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Research Article

Instructional Leadership of School Heads, Organizational Factors, and Resiliency: A Structural Equation Model on Psychological Well-Being of Public School Teachers

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A B S T R A C T

The study aimed to determine the best-fit structural model on psychological well-being as influenced by instructional leadership of the school head, organizational factors, and resiliency. Using correlational and structural equation modeling, the respondents of this study were the 410 public elementary school teachers in Davao Region, Philippines. The results showed that the levels of instructional leadership of the school head, organizational factors, resiliency, and psychological well-being were all very high. Further, all exogenous variables showed significant correlations with psychological well-being. Finally, findings showed that Model 3 is the best-fit structural model. Model 3 revealed that the instructional leadership of school heads was described by its two remaining indicators, namely, providing incentives for learning and promoting professional development. Organizational factors were explained by their two remaining domains, namely: organizational communication, organizational commitment, and resiliency, which were measured using two retained indicators, namely: personal competencies and persistence, and family cohesion. On the other hand, the endogenous variable-psychological well-being was described by its two remaining indicators:

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autonomy and self-acceptance. This implies that to build psychological well-being, DepEd teachers may work on developing the retained indicators by way of establishing a supportive and growth-oriented environment within their schools. These insights contribute to the growing body of knowledge and align with DepEd's goals, supporting SDG 3 on well-being and SDG 4 on quality education.

INTRODUCTION

Teachers are considered a very significant human resource who act as the strength of national education, and their psychological well-being is deemed important to perform their job well (Alutaya & Guhao, 2024). However, teaching is considered a dynamic but exhausting profession. Various constant changes in many aspects, such as pedagogy, curriculum, and even modalities, pose a lot of challenges to teachers (Zakaria, Don, & Yaakob, 2021). Teachers' psychological well-being has received much attention for several years in light of many struggles and challenges that teachers have encountered, sometimes resulting in quitting the job (Jimenez, 2021). Nowadays, teachers face stressful situations that can affect their well-being in the workplace. Some problems, such as unresolved conflicts in the educational field, dissatisfaction, burnout, stress, and plenty of workloads, are among the dilemmas teachers have faced (Pacaol, 2021).

Psychological well-being for public school teachers is important, as this high level of psychological well-being could create a strong school climate (Garcia-Alvarez, Soler, & Achard-Braga, 2021). A study by Violago and Fabella (2023) on the psychological well-being of junior high school teachers found that psychological well-being plays a pivotal role in determining the effectiveness of teachers, as their mental and emotional state significantly influences their ability to engage with the students, manage classrooms, and deliver content effectively. Moreover, when teachers experience high levels of psychological well-being, they are more likely to create a positive and supportive learning environment.

Instructional leadership is a critical aspect of effective school management, and school heads play an important role in shaping the educational environment (McBrayer, Akins, De Blume, Cleveland, & Pannell, 2020). Moreover, instructional leadership focuses on promoting and enhancing the quality of teaching and learning within the school (Bayawa & Guhao, 2022). Instructional leadership ensures a strong focus on academic achievement (Nuñez & Guhao, 2020). School heads who prioritize instructional leadership are actively involved in setting high expectations for students and teachers (Aureada, 2021).

Organizational factors also play a crucial role in schools' overall functioning and effectiveness. These factors encompass various elements within the school structure, policies, and practices that collectively contribute to the learning environment (Kaya, 2021). One key aspect of organizational factors is the establishment of clear and transparent communication channels (Geolina & Guhao, 2021). Effective communication within the school community, including among administrators, teachers, parents, and students, creates a collaborative and supportive environment (Maya-Jariego, Muñoz-Alvis, Polo-Vargas, Palacio-Sañudo, & De Castro-Correa, 2022).

On the other hand, resiliency is an essential quality that holds significant importance in the context of schools, both for students and the entire educational community (Bertsia & Poulou, 2023). The ability to bounce back from setbacks, adapt to challenges, and thrive in the face of adversity is essential for the overall well-being and success of individuals within the school environment. Moreover, creating resiliency in schools contributes to the creation of a

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supportive and nurturing learning environment (Whatman & Harvey, 2020).

The instructional leadership of school heads plays a crucial role in enhancing the psychological well-being of public-school elementary teachers. When school leaders provide clear guidance, support, and resources, teachers feel more confident and empowered in their roles. This leadership style creates a positive and collaborative work environment, reducing feelings of isolation and stress. Teachers benefit from constructive feedback and professional development opportunities, which boost their competence and job satisfaction. A supportive leadership approach also promotes trust and open communication, helping teachers feel valued and understood, which contributes to their overall mental and emotional health.
On the relationship between instructional leadership and psychological well-being, a study by Leong (2022) found that the principal's instructional leadership style can affect teachers' psychological well-being at school. Teachers' psychological well-being at school and the reputation of the teaching profession in general are certainly affected by the kind of instructional leadership of the principal (Layupan & Guhao, 2024). Moreover, a study by Hassan, Boon, Ahmad, and Tahir (2022) found that the frame the school goals, communicate the school goals, supervise and evaluate instruction, coordinate the curriculum, monitor student progress, protect instructional time, maintain high visibility, provide incentives for teachers, encourage professional development, and provide incentives for student learning are indicators of instructional leadership of school heads that significantly influence the psychological well-being of teachers.

Organizational factors significantly influence the psychological well-being of public-school elementary teachers, shaping their overall work experience. A supportive and well-structured work environment reduces stress and promotes a sense of stability and security. Clear communication, fair policies, and access to resources enable teachers to perform their duties effectively, enhancing their confidence and job satisfaction. Collaborative relationships among staff and leadership create a sense of community and belonging, alleviating feelings of isolation. Additionally, opportunities for professional growth and recognition of efforts contribute to a positive mindset, helping teachers maintain motivation and emotional resilience in their demanding roles.

Another factor linked to endogenous variables is organizational factors. A study by Tawfik, Profit, and Webber (2019) revealed that organizational factors influence psychological well-being, stressing that organizational factors such as organizational commitment emerge as critical determinants of teachers' psychological well-being. Other organizational factors, such as organizational culture and communication, are worthy of fostering a culture of wellness and psychological well-being. A culture that values open communication, collaboration, and mutual respect contributes to a sense of belonging and connection within the school community, thereby improving the well-being of schools (Torres, 2022). On the other hand, effective organizational communication in schools about wellness initiatives, mental health resources, and support services promotes awareness. It nurtures the psychological well-being of everyone involved in the educational community (Reynolds, 2022).

Resiliency plays a vital role in supporting the psychological well-being of public-school elementary teachers, enabling them to navigate challenges with strength and adaptability. Teachers who cultivate resilience are better equipped to manage stress, recover from setbacks, and maintain a positive outlook in demanding situations. This inner strength helps them sustain motivation and emotional balance, even during difficult times. Resilient teachers also model perseverance and optimism for their students, creating a more supportive and inspiring classroom environment. Over time, this ability to bounce back from adversity contributes to greater job satisfaction, reduced burnout, and a deeper sense of fulfillment in their teaching careers.

Another factor that links with the endogenous variable is resiliency. A study by Hendriks, Schotanus-Dijkstra, Hassankhan, Sardjo, Graafsma, Bohlmeije, and De Jong (2019) found

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an association between resiliency and psychological well-being. They claimed that the constructs of resilience, such as personal competencies, spiritual influences, family cohesion, social skills, and peer support, influenced psychological well-being over time. A study by Klainin-Yobas, Vongsirimas, Ramirez, Sarmiento, and Fernandez (2021) found that resilient teachers are better equipped to cope with the daily stressors inherent in their profession. Maintaining a positive outlook, even in the face of setbacks, is a hallmark of resilience. Teachers with higher levels of resilience tend to exhibit lower levels of stress. They are better positioned to manage the emotional demands associated with their role, ultimately contributing to a more positive psychological well-being.

The relationship between instructional leadership and psychological well-being shows how supportive leadership can improve teachers' mental health and reduce stress. Examining organizational factors and psychological well-being reveals how workplace policies and culture directly impact teachers' job satisfaction and emotional health. Investigating resiliency and psychological well-being highlights the importance of helping teachers manage adversity and maintain mental stability. Understanding these connections allows schools to create environments that support teachers' well-being and professional growth. Addressing these areas can lead to healthier work conditions and improved retention in educational institutions.

As to the theoretical base, this study was anchored on Bandura's (1986) Social Cognitive Theory (SCT). Holistically, the four variables, namely instructional leadership of school heads, organizational factors, resiliency, and psychological well-being, can be explained by Bandura's (1986) Social Cognitive Theory (SCT). In the context of instructional leadership of school heads, school principals with strong instructional leadership can influence the environment and culture of the school, promoting an environment conducive to learning and emotional well-being. This aligns with SCT's idea that leaders can shape collective efficacy by promoting behaviors that enhance teacher motivation, morale, and resilience.

In the context of organizational factors, the organizational environment influences teachers' psychological and emotional resilience, a core focus of SCT, where the social context (including leadership) interacts with personal capabilities and motivations. In the context of resiliency, SCT posits that individuals' capacity for resilience is influenced by both their personal factors (like self-efficacy) and the environment they operate in. In a school context, resilient teachers may develop adaptive coping strategies in response to challenges, supported by a positive organizational environment and strong instructional leadership. Furthermore, in the context of psychological well-being, according to SCT, an individual's sense of self-efficacy contributes to their mental and emotional well-being. In schools, instructional leadership and a supportive organizational culture can strengthen teachers' perceived self-efficacy, promoting positive psychological well-being, helping them manage stress and maintain motivation.

Moreover, this study is underpinned by the Social Support Theory of Zheng and Wu (2018), where good organizational factors and perceptions are associated with employees' psychological well-being. Zheng and Wu (2018) also argued that organizational factors have been associated with single factors and groups of factors, such as individual-related and organization-related characteristics. They also found that the element of social support plays an important role in increasing employees' psychological well-being, along with organizational commitment, culture, and communication with their employers.

This study is supported by Polidore's (2004) Theory of Resilience, in which its first premise, the developmental perspective, indicates that adults develop resilience, learn to cope, and adapt over a lifetime through multiple processes that could affect the individual's psychological well-being and adaptability to the changing environment. Its second premise, the ecological perspective, consists of the spheres of external or environmental influences on an individual, such as family, school, work settings, or larger social systems. This theory also has an emphasis on building teacher capacity, longevity, and well-being (Polidore, 2004).

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Also, this study is supported by the Well-being Theory (Daniilidou & Platsidou, 2018), where they described psychological well-being as a multidimensional construct with higher levels of psychological well-being, indicating a predominance of positive over negative elements. They claimed that psychological well-being has five dimensions: autonomy, environmental mastery, personal growth, positive relations with others, and purpose in life.

This study has three exogenous variables, which are instructional leadership, organizational factors, and resiliency, and one endogenous variable, which is psychological well-being. The first exogenous variable is instructional leadership based on Pettiegrew (2013) with 10 indicators, namely: frame the school goals, communicate the school goals, supervise and evaluate instruction, coordinate the curriculum, monitor student progress, protect instructional time, maintain high visibility, provide incentives for teacher, promote professional development, and provide incentives for learning.

The second exogenous variable is organizational factors based on Arinanye (2015), which has three indicators, namely: organizational culture, organizational communication, and organizational commitment. The third exogenous variable is resiliency, which is based on Daniilidou and Platsidou (2018), which has four indicators, namely: personal competencies and persistence, spiritual influences, family cohesion, and social skills and peer support.

Furthermore, the endogenous variable is psychological well-being based on Ryff and Keyes (1995), which has five indicators, namely: autonomy, environmental mastery, personal growth, positive relations with others, and purpose in life. Although several literature have focused on instructional leadership and psychological well-being (Leong, 2022), organizational factors and psychological well-being (Al Doghan & Talat, 2023), and resiliency and psychological well-being (Sood & Sharma, 2021), there are still scarcity of studies related to these variables and there are no empirical evidences of these variables towards psychological well-being, as most of the related studies are bivariate (Tawfik et al., 2019; Torres, 2022; Hendrick, 2019; Klainin-Yobas, 2021). With the use of some research designs, data analysis, and sampling procedures, this study is important in developing an extensive influence on psychological well-being among public school teachers. On the other hand, there are no studies that have linked the abovementioned variables in the Philippine context, especially in the local settings. Hence, this study aims to add to the developing body of knowledge, including the development of a new model that will provide a framework for improving the educational management field, particularly in the psychological well-being of public-school teachers.

The urgency of conducting this study lies in its critical role in maintaining a productive and supportive educational environment. With increasing demands on teachers, understanding how leadership, organizational structures, and personal resilience contribute to well-being becomes essential. Addressing these factors can lead to improved job satisfaction, reduced stress, and enhanced professional effectiveness, ultimately benefiting both educators and students. Given the impact of psychological well-being on overall performance and retention, immediate attention to these predictors is necessary to create sustainable and thriving school communities.

The objective of the study is to construct a causal model on psychological well-being through instructional leadership, organizational factors, and resiliency. Specifically, this study seeks: to determine the level of instructional leadership in terms of frame the school goals, communicate the school goals, supervise and evaluate instruction, coordinate the curriculum, monitor student progress, protect instructional time, maintain high visibility, provide incentives for teacher, promote professional development, and provide incentives for learning; to ascertain the level of organizational factors in terms of organizational culture, organizational communication, and organizational commitment; to determine the level of resiliency in terms of personal competencies and persistence, spiritual influences, family cohesion, and social skills and

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peer support and to determine the level of psychological well-being of public school teachers in terms of autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance.

Moreover, it also aims to determine the significant relationship between instructional leadership and psychological well-being, organizational factors and psychological well-being, and resiliency and psychological well-being. It also seeks to determine the singular and combined influence of independent variables on psychological well-being. Finally, it also aims to determine the best-fit model for psychological well-being.

Likewise, the following hypotheses were tested at the 0.05 level of significance: there is no significant relationship between instructional leadership and psychological well-being, organizational factors and psychological well-being, and resiliency and psychological well-being; there is no variable that can best predict the psychological well-being; and there is no best-fit model for psychological well-being.

This study contributes to the field of educational management by providing new insights into the relationships between instructional leadership, organizational factors, resiliency, and teachers' psychological well-being. It highlights how effective leadership practices and supportive organizational environments can enhance teachers' mental health and job satisfaction. Additionally, the study emphasizes the role of resilience in helping teachers manage stress and adversity, offering a deeper understanding of how to sustain well-being in challenging educational settings. By identifying these key factors, the research offers practical strategies for school leaders and policymakers to improve workplace conditions and retain skilled educators.

Moreover, the study aligns with the Sustainable Development Goals (SDGs), particularly SDG 3 (Quality Education, Good Health and Well-Being) and SDG 4 (Quality Education), by addressing the well-being of educators, a crucial component of promoting a sustainable education system. As to SDG 3, the investigation into the psychological well-being of public-school teachers directly addresses SDG 3, which aims to ensure healthy lives and promote well-being for all at all ages. The study recognizes that teachers play a crucial role in the education system and that their well-being is integral to maintaining a healthy and effective learning environment (Tong, 2024).

As to SDG 4, this study aims to ensure an inclusive, equitable, quality education for all. By exploring factors related to instructional leadership and organizational factors, the study contributes to the understanding of how the educational environment can affect the well-being of teachers, ultimately influencing the quality of education provided to the students (Negussie & Tollosa, 2023).

This study is significant for teachers as it offers a nuanced understanding of the factors influencing their psychological well-being. By examining the relationships between instructional leadership, organizational factors, and resiliency, educators gain insights into the specific areas that contribute to or hinder their mental health. The findings can inform targeted interventions and support mechanisms to enhance teachers' psychological well-being, fostering a more positive and conducive work environment.

Moreover, students stand to benefit from the findings of the study as teachers' psychological well-being is closely linked to their effectiveness in the classroom. By identifying the factors that impact teachers' psychological well-being, the study indirectly addresses the potential influence on instructional quality and student outcomes. Improved teachers' psychological well-being may translate into more positive learning experiences for students, creating a ripple effect on the overall educational environment.

Likewise, the DepEd officials can leverage the outcomes of this study to inform policy and decision-making processes. Understanding the intricate connections between instructional leadership, organizational factors, resiliency, and psychological well-being enables educational leaders to implement targeted strategies and reforms. This study can guide the development of policies that prioritize the creation of supportive school environments conducive to both teacher

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psychological well-being and effective teaching practices.

Furthermore, future researchers in the field of education can build upon the findings of this study to deepen the understanding of the intricate dynamics influencing the psychological well-being of public-school teachers. The structural equation model presented in this research offers a methodological framework that can be replicated and adapted for further investigations. By fostering a cumulative body of knowledge, future researchers can contribute to the ongoing discourse on the psychological well-being of teachers and its broader implications for the education sector.

METHODS

This section outlines the research methods to be employed in the study, which include the research respondents, research subjects, research instrument, research procedure for gathering the data, and the statistical tools to be used for data analysis throughout the research.

Research Respondents

The study involved 410 public elementary teachers throughout Region XI, comprising 46 males and 364 females, selected from a total population of 27,902 elementary school teachers based on the data from the DepEd Regional Office XI for the school year 2024-2025. The elementary public-school teachers with 189 Teacher 1, 132 Teacher II, 69 Teacher III, 11 Master Teacher 1, and nine (9) Master Teacher II, were chosen as respondents of the study since the researcher is an elementary school teacher who observed the problems firsthand. The choice of these teachers was motivated by the different literature, where issues related to psychological well-being, instructional leadership, organizational factors, and resiliency had been perceived and observed.

To get the sample size from the population of the study, the researcher used stratified random sampling among the elementary public-school teachers in Region XI using the Raosoft online calculator with a 5 percent margin of error (Creswell, 2014). Region XI was comprised of 10 school divisions with six (6) cities and four (4) provinces. namely: Davao City, Tagum City, Digos City, Mati City, Island Garden City of Samal, and Panabo City, as well as Davao del Norte, Davao del Sur, Davao Occidental, and Davao Oriental. Davao de Oro happened to be not included, as the Schools Division of Davao de Oro did not give study permits. Hence, the researcher increased the number of samples of the remaining school divisions to fill this gap. The researcher employed a stratified random sampling technique to ensure a proportional representation of respondents across these divisions. Additionally, the researcher used a simple random technique utilizing a lottery method to address the bias and administrative issues. The 410 respondents were distributed based on the actual number of public elementary school teachers in each division. These elementary public-school teachers are the individuals who qualified as respondents and offered valuable information to test the hypothesis of the study.

Moreover, the selection of respondents followed the inclusion criteria: (a) public school teachers in elementary schools and (b) public elementary school teachers in Region XI. Regarding the exclusion criteria, those public-school teachers in secondary and other regions were not included. As to the withdrawal criteria, respondents were free to withdraw from participating in the study, since their participation was voluntary and without coercion.

Materials/Instruments

This study utilized four instruments specifically designed to address the research objectives. The first questionnaire focused on instructional leadership. This study used the Instructional

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Leadership Rating Scale based on Pettiegrew (2013) consisting of 50 items and ten (10) dimensions, namely: frame the school goals, communicate the school goals, supervise and evaluate instruction, coordinate the curriculum, monitor student progress, protect instructional time, maintain high visibility, provide incentives for teacher, promote professional development, and provide incentives for learning. This scale was designed to assess the level of instructional leadership of school principals as perceived by teachers. Likewise, the researcher also used the Organizational Factors Questionnaire based on Arinanye (2015). It consists of 43 items and three (3) dimensions, namely: organizational culture, organizational commitment, and organizational. This scale was developed to assess the organizational factors that affect employee performance in an organization.

Likewise, the researcher used the Teachers' Resiliency Scale (TRS) based on Daniilidou and Platsidou (2018), consisting of 26 items and four (4) dimensions, namely: personal competencies and persistence, spiritual influences, family cohesion, and social skills and peer support. This scale was developed to measure the resiliency of teachers in times of problems and challenges. Lastly, the researcher utilized the Psychological Wellbeing Scale based on Ryff and Keyes (1995). It consisted of 18 items and six (6) dimensions, namely autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance.

For the mean range of 4.20-5.00, the descriptive level is very high, and an interpretation of "the measures are always evident among public school teachers". For the range of means of 3.40-4.19, the descriptive level is high, and an interpretation of "the measures are often evident among public school teachers". For the range of means of 2.60-3.39, the descriptive level is moderate, and an interpretation of "the measures are sometimes evident among public school teachers". For the range 1.80-2.59, the descriptive level is low, and an interpretation of "the measures are rarely evident among public school teachers". For the range of means of 1.00-1.79, the descriptive level is very low, and an interpretation of "the measures are never evident among public school teachers".

The final revision was developed, and the corrections, comments, and suggestions observed in the draft by expert validators were applied. The ratings of the validators were computed and consolidated to determine the status of the questionnaires. Following revisions, a pilot test involving 50 respondents was carried out. The collected data were then submitted to a statistician for evaluation of reliability and validity. The Cronbach's alpha of the variables instructional leadership of the school head, organizational factors, resiliency, and psychological well-being are .965, .923, .943, and .842, respectively. Hence, the survey questionnaires were reliable. The Cronbach's alpha reliability coefficient of 0.70 to 1.0 is considered reliable (Taber, 2018).

Furthermore, the survey questionnaires were modified, refined, and contextualized to fit the concepts within the local context. Six expert validators assessed the questionnaire's content to confirm its construct validity with a score of 4.26. The researcher took into account feedback from validators and integrated any recommended modifications. Afterward, the questionnaires were pilot tested with 50 respondents to evaluate Cronbach's alpha, with a value surpassing 0.70 for each variable signifying the validity and reliability of the survey questionnaires.

To determine the best-fit model, the following indices were used with their corresponding criterion based on Kim, Ku, Kim, Park, and Park (2016): Chi-Square/Degrees of Freedom (0 < value < 2) (Kline, 1998; Marsh & Hocevar, 1985), P-value (> .05) (Joreskog & Surbom, 1996), Normed Fit Index (NFI) (>.95) (Kim et al., 2016), Tucker-Lewis Index (TLI) (> .95) (Kim et al., 2016), Comparative Fit Index (CFI) (> .95) (West et al., 2012; Fan et al., 1999), Goodness of Fit Index (GFI) (> .95) (Kline, 2005; Hu & Bentler, 1998), Root Mean Square of Error Approximation (RMSEA) (< .05) (MacCallum et al., 1996), and P of Close Fit (PClose) (> .05) (Kim et al., 2016).

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Design and Procedure

Primarily, the researcher employed a descriptive-correlational research design, measuring each variable at different levels and establishing correlations to understand the associations or relationships between variables. Exploring relationships within social science disciplines is a primary motivation for scientific investigation, transcending even the most nuanced distinctions between different research methods (Curtis et al., 2016).

Moreover, the researcher employed a quantitative, non-experimental design, utilizing structural equation modeling (SEM) to measure and analyze the connections between observed and latent variables. This allowed the researcher to examine these variables and provide a comprehensive view of the interconnections within a theoretical model. SEM allows for the simultaneous examination of multiple relationships in a model, considering the direct and indirect effects of variables (Civelek, 2018). This investigation also aimed to develop a best-fit model of psychological well-being among the public elementary school teachers.

Subsequently, this research employed structural equation modeling (SEM), which technically integrates confirmatory factor analysis, utilized for apparent factor structures, and path analysis, typically employed to investigate causal relationships among variable sets (Kelloway, 1998). Notably, SEM enhances path analysis by establishing connections between latent or theoretical variables, which cannot be directly measured, and observed or manifest variables (Streiner, 2006). Likewise, the study utilized various statistical tools to measure and test hypotheses at a significant level of alpha 0.05. Mean measured the levels of instructional leadership, organizational factors, resiliency, and psychological well-being. Pearson r measured the interrelationships between these variables, while regression analysis determined the strength of their relationships (Kim et al., 2016).

This study examined the hypothesized relationships, beginning with a theory-based model translated into a path diagram. The data collection process involved the researcher obtaining permission from the Dean of Professional Schools to survey elementary public-school teachers in Region XI. Then, approval was sought from the Regional Director of the DepEd Regional Office XI to carry out the study in the 11 school divisions in Region XI. The initial draft of the questionnaire was sent to the research adviser for possible revisions and comments before being submitted to a panel of experts for reliability and validation. After obtaining approval, the researcher personally distributed and oversaw the administration of the survey questionnaires to guarantee the complete retrieval of all questionnaires. The survey was planned for the first semester of the school year 2024-2025(from July 2024 to December 2024), and the compiled data were organized, tabulated, analyzed, and interpreted according to the research objectives.

Furthermore, ethical considerations were integral to this study in accordance with the guidelines established by the University of Mindanao Ethics and Research Committee (UMERC). In addition to the crucial nature of choosing the proper research methodology and methods, the ethical considerations surrounding the research process, as outlined in UMERC Form 2.2, are also of utmost importance. Hence, this paper was subjected to an ethics review by the panel of experts from the University of Mindanao Ethics Review Committee (UMERC) and found to be in order and compliant with the minimum standards of research ethics prescribed by the university. The researcher was granted a certificate of approval with a UMERC Protocol Number 2024-291 and compliance.

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RESULTS AND DISCUSSION

Presented in this portion are the results and discussion of the study. The topics are discussed in sequence as follows: level of instructional leadership of school head, level of organizational factors, level of resiliency, level of psychological well-being, significance on the relationship between instructional leadership of school head and psychological well-being, significance on the relationship between organizational factors and psychological well-being, significance on the relationship between resiliency and psychological well-being, structural equation model 1, structural equation model 2, and structural equation model 3.

Instructional Leadership of School Heads

Shown in Table 1 is the level of instructional leadership of school heads, which revealed an overall mean of 4.47, which has a descriptive level of very high and a standard deviation of 0.37. This means that the level of instructional leadership of school heads is very much observed. This denotes that the school head consistently supports and guides instructional practices effectively. The indicator *frames the school goals as having the highest mean* of 4.53, which is described as very high. This was followed by the indicators *that communicate the school goals and coordinate the curriculum*, *both of which* have a mean of 4.51. On the other hand, both the indicators *monitor student progress and maintain high visibility*, with the lowest mean of 4.43, and are described as very high. Moreover, the overall standard deviation of 0.37 is below 1.0, which means that the responses are clustered around the mean, achieving a homogeneity of variance.

The overall very high response of public elementary school teachers in all domains of instructional leadership of school heads was also very high. This indicates that developing goals are easily understood and used by teachers in the school, which was always evident. Effective instructional leadership involves a combination of practices that ensure alignment between the school's goals and daily operations, fostering an environment conducive to teaching and learning. One key practice is developing goals that are clear, actionable, and easily understood by teachers, enabling their seamless integration into instructional activities. These goals should be consistently referred to in forums with students, such as assemblies or discussions, to reinforce the school's mission and vision. School leaders also play a critical role in identifying areas for improvement by providing constructive feedback to teachers, particularly in post-observation sessions where specific weaknesses in instructional practices are addressed.

Table 1
Level of Instructional Leadership of School Heads

Indicator	SD	Mean	Descriptive Equivalent
Frame the School Goals	0.40	4.53	Very High
Communicate the School Goals	0.50	4.51	Very High
Supervise and Evaluate Instruction	0.44	4.50	Very High
Coordinate the Curriculum	0.45	4.51	Very High
Monitor Student Progress	0.46	4.43	Very High
Protect Instructional Time	0.36	4.47	Very High
Maintain High Visibility	0.52	4.43	Very High
Provide Incentives for Teachers	0.40	4.45	Very High
Promote Professional Development	0.51	4.46	Very High
Provide Incentives for Learning	0.45	4.45	Very High
Overall	**0.37**	**4.47**	**Very High**

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Moreover, data-driven decision-making further strengthens instructional leadership, as leaders draw upon results from school-wide testing to make informed curricular decisions. Sharing the school's performance results with teachers in written form ensures transparency and equips educators with the information needed to refine their approaches. Additionally, managing instructional time effectively by limiting the intrusion of extra- and co-curricular activities preserves focus on academic priorities.

Instructional leaders also directly support teaching and learning by tutoring students or providing direct instruction to classes when needed, demonstrating their commitment to student success. Recognizing and celebrating excellence is another critical aspect, achieved by acknowledging teachers' exceptional performance through written memos for their personnel files and encouraging the recognition and reward of student contributions and accomplishments in class. Finally, ensuring that in-service activities attended by staff align with the school's goals enhances professional development, reinforcing a unified effort toward achieving the school's mission. Together, these practices establish a strong, goal-oriented culture that supports both educators and students.

This finding aligns with the perspective of Le, Nguyen-Thi, Tran-Thi, and Cao (2021), who emphasized that developing clear and actionable goals is essential for aligning teachers' instructional practices with the school's vision, creating a unified direction for educational efforts. In parallel, Agirdag and Muijs (2023) discussed how referring to the school's mission in forums with students helps reinforce these goals and promotes a shared understanding of the school's objectives. Furthermore, the findings are supported by Alanoglu (2021), highlighting the importance of identifying specific weaknesses in teacher instructional practices during post-observation feedback, enabling educators to refine their methods and improve the quality of instruction. Similarly, Arrieta (2021) highlighted that drawing upon school-wide testing results when making curricular decisions ensures that instructional strategies are based on data, further aligning with the clear goals set by leaders.

Additionally, the findings are parallel to the study of Villegas (2023), who pointed out that informing teachers of the school's performance results promotes transparency and accountability, enhancing the effectiveness of the feedback and decision-making processes. Moreover, the results are in consonance with the study of Adarkwah (2021), who emphasized that providing timely and specific feedback to students is crucial for their learning progress. Similarly, Kolleck, Schuster, Hartmann, and Grasel (2021) highlighted the importance of promoting a culture of collaboration among teachers to improve instructional practices, which complements the goal-setting and feedback mechanisms. Additionally, the findings are supported by the study of Ambon, Alias, Komariah, and Mansor (2023), who emphasized the role of continuous improvement cycles in enhancing educational practices, aligning with the data-driven decision-making processes.

Likewise, the findings of the study are parallel to the study of Sims, Fletcher-Wood, O'Mara-Eves, Cottingham, Stansfield, Goodrich, Van Herwegen, and Anders (2023), who discussed the significance of aligning professional development with school goals to ensure that teachers have the necessary skills and knowledge to meet the established objectives. Furthermore, the findings of the study conform to the study of Munna (2022), highlighting the importance of instructional leadership in creating a supportive learning environment, aligning with the predominant themes of goal development, feedback, and data-driven decision-making.

Organizational Factors

Shown in Table 2 is the level of organizational factors, which revealed an overall mean of 4.48, a descriptive level of very high, and a standard deviation of 0.40. This means that the respondents very much observe the level of organizational factors. This denotes that the respondents have a higher regard for the organization and workplace. The indicator *organizational culture* got the highest mean of 4.53 and was described as very high. This was followed

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by the indicators of *organizational communication* and *organizational commitment*, both of which had the same mean of 4.46 and were described as very high. Moreover, the overall standard deviation of 0.40 is less than 1.0, which denotes that the respondents' ratings are clustered around the mean, attaining equality of variance. The overall very high response of public elementary school teachers to all domains of organizational factors was also very high. This indicates that teachers have a very high regard for the organization in school. Teachers perform competently without pressure from their school heads, which creates a sense of autonomy and confidence in their abilities.

Table 2
Level of Organizational Factors

Indicators	SD	Mean	Descriptive Equivalent
Organizational Culture	0.38	4.53	Very High
Organizational Communication	0.42	4.46	Very High
Organizational Commitment	0.47	4.46	Very High
Overall	**0.40**	**4.48**	**Very High**

This supportive environment encourages teachers to believe in the power of teamwork as they collaborate with colleagues to achieve common goals. Additionally, teachers receive timely communication about decisions made by different teachers, ensuring they are informed and can align their efforts accordingly. As a result, this positive atmosphere creates a sense of satisfaction and commitment, with teachers expressing their willingness to spend the rest of their careers in this school, knowing that their contributions are valued and supported.

In consonance with the findings of Eslabon (2023), teachers perform competently without pressure from their school heads, which creates a sense of autonomy and confidence in their abilities. This also aligns with the work of Monteiro, Carvalho, and Santos (2021) highlighted that a supportive environment encourages teachers to believe in the power of teamwork, as they collaborate with colleagues to achieve common goals. Moreover, in line with Ventista and Brown (2023), teachers receive timely communication about decisions made by different teachers, ensuring they are informed and can align their efforts accordingly. As a result, this positive atmosphere is consistent with the ideas of Allen, Slaten, Arslan, Roffey, Craig, and Vella-Brodrick (2021), who emphasized that a supportive and communicative environment creates a sense of satisfaction and commitment, with teachers expressing their willingness to spend the rest of their careers in this school, knowing that their contributions are valued and supported.

Resiliency

In Table 3, the level of resiliency of public elementary school teachers is shown with an overall mean of 4.53, which is described as a very high level of resiliency and a standard deviation of 0.47. This means that the level of resiliency is very much evident among the respondents. This denotes that public elementary school teachers demonstrate a strong capacity to adapt, recover, and remain effective despite challenges. The indicator *spiritual influence* got the highest mean of 4.57 with a descriptive level of very high. On the other hand, the indicator *family cohesion* has a mean of 4.56 and a descriptive level of very high. The indicator of personal competence has a mean of 4.54 and a descriptive level of very high. The indicator *social skills and peer support* has the lowest mean of 4.43 and a descriptive level of very high. Moreover, the overall standard deviation of 0.47, which is less than 1.0, suggests a homogeneity of variance and that the respondents have ratings that are clustered around the mean.

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Table 3
Level of Resiliency

Indicators	SD	Mean	Descriptive Equivalent
Personal Competence and Persistence	0.49	4.54	Very High
Spiritual Influence	0.49	4.57	Very High
Family Cohesion	0.51	4.56	Very High
Social Skills and Peer Support	0.56	4.43	Very High
Overall	**0.47**	**4.53**	**Very High**

The overall very high response of the public elementary school teachers in all domains of resiliency was also very high. This indicates that teachers are strong and resilient as they face challenges. Teachers are able to adapt to change, which allows them to embrace new opportunities and challenges in both their personal and professional lives. Sometimes, teachers believe things happen for a reason, which helps them stay positive and resilient in the face of uncertainty. Teachers feel very happy with their families, as they provide the emotional support and stability needed. Additionally, new friendships are something teachers make easily in their workplace, where they connect with colleagues and build strong relationships that enhance their sense of belonging and well-being.

In parallel with the work of Tamah and Wirjawan (2021), teachers can adapt to change, which allows them to embrace new opportunities and challenges in both their personal and professional lives. Similarly, in consonance with the ideas of Ajara, Felisilda, Licarte, Marasigan, Napa, Neri, and Tumbaga (2023), teachers sometimes believe things happen for a reason, which helps them stay positive and resilient in the face of uncertainty. In line with the research of Belmonte, Estrella, and Eutsay (2022), teachers feel very happy with their families, as they provide the emotional support and stability needed. Additionally, in line with the findings of Bella (2023), teachers make new friendships easily in their workplace, where they connect with colleagues and build strong relationships that enhance their sense of belonging and well-being.

Psychological Well-Being

Shown in Table 4 is the level of psychological well-being of the public elementary school teachers, which revealed an overall mean of 4.53, with a descriptive level of very high and a standard deviation of 0.44. This means that the level of psychological well-being is always manifested by the respondents. This denotes that the respondents feel well-supported and content, which can positively influence their effectiveness and interactions in the classroom. The indicator self-acceptance got the highest mean of 4.67 and is described as very high. This was followed by the indicator environmental mastery with a mean of 4.57 and a descriptive level of very high.

Then, the indicators of personal growth and positive relations with others both have a similar mean of 4.55 and were described as very high. On the other hand, the indicators of personal competence and persistence got the lowest mean of 4.54 but were still described as very high. Likewise, the overall standard deviation of 0.467 is less than 1.0, which denotes that the respondents' ratings are clustered around the mean, attaining homogeneity of responses.

The overall response of public elementary school teachers in all domains of psychological well-being was also very high. This denotes that

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teachers highly regard their mental toughness and positive mental states. Teachers have confidence in their own opinions, even if they differ from how others think, allowing them to maintain a strong sense of individuality. In general, teachers feel in charge of the situations in which they live, viewing life as a continuous process of learning and growth. They strive to be giving individuals, willing to share their time with others, and take pride in their ability to contribute to those around them. While some people may wander aimlessly through life, teachers are not among them, as they consistently seek direction and purpose.

Table 4
Level of Psychological Well-Being

Indicators	SD	Mean	Descriptive Equivalent
Autonomy	0.58	4.47	Very High
Environmental Mastery	0.50	4.57	Very High
Personal Growth	0.58	4.55	Very High
Positive Relations with Others	0.53	4.55	Very High
Purpose in Life	0.77	4.36	Very High
Self-Acceptance	0.38	4.67	Very High
Overall	**0.44**	**4.53**	**Very High**

However, despite their efforts, there are times when teachers feel disappointed about their achievements, as they constantly strive for more, acknowledging that the journey of self-improvement is ongoing. This is in support of the work of Lazdina and Daga-Krumina (2022), teachers have confidence in their own opinions, even if they differ from the way most other people think, which allows them to maintain a strong sense of individuality. Similarly, in support of the research of Song (2022), teachers feel in charge of the situations in which they live, viewing life as a continuous process of learning, changing, and growth. In line with the findings of Hascher and Waber (2021), teachers strive to be giving individuals, willing to share their time with others, and take pride in their ability to contribute to those around them. Additionally, in support of the ideas of Foster, Kuhbandner, and Hilbert (2022), while some people may wander through life, teachers are not among them, as they consistently seek direction and purpose.

However, in alignment with the work of Frenzel, Daniels, and Buric (2021), despite their efforts, there are times when teachers feel disappointed about their achievements, as they constantly strive for more, acknowledging that the journey of self-improvement is ongoing. Furthermore, the current study's findings also echoed the study of Layupan and Guhao (2024), who showed that teachers report high levels of psychological well-being, suggesting that they are resilient and maintain a positive outlook despite possible stressors in their professional lives.

Significance of the Relationship between Instructional Leadership of School Heads and Psychological Well-Being

The result of the significance of the relationship between instructional leadership and psychological well-being is shown in Table 5 below. Results revealed that the overall r-value was .195 with a p-value of 0.000, which is less than the 0.05 significance level, thereby rejecting the null hypothesis. Therefore, there is a significant positive relationship between instructional leadership and the psychological well-being of public elementary school teachers. This showed that the higher the instructional leadership, the higher the psychological well-being of public elementary school teachers.
Also revealed in Table 5 is the correlation between instructional leadership and psychological well-being. Each relationship between the indicators of instructional leadership is presented. Further, when supervision and

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evaluation of instruction were correlated to psychological well-being, it registered an r of .232 with p<0.05, hence, significant. Also, when framing the school goals was correlated to psychological well-being, it registered an r of .206 with p<0.05, hence significant. Next, when monitor student progress was correlated to psychological well-being, it registered an r of .206 with p<0.05, hence significant. Likewise, when communicate the school goals was correlated to psychological well-being, it registered an r of .192 with p<0.05, hence significant. Similarly, when coordinate the curriculum was correlated to psychological well-being, it registered an r of .177 with p<0.05, hence significant. Also, when maintain high visibility was correlated to psychological well-being, it registered an r of .134 with p<0.05, hence significant. Moreover, when protect instructional time was correlated to psychological well-being, it registered an r of .133 with p<0.05, hence significant. When promote professional development was correlated to psychological well-being, it registered an r of .125 with p<0.05, hence significant. Likewise, when provide incentives for learning was correlated to psychological well-being, it registered an r of .118 with p<0.05, hence significant.

Lastly, when provide incentives for teachers was correlated to psychological well-being, it registered an r of .109 with p<0.05, hence significant. Furthermore, all indicators of instructional leadership showed a significant relationship with psychological well-being of public elementary school teachers.

This result confirms the study of Pau et al. (2022), which examined the mental health and well-being of secondary school teachers in Malaysia. The study highlighted that when school leaders exhibit strong instructional leadership, it directly influences teachers' psychological state, enhancing their sense of support and security in the workplace, leading to better mental health outcomes. In a similar vein, the results of this study indicate that the psychological well-being of teachers is positively impacted by the instructional leadership of their school heads.

Table 5

Significance of the Relationship between Levels of Instructional Leadership and Psychological Well-Being

Instructional Leadership	Psychological Well-Being						
	Autonomy	Environmental Mastery	Personal Growth	Positive Relations with Others	Purpose in Life	Self-Acceptance	Overall
Frame the School Goals	.177* (0.000)	.203* (0.000)	.185* (0.000)	.167* (0.001)	.078 (0.116)	.217* (0.000)	.206* (0.000)
Communicate the School Goals	.166* (0.001)	.190* (0.000)	.147* (0.003)	.167* (0.001)	.083 (0.092)	.200* (0.000)	.192* (0.000)
Supervise and Evaluate Instruction	.207* (0.000)	.233* (0.000)	.153* (0.002)	.195* (0.000)	.124* (0.012)	.228* (0.000)	.232* (0.000)
Coordinate the Curriculum	.159* (0.001)	.186* (0.000)	.132* (0.007)	.166* (0.001)	.067 (0.177)	.175* (0.000)	.177* (0.000)
Monitor Student Progress	.175* (0.000)	.210* (0.000)	.169* (0.001)	.165* (0.001)	.103* (0.037)	.184* (0.000)	.206* (0.000)
Protect Instructional Time	.111* (0.024)	.136* (0.006)	.119* (0.016)	.114* (0.020)	.062 (0.210)	.106* (0.032)	.133* (0.007)

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Maintain High Visibility	.109* (0.027)	.133* (0.007)	.143* (0.004)	.114* (0.021)	.048 (0.331)	.115* (0.020)	.134* (0.007)
Provide Incentives for Teachers	.071 (0.149)	.110* (0.026)	.110* (0.025)	.115* (0.020)	.042 (0.395)	.087 (0.080)	.109* (0.028)
Promote Professional Development	.102* (0.038)	.130* (0.008)	.128* (0.010)	.102* (0.039)	.036 (0.467)	.129* (0.009)	.125* (0.012)
Provide Incentives for Learning	.109* (0.027)	.133* (0.007)	.145* (0.003)	.100* (0.043)	.014 (0.780)	.089 (0.073)	.118* (0.017)
Overall	.167* (0.001)	.200* (0.000)	.172* (0.000)	.168* (0.001)	.079 (0.112)	.184* (0.000)	.195* (0.000)

*Significant at 0.05 significance level.

Furthermore, this finding aligns with the work of Chaudhry and Chhajer (2023), who found that when school leadership focuses on providing supportive and effective instructional guidance, it helps enhance teachers' mental well-being. Effective instructional leadership, such as promoting professional development and maintaining high visibility, was shown to contribute to teachers' overall sense of psychological well-being. In line with this, the current study's results suggest that a strong instructional leadership presence in schools plays a significant role in promoting teachers' psychological well-being.

Significance of the Relationship between Organizational Factors and Psychological Well-Being

Table 6 shows the significance of the relationship between organizational factors and the psychological well-being of public elementary school teachers. It was revealed that the overall r-value was .201 with a p-value of 0.000, which is less than the 0.05 significance level. With this, the null hypothesis of no significance between organizational factors and psychological well-being is rejected. Likewise, the result is interpreted as a significant positive relationship between organizational factors and psychological well-being. This showed that the higher the organizational factors are, the higher the psychological well-being of public elementary school teachers. It is also revealed in Table 6 that the correlation between organizational factors and the psychological well-being of public-school elementary school teachers. Each relationship between the indicators of organizational factors is presented. Further, when organizational culture was correlated to psychological well-being, it registered an r of .255 with $p<0.05$, hence significant. Next, when organizational communication was correlated to psychological well-being, it registered an r of .194 with $p<0.05$, hence significant. Likewise, when organizational commitment was correlated to psychological well-being, it registered an r of .129 with $p<0.05$, hence significant.

Moreover, the overall correlation between organizational factors and psychological well-being yielded an r of .201, $p<0.05$. Furthermore, all indicators of organizational factors showed a significant relationship between organizational factors and psychological well-being of public elementary school teachers.

Table 6

Significance of the Relationship between Levels of Organizational Factors and Psychological Well-Being

Organizational Factors	Psychological Well-Being

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	Autonomy	Environmental Mastery	Personal Growth	Positive Relations with Others	Purpose in Life	Self-Acceptance	Overall
Organizational Culture	.210* (0.000)	.248* (0.000)	.189* (0.000)	.235* (0.000)	.144* (0.003)	.219* (0.000)	.255* (0.000)
Organizational Communication	.154* (0.002)	.206* (0.000)	.160* (0.001)	.193* (0.000)	.096 (0.052)	.134* (0.007)	.194* (0.000)
Organizational Commitment	.128* (0.009)	.130* (0.008)	.113* (0.022)	.119* (0.016)	.050 (0.317)	.093 (0.061)	.129* (0.009)
Overall	.173* (0.000)	.203* (0.000)	.161* (0.001)	.190* (0.000)	.099* (0.045)	.154* (0.002)	.201* (0.000)

*Significant at 0.05 significance level.

This finding aligns with the perspective of Al Doghan and Talat (2023), who claimed that supportive organizational environments, clear communication, and structured leadership positively influence teachers' psychological well-being. Similarly, their study suggests that improvements in organizational factors, such as a strong support system and clear organizational structure, may lead to enhanced psychological well-being among teachers.

Moreover, the findings supported the study of Le et al. (2021), who emphasized that organizational factors, such as organizational commitment and organizational culture, were key contributors to teachers' overall psychological well-being. Their study also claimed that organizational factors play a significant role in enhancing the psychological well-being of teachers in the educational setting. Their findings also highlight the importance of a well-structured and supportive organizational environment in improving teachers' mental health, aligning with the perspective that organizational factors are essential for sustaining teachers' psychological well-being.

Significance of the Relationship between Resiliency and Psychological Well-Being

Presented in Table 7 is the result of the significance of the relationship between resiliency and psychological well-being of public elementary school teachers. As revealed in the results, the overall r-value was 0.168 with a p-value of 0.001, which is less than the 0.05 level of significance. This means that the null hypothesis of no significance on the relationship between resiliency and psychological well-being is rejected. Hence, there is a significant positive relationship between resiliency and psychological well-being. This showed that the higher the resiliency, the higher the psychological well-being. The results further signify that when public elementary school teachers have a strong capacity to withstand and recover quickly from difficulties, the more they have better psychological well-being.

Also revealed in Table 7 is the correlation between resiliency and psychological well-being. Each relationship between resiliency and psychological well-being is presented. Further, when personal competence and persistence were correlated to psychological well-being, it registered an r of .157 with $p<0.05$, hence significant. Next, when spiritual influence was correlated to psychological well-being, it registered an r of .154 with $p<0.05$, hence significant. Moreover, when family cohesion was correlated to psychological well-being, it registered an r of .149 with $p<0.05$. Similarly, when social skills and peer support were correlated to psychological well-being, it registered an r of .155 with $p<0.05$, hence significant.

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Table 7

Significance of the Relationship between Levels of Resiliency and Psychological Well-Being

Resiliency	Psychological Well-Being						
	Autonomy	Environmental Mastery	Personal Growth	Positive Relations with Others	Purpose in Life	Self-Acceptance	Overall
Personal Competence and Persistence	.062 (0.212)	.107* (0.030)	.202* (0.000)	.141* (0.004)	.130* (0.008)	.090 (0.069)	.157* (0.001)
Spiritual Influence	.101* (0.040)	.134* (0.007)	.158* (0.001)	.126* (0.011)	.112* (0.024)	.097 (0.050)	.154* (0.002)
Family Cohesion	.050 (0.316)	.114* (0.021)	.168* (0.001)	.145* (0.003)	.140* (0.004)	.072 (0.146)	.149* (0.002)
Social Skills and Peer Support	.056 (0.261)	.124* (0.012)	.161* (0.001)	.123* (0.013)	.137* (0.005)	.134* (0.007)	.155* (0.002)
Overall	.073 (0.141)	.131* (0.008)	.188* (0.000)	.146* (0.003)	.142* (0.004)	.109* (0.028)	.168* (0.001)

*Significant at 0.05 significance level.

This finding aligns with the study of Hendriks et al. (2019), who explored resilience and well-being in the Caribbean context. Their research highlighted how resilience, as an internal resource, contributes significantly to individuals' overall psychological well-being. In their study, they found that individuals who displayed higher levels of resilience tended to report better mental health outcomes, as they were better able to adapt to stressors and challenges. Similarly, their study reveals that teachers who possess higher levels of resilience are more likely to experience enhanced psychological well-being, further suggesting that resilience plays a protective role in promoting mental health.

Furthermore, the findings of this study are in parallel with the work of Klainin-Yobas et al. (2021), who examined the relationships between resilience and psychological well-being among young adults. Their research confirmed that resilience positively influences psychological well-being. They suggested that individuals with greater resilience are better equipped to manage difficult situations, positively impacting their mental health and overall well-being. This highlights the importance of cultivating resilience as a key factor in maintaining and enhancing psychological well-being, especially in demanding work environments.

Best Fit Model of Psychological Well-Being

Three generated models were presented in this study. In identifying the best fit model, all indices included must consistently fall within the acceptable range. Chi-square/ degrees of freedom should be less than 2 but greater than 0, with its corresponding p-value greater than 0.05. The root mean square error approximation value must be less than 0.05, and its corresponding P-close value must be greater than 0.05. The other indices, such as the normed fit index, Tucker-Lewis index, comparative fit index, and the goodness of fit index, must all be greater than 0.95.

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Generated Model 1. Figure 2 (Appendix A) shows the generated structural model 1. It displays the interrelationships of the exogenous variables: instructional leadership of school heads with its ten (10) indicators namely; *frame the school goals*, *communicate the school goals*, *supervise and evaluate instruction*, *coordinate the curriculum*, *monitor student progress*, *protect instructional time*, *maintain high visibility*, *provide incentives for teacher*, *promote professional development*, *and provide incentives for learning*, organizational factors with its three (3) indicators, namely: *organizational culture*, *organizational communication*, *and organizational commitment*, and resiliency with its four (4) indicators, namely: *personal competencies and persistence*, *spiritual influences*, *family cohesion*, *and social skills and peer support*, and their causal relationship on the endogenous variable psychological well-being with *autonomy*, *environmental mastery*, *personal growth*, *positive relations with others*, *and purpose in life* as its indicators. All indicators show direct influences on the psychological well-being. As seen in the results in Table 8, the model failed to satisfy the criterion for an acceptable fit; hence, Model 1 is a poor fit. P-Close has a value of .000, less than 0.05, which is considered a poor fit. RMSEA has a value of .174, greater than 0.05, hence a poor fit. According to Kenny (2015), P-close and RMSEA values greater than 0.05 and less than 0.05 are thresholds for a model considered a close fit. On the other hand, CMIN/DF has a model fit value of. 13.349 is far from the 0 to 2 threshold values, thus a poor fit.

Moreover, Steiger (2007) highlighted that CMIN/DF should be less than 2, while Tucker-Lewis Index (TLI) and Comparative Fit Index (CFI) should be greater than 0.95 for a reasonable fit and close to 1 for an excellent fit. The results of these indices not hitting the thresholds and the current model in Figure 2 (Appendix A), as supported in the data in Table 8, mean that the basic criterion for a good fit index has not been met.

Table 8

Goodness of Fit Measures of Structural Equation Model 1

INDEX	CRITERION	MODEL FIT VALUE
P-Close	**> 0.05**	.000
CMIN/DF	**0 < value < 2**	13.349
P-value	**> 0.05**	.000
GFI	**> 0.95**	.592
CFI	**> 0.95**	.739
NFI	**> 0.95**	.725
TLI	**> 0.95**	.706
RMSEA	**< 0.05**	.174

Legend:

CMIN/DF	-	Chi-Square/Degrees of Freedom
NFI	-	Normed Fit Index
TLI	-	Tucker-Lewis Index
CFI	-	Comparative Fit Index
GFI	-	Goodness of Fit Index
RMSEA	-	Root Mean Square of Error Approximation
Pclose	-	P of Close Fit
P-value	-	Probability Level

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Table 9
Goodness of Fit Measures of Structural Equation Model 2

INDEX	CRITERION	MODEL FIT VALUE
P-Close	**> 0.05**	.001
CMIN/DF	**0 < value < 2**	3.327
P-value	**> 0.05**	.000
GFI	**> 0.95**	.943
CFI	**> 0.95**	.968
NFI	**> 0.95**	.954
TLI	**> 0.95**	.955
RMSEA	**< 0.05**	.075

Legend:

CMIN/DF	-	Chi-Square/Degrees of Freedom
NFI	-	Normed Fit Index
TLI	-	Tucker-Lewis Index
CFI	-	Comparative Fit Index
GFI	-	Goodness of Fit Index
RMSEA	-	Root Mean Square of Error Approximation
Pclose	-	P of Close Fit
P-value	-	Probability Level

Generated Model 3. Lastly, the generated Model 3 exhibited in Figure 4 (Appendix A) showed the interrelationship of the exogenous variables: *instructional leadership of school heads*, *organizational factors*, *resiliency*, and their causal relationship on the endogenous variable *psychological well-being*. Model 3 is a modified version of some indicators, with low values being removed. Furthermore, the substantial improvement among indices were manifested in model 3 when compared to model 2 such as P-Close of .001 to .919, CMIN/DF of 3.327 to 1.172, P-value of .000 to .289, GFI of .943 to .990, CFI of .968 to .999, NFI of .954 to .993, TLI of .955 to .998, and RMSEA of .075 to .020. All fall within the acceptable ranges.

This means that the model fits well with the data and therefore asserts as the best fit model for the factors affecting psychological well-being. This is supported by Steiger (2007), denoting that CMIN/DF should be less than 2.0, and Tucker-Lewis Index (TLI) and Comparative Fit Index (CFI) should be greater than 0.95. Moreover, the RMSEA and PCLOSE values are supported by MacCallum, Browne, and Sugawara (1996), indicating 0.01, 0.05, and 0.08 as excellent, good, and mediocre fit, respectively, with P of close fit (PCLOSE) that is greater than 0.05. Arbuckle (2009) posited that the CMIN/DF should be < 2.0 and the p-value should be greater than 0.05. Furthermore, P of close fit (PCLOSE) should be greater than 0.05 (Kenny, 2011), and the TLI and CFI should exceed .90 to indicate good fit (Hu & Bentler, 1999). Model 3 was the best fit model among the three generated models because all of its indices fall within each criterion, as shown in Table 10. Thus, there was no need to find another model for testing because it was already found to be the best fit among all the tested models. Therefore, the null hypothesis of no best fit model was rejected.

Likewise, Figure 4 (Appendix A) presents the goodness of fit measures of the third structural equation model involving the latent variables instructional leadership of school heads, organizational factors, resiliency, and psychological well-being. It can be gleaned from the figure that instructional leadership of school heads to psychological well-being has a β-coefficient of .14; organizational factors to psychological well-being has a β-coefficient of .03; and resiliency to psychological well-being has a β-coefficient of .09. However, looking into the effect of the latent variables to each other

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revealed that instructional leadership of school heads to organizational factors has higher β-coefficient value of .98.

With this, it can be deduced that public elementary school teachers have remarkable psychological well-being, indicating that they can better improve their work as teachers and improve the welfare of the school and their students. Furthermore, giving them training, seminars, and workshops within the organization, which include resiliency training courses, could enhance their psychological well-being, leading to further enhancement in the workplace (Alutaya & Guhao, 2024).

Table 10
Goodness of Fit Measures of Structural Equation Model 3

INDEX	CRITERION	MODEL FIT VALUE
P-Close	**> 0.05**	.919
CMIN/DF	**0 < value < 2**	1.172
P-value	**> 0.05**	.289
GFI	**> 0.95**	.990
CFI	**> 0.95**	.999
NFI	**> 0.95**	.993
TLI	**> 0.95**	.998
RMSEA	**< 0.05**	.020

Legend:

CMIN/DF	-	Chi-Square/Degrees of Freedom
NFI	-	Normed Fit Index
TLI	-	Tucker-Lewis Index
CFI	-	Comparative Fit Index
GFI	-	Goodness of Fit Index
RMSEA	-	Root Mean Square of Error Approximation
Pclose	-	P of Close Fit
P-value	-	Probability Level

It could be stated that there is a best-fit model that predicts the psychological well-being of public elementary school teachers in Region XI. The model clearly illustrates the importance of instructional leadership of school heads, organizational factors, and resiliency as significant predictors of psychological well-being of public elementary school teachers, despite only two indicators remained out of ten for the instructional leadership of school heads namely *provide incentives for learning*, and *promote professional development;* two out of three for organizational factors, namely *organizational communication* and *organizational commitment*; two out of four for resiliency which includes *personal competencies and persistence* and *family cohesion*; and two out of six (6) for psychological well-being which includes *autonomy* and *self-acceptance*.

Similarly, this finding is supported by the study of Ximénez et al. (2022), who observed that even when a model reaches satisfactory fit on some indices, other aspects, like misaligned paths or missing variables, can hinder its overall accuracy. They emphasized that refining the model by adding or adjusting variables and paths can improve the overall goodness of fit, leading to a more reliable representation of the relationships among the variables being studied.

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Additionally, instructional leadership of school heads affects psychological well-being. This conclusion supports Chaudry and Chhajer (2023), who found that effective instructional leadership was shown to contribute to teachers' overall sense of psychological well-being. When school leaders exhibit strong instructional leadership, it directly influences teachers' psychological state, enhancing their sense of support and security in the workplace, leading to better mental health outcomes (Pau et al., 2022).

Likewise, organizational factors had an impact on psychological well-being. This conclusion is parallel to the study of Le et al. (2021), who emphasized that organizational factors, including organizational commitment and organizational culture, play a significant role in enhancing the psychological well-being of teachers in the educational setting. Improvements in organizational factors, such as a strong support system and clear organizational structure, may lead to enhanced psychological well-being among teachers (Al Doghan & Talat, 2023).

Similarly, resiliency affects psychological well-being. This conclusion conforms to the study of Klainin-Yobas et al. (2021), who found that individuals with greater resilience are better equipped to manage difficult situations, which positively impacts their mental health and overall well-being. Also, individuals who displayed higher levels of resilience tended to report better mental health outcomes, as they were better able to adapt to stressors and challenges.
With SEM model 3 being the best-fit model, this finding supports the claims of Hoyle and Cahyono (2022), who noted that when all fit indices in a structural equation model meet the recommended thresholds, it indicates that the model is robust and capable of accurately representing the relationships among the variables under study. They also emphasized that such a fit allows for greater confidence in the model's validity and its ability to explain complex relationships within the data.

The findings also supported the study of Douma and Shipley (2022), who observed that achieving a strong fit with multiple goodness-of-fit indices is indicative of a well-specified model that reliably captures the data's relationships. They claimed that such a model not only reflects the true dynamics between the variables but also increases the model's predictive power, making it a valuable tool for further research and practical applications.

The social cognitive theory of Bandura (1986) supports that instructional leadership of school heads practice increases classroom instruction by having a positive influence on teachers' psychological well-being as well as behavior, belief, knowledge, practice, and teachers' competency. Moreover, the social support theory of Zheng and Wu (2018) claimed that organizational factors play an important role in the pursuit of increasing employees' psychological well-being. Furthermore, the theory of resilience of Polidore (2004) supports the findings of the study, where he highlights the importance of resiliency in improving the psychological well-being of individuals. In the first premise, the developmental perspective indicates that adults develop resilience, learn to cope, and adapt over a lifetime through multiple processes that could affect the individual's psychological well-being and adaptability to the changing environment. Its second premise, the ecological perspective, consists of the spheres of external or environmental influences on an individual, such as family, school, work settings, or larger social systems.

In summary, Model 3 is the best fit model as it was found to have a very good fit to the data since all the indices presented fall within each criterion. Hence, this study contributes to the body of knowledge as it provides valuable insights into how the leadership of school heads, the environment within organizations, and the resilience of teachers work together to shape their psychological well-being. It gives us a clearer picture of how supportive leadership and a positive workplace can create a nurturing environment where teachers feel more balanced and valued.

Likewise, showing how these factors influence teacher well-being, this research offers practical guidance for school leaders and policymakers to create better working conditions for educators.

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This not only addresses challenges that teachers face daily but also equips them with the support they need to thrive in their roles. Within the context of the Department of Education (DepEd), these findings emphasize the importance of empowering school heads to adopt leadership styles that prioritize the mental health and overall well-being of teachers. This research also offers practical guidance for school leaders and policymakers to create better working conditions for educators, helping them feel more balanced and valued.

The connection to Sustainable Development Goals (SDG) 3 and SDG 4 is deeply relevant. SDG 3 focuses on health and well-being, while SDG 4 emphasizes quality education. When teachers feel emotionally and mentally well, they can bring their best selves to the classroom, positively impacting their students. This study reminds us that taking care of teachers' well-being is not just about their personal health—it's also about ensuring they can deliver quality education. Furthermore, promoting resilience and building strong organizational support systems not only improved the lives of teachers but also invested in the future of education and the communities it serves.

CONCLUSION AND RECOMMENDATIONS

Based on the findings of the study, conclusions were drawn as follows:

The instructional leadership of school heads is very high, which indicates that the instructional leadership of school heads is very much observed. Moreover, the result on the indicators; frame the school goals, communicate the school goals, supervise and evaluate instruction, coordinate the curriculum, monitor student progress, protect instructional time, maintain high visibility, provide incentives for teachers, promote professional development, and provide incentives for learning are very high, which denotes that these indicators were very much observed.

Moreover, the organizational factors of public elementary school teachers is very high, indicating that the organizational factors is very much observed. The indicators, organizational culture, organizational communication, and organizational commitment, have portrayed a very high rating, signifying that these indicators were very much observed by the public elementary school teachers.

On the other hand, the resiliency of public elementary school teachers is very high. This means that resiliency is always manifested by public elementary school teachers. The indicators of personal competence and persistence, spiritual influence, family cohesion, social skills, and peer support are also very high, which means that these indicators are always manifested by the respondents.

Moreover, the psychological well-being is very high, suggesting that it is very much evident to the public elementary school teachers. The indicators autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance are also very high, which denotes that these indicators are very much evident among the public elementary school teachers.

As to the interrelationship of the variables on the psychological well-being, there is a positive significant relationship between instructional leadership of school heads and psychological well-being. Also, there is a positive significant relationship between organizational factors and psychological well-being. Likewise, there is a positive significant relationship between resilience and psychological well-being.

SEM model 3 emerged as the best-fit model for analyzing the interrelationships among instructional leadership of school heads, organizational factors, resiliency, and psychological well-being, showcasing a strong alignment between the proposed relationships among instructional leadership, organizational factors, resiliency, and psychological well-being. The model showed favorable goodness-of-fit indices, including CFI, TLI, and NFI, which

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surpassed the recommended thresholds, indicating a very satisfactory fit. This indicates that the model effectively captures the relationships between the variables and provides a reliable framework for understanding their interactions. The research findings corroborated Douma and Shipley (2022), who highlight that attaining a good fit across multiple goodness-of-fit indices signifies a well-defined model that accurately represents the relationships within the data. For Bandura's (1986) Social Cognitive Theory, school principals with strong instructional leadership, a school with better organization, and a strong resiliency can influence better psychological well-being among teachers.

Consequently, many indicators were removed in order to achieve the fit indices of the structural equation model. The instructional leadership was explained by its two remaining domains: *provide incentives for learning* and *promote professional development*. Organizational factors were explained as well by its two remaining domains, organizational communication and organizational commitment, and resiliency was explained with the two remaining domains, which include the *personal competencies* and *family cohesion*.

Based on the findings and conclusions, the following are highly recommended:

Given that monitor student progress and maintain high visibility were the lowest among the indicators of instructional leadership of school heads, it important for schools to establish structured mechanisms to track student progress and maintain high visibility, ensuring academic success. A strong feedback system, open communication between teachers and students, and regular progress assessments create an environment where learners receive the necessary support to enhance their educational experiences. Collaborative discussions and personalized interventions contribute to a culture of continuous improvement, where academic expectations remain clear and actively pursued.

Given that organizational communication and organizational commitment were among the lowest in organizational factors, it is recommended to have a school environment that prioritizes communication and commitment among staff, promotes transparency, and shared goals. Clear channels for dialogue, inclusivity in decision-making, and recognition of contributions help create a cohesive and engaged workplace. Aligning institutional goals with professional growth encourages a dedicated and motivated workforce, strengthening the overall school structure.

Since social skills and peer support are the lowest indicators for resiliency, it is recommended that strong social skills and peer support systems should be strengthened in order to contribute to a positive and collaborative learning environment. Structured group activities, mentorship programs, and cooperative learning experiences help students develop interpersonal connections. Meaningful engagement and teamwork build a sense of belonging, equipping students with the necessary skills to navigate social interactions effectively while promoting mutual support and encouragement. With a low purpose in life under the psychological well-being, it is recommended that teachers should have a clear sense of purpose in life, which enhances students' psychological well-being and overall development. Platforms that encourage self-reflection, goal setting, and connections between learning and real-life applications provide motivation and resilience. Career guidance and mentorship programs support a deeper understanding of personal aspirations, reinforcing a sense of direction and fulfillment in both academic and personal growth.

Likewise, it is recommended that school administrators implement wellness programs and initiatives to promote self-acceptance, purpose in life, and overall personal development, ensuring that the mental and emotional health of teachers is supported. The positive relationships identified between instructional leadership, organizational factors, and resilience with psychological well-being highlight the importance of a holistic approach to teacher support. Finally, the findings suggest that school leaders should consider refining strategies to fully leverage these interrelationships to enhance teachers' well-being. The satisfactory fit of SEM model 3 reinforces the need for continued efforts to align

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leadership and organizational strategies with teacher support initiatives.

For further research, it is recommended to explore the role of external factors, such as community support, government policies, and socio-economic conditions, in shaping the relationship between these variables. Gaining insight into how contextual factors may affect the impact of instructional leadership and organizational practices on improving teachers' resilience and psychological well-being would provide a deeper understanding of these interconnections. Furthermore, a comparative study involving teachers from different educational levels or countries could shed light on the generalizability of these findings and highlight potential cultural or systemic differences that impact the well-being of teachers.

The Department of Education (DepEd) has implemented several programs to enhance various aspects of teaching. For instructional leadership, the "Instructional Leadership Training (ILT): Strengthening Learning Conditions for Early Literacy" equips school heads and supervisors to promote a positive school climate and support quality literacy instruction (DepEd, 2021). To improve organizational factors, the Basic Education Development Plan (BEDP) 2030 provides a strategic roadmap for formulating, implementing, coordinating, and monitoring plans, programs, and projects to enhance the delivery and quality of basic education (RespSci, 2023). DepEd has adopted the CVIF-Dynamic Learning Program (CVIF-DLP) to build resiliency. This crisis-resilient strategy promotes independent student learning and strengthens the implementation of the Basic Education-Learning Continuity Plan (BE-LCP) (DepEd, 2020). For the psychological well-being of teachers, the Department has developed the Philippine Professional Standards for School Heads (PPSSH) and the Philippine Professional Standards for Supervisors (PPSS) to ensure effective school leadership and support for teachers' professional growth (DepEd, 2020).

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Appendix A

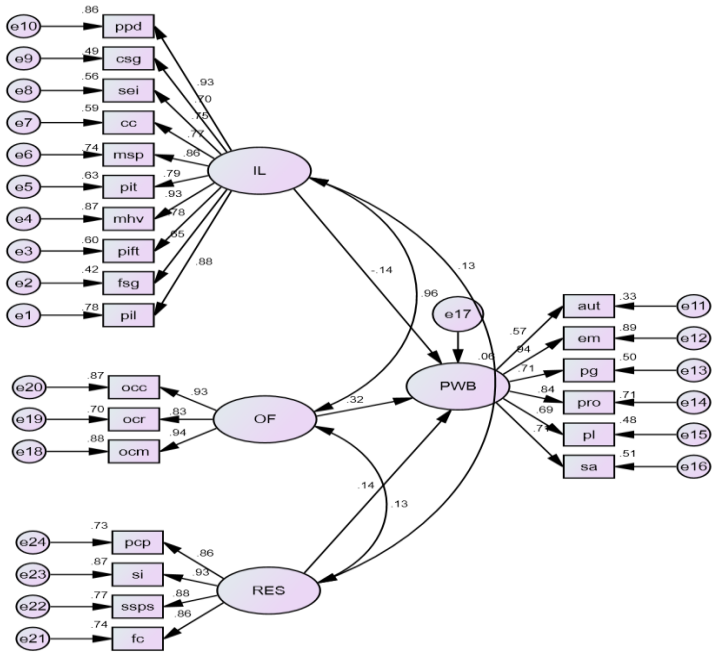

Figure 2. Structural Equation Model 1 in Standardized Solution

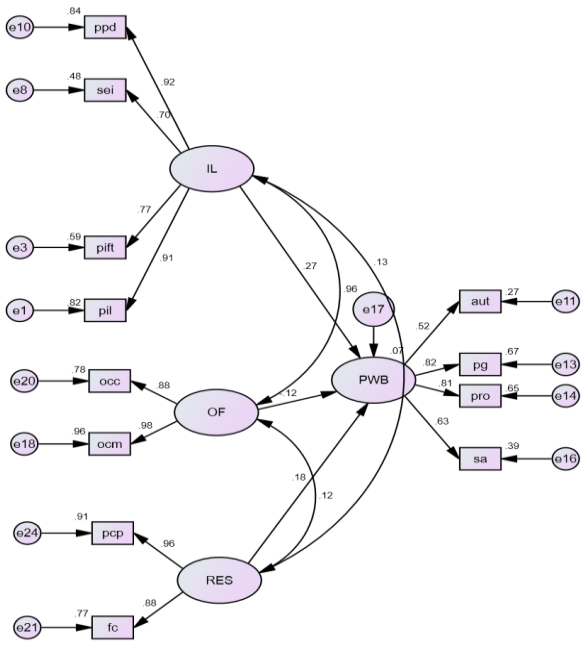

Figure 3. *Structural Equation Model 2 in Standardized Solution*

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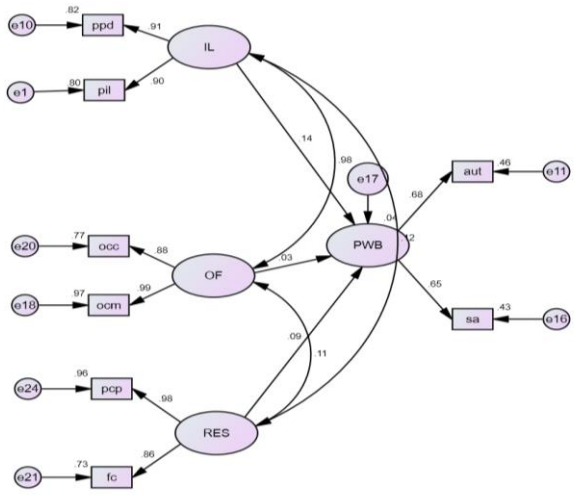

Figure 4. Structural Equation Model 3 in Standardized Solution

Legend:
fsg – Frame the School Goals
csg – Communicate the School Goals
sei – Supervise and Evaluate Instruction
cc – Coordinate the Curriculum
msp – Monitor Student Progress
pit – Protect Instructional Time
mhv – Maintain High Visibility
pift – Provide Incentives for Teachers
ppd – Promote Professional Development
pil – Provide Incentives for Learning
IL – Instructional Leadership
ocr – Organizational Culture
occ – Organizational Communication
ocm – Organizational Commitment
OF – Organizational Factors
pcp – Personal Competencies and Persistence
si – Spiritual Influence
fc – Family Cohesion
ssps – Social Skills and Peer Support
RES – Resiliency
aut – Autonomy
em – Environmental Mastery
pg – Personal Growth
pro – Positive Relations with Others
pl – Purpose in Life
sa – Self-Acceptance
PWB – Psychological Well-Being

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