel engaged in their work invest more resources (time, energy, and emotional labor), which increases their sense of accomplishment and professional identity. Moreover, it was shown that employees who are emotionally invested in their work are more likely to develop a positive and strong professional identity, reinforcing the connection between engagement, emotions, and identity formation.

Significance on the Relationship between Professional Identity and Well Being of Teacher

Illustrated in Table 4.3 is the result of the test of relationship between professional identity and well being of teacher. Results of the computations the overall r-value on the correlation between the level of professional identity and wellbeing of teacher is 677 with the probability value of $p < 0.01$. Since the p-value is less than 0.05, there is a significant relationship between the professional identity and wellbeing. Hence, the null hypothesis is being rejected. All indicators of professional identity when correlated with the overall and wellbeing all of the R values where greater than $p<0.05$ significant level hence, significant. This indicates that professional identity frames educators' explanation of their functions, academic changes, and alterations in syllabi, class exercises, utilization of approaches and strategies, and their connection to other problems in the academic

Table 4.3

Significance of the Relationship between Professional Identity and Well Being of Teacher

| Professional Identity | Well-Being of Teacher | | | |
	Personal Well-Being	The Student Life	Your Neighborhood	Overall
Overall	0.538*	0.368*	0.746*	0.677*
	(0.000)	(0.000)	(0.000)	(0.000)

*Significant at 0.05 significance level. *

setting. Also, well-being is one of the elements in which its influence and connection with identity are noted in various studies.

This statement agressd with the study of Ou and Gu (2024). Teachers with a strong sense of professional identity are committed to their work and view teaching as a long-term passion rather than merely a job. The professional identity of teachers is also reflected in their level of career satisfaction as they find a sense of accomplishment in their work. They are intrinsically motivated when they witness the progress, growth, and academic success of their students (Wong and Liu, 2024). Researchers suggested a strong positive relationship between personal identity and career satisfaction. They argue that, in shaping career satisfaction, a strong sense of personal identity is critical for enhancing commitment and engagement (Perrachione et al., 2008).

On the Mediating Effect of Professional Identity

shown in table 5 is the regression analysis on the mediating effect of professional identity onthe relationship between work engagement and wellbeing of teacher. The data in this table wereused as input to the medgraph in Figure 1. As

Table 5

Mediating Effect : Path Analysis

PATH	ESTIMATES		SE	C.R.	P
	Unstandardized	Standardized			
WE ⟶ WB	.691	.745	.036	19.290	***
WE ⟶ PI	1.000	.636	.054	18.583	***
PI ⟶ WB	.499	.342	.050	9.989	***

evident in the study of Baron and Kenny (1986), there are three stepsto be met for a third variable to be acting as mediator, in Table 10 these arecategorized as steps 1 to 3, step 4 is the final step. In Step 1 (Path C) work engagement as independent variable (IV) significantly predicts j work engagement, the dependent variable (DV). In Step 2 (Path A) professional identity (IV) significantly predicts professional identity, the
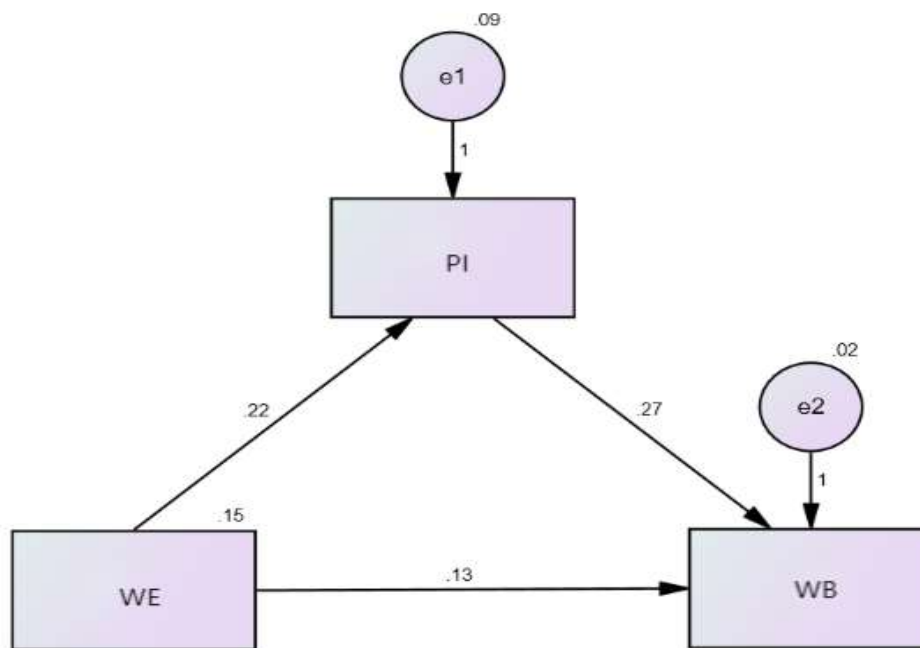
mediator (MV). Since the study resulted in a partial mediation,) professional identity significant partial mediation promotes work engagement and well being. This also means that school climate partially influences the relationship between a teacher's personality and science teaching competence. School climate concerns the

CONCLUSION AND RECOMMENDATION

The foregoing findings and conclusions give way to these recommendations. Consequently, the domains of professional identity also displayed results of very high in all indicators the *engagement behaviors, knowledge of the profession, attitude professional roles & expertise, philosophy of the profession, professional values and interaction.*

The *work engagement.* may sustain the very high level. This may ensure that when educators work together, they form important professional and personal relationships. Teachers often draw support from each another and can delegate tasks that allow each teacher to feel effective. Collaboration between teachers contributes to school improvement and student success.

The teacher wellbeing is also high specifically in *personal well-being, the students life, neighborhood.*. This type of teamwork contributes to a greater sense of trust and accountability, and it allows teachers to feel confident about contributing their most dynamic skills toward school improvement.

This is in consonance with the study of Moolenaar (2016) posited that when teachers collaborate, the interests, backgrounds and strengths of each teacher can contribute to a project and the organization. This type of wellbeing contributes to a greater sense of trust and accountability, and it allows teachers to feel confident and enthusiasm about contributing their most dynamic skills toward school improvement. Moreover, teamwork skills are predictors of teacher behavior.

In the light of the foregoing findings and conclusion, the following recommendations are offered. It is, hence, recommended that the Department of Education may implement programs or at least conduct refreshing seminar or workshop that would enhance the wellbeing behavior. Furthermore, to improve teamwork teachers must work in a team, they can delegate tasks according to the personality and expertise of each team members.

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