



Research Article

Unlocking Teacher Excellence: How Emotional Self-Awareness and Self-Confidence Shape Mental Well-Being through Professional Competence in High School Teachers

Emiliana Sri Pudjiarti ^{1*}, Donatus Wea ²

¹ Universitas 17 Agustus 1945 Semarang, Indonesia; email: emilpijarti@gmail.com

² Sekolah Tinggi Katolik Santo Yakobus Merauke, Indonesia; email: romodonwea@yahoo.com

* Corresponding Author: emilpijarti@gmail.com

Abstract: This study examines the impact of secondary school teachers in Merauke's emotional self-awareness, self-confidence, and mental health on their abilities as teachers. The mediating role of teacher competency in this association is also examined in this study. One hundred fifty-seven secondary school teachers randomly chosen from various schools in the Merauke City region made up the research sample. A questionnaire was used to gather the information. The AMOS-24 software used multivariate analysis and mediation tests to examine the association between factors. According to the study's findings, emotional self-awareness, self-confidence in one's mental health, and teacher competence all have a positive and substantial association. Additionally, it was discovered that the relationship between emotional self-awareness, self-confidence, and mental health is mediated by teacher competence. That is, when educators possess high levels of emotional self-awareness and self-assurance, they are more likely to support their colleagues' mental health, impacting their professional competence. Bandura's concepts of self-efficacy, emotional intelligence theory, and stress and coping theory all have implications for theory. This idea offers a framework for comprehending how mental health, self-assurance, and emotional self-awareness affect teacher competency and the standard of learning.

Keywords: Emotional Self-Awareness; Mental Health; Secondary School Teachers; Self-Confidence; Teacher Competency

1. Introduction

The teacher's function is crucial in guiding and shapin' the growth of the younger generation in the context of education. The teacher at the high school (SMA) level serves as the students' mentor, inspiration, and role model in addition to being a teacher. To achieve quality education, teacher competence is a crucial element that needs attention. As stated in Law Number 20 of 2003 concerning the National Education System, article 39 paragraph 2 (2003). Teacher competence not only influences students' learning experience but also has a long-term impact on student's personal and professional development. Competent teachers will be able to provide quality education and form a young generation who are knowledgeable, ethical, and ready to face the challenges of an increasingly complex world (Valiandes, 2019).

Therefore, investing in teacher competency development is investing in the future of education and society. (McClelland, 1993) claims that competence is the basis of personal characteristics, which are the determining factors for a person's success or failure in work or certain situations. One of the demands a teacher must meet in carrying out his activities is to carry out his duties professionally. To become a professional teacher in carrying out their

Received: October 17, 2025

Revised: September 21, 2025

Accepted: December 09, 2025

Online Available: December 11, 2025

Curr. Ver.: December 11, 2025



Copyright: © 2025 by the authors.

Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution (CC BY SA) license

(<https://creativecommons.org/licenses/by-sa/4.0/>)

duties, they must be competent and able to transfer knowledge through the substance of science and scientific fields.

Amid the teacher's responsibility to face the increasingly complex dynamics of the world of education, the teacher plays an important role in shaping the future of the younger generation. An often-overlooked aspect is mental well-being as a critical determinant of overall teaching effectiveness and quality. (Renshaw et al., 2015) Recognizing and prioritizing the mental well-being of teachers is critical to creating a positive learning environment and ensuring success as an educator and for students.

Positive psychological and emotional conditions can describe mental well-being, where individuals feel good, happy and able to overcome the challenges of everyday life. Mental well-being includes happiness, life satisfaction, a sense of optimism, resilience in dealing with stress, and positive feelings about oneself (Skaalvik & Skaalvik, 2017). The study's results (Brondino et al., 2020) show a positive and significant relationship between the level of teachers' mental well-being and competence. Teachers who feel happy, satisfied, and have positive feelings about themselves tend to display higher levels of competence in carrying out their teaching assignments. In addition, teachers with good levels of mental well-being also tend to be able to manage stress and pressure in the teaching profession, which can increase their resilience in facing challenges that arise.

Many studies confirm the importance of teacher welfare in effective teaching practices. A study (Jennings & Greenberg, 2009) shows that teachers with higher emotional competence tend to create a positive classroom climate and establish strong relationships with their students. Furthermore, (Renshaw et al., 2015) emphasized the importance of employee assistance programs in addressing the mental health needs of school staff. Teacher competence refers to knowledge, skills, attitudes, and behaviours needed to carry out educational tasks effectively. It covers various aspects of teaching, student interactions, classroom management, and the overall educative role. Teacher competence is related to academic abilities and social, emotional, and professional skills (Ingvarson et al., 2005). According to (Yeung, 2009), self-awareness is the first step to becoming emotionally intelligent.

Research (Austin et al., 2010) examines the link between emotional intelligence and emotional toughness and stress; the results show that students with high levels of Emotional Self-Awareness tend to cope better with exam stress and have better mental well-being. Research (Tugade & Fredrickson, 2004). explore how positive emotions play a role in individual resilience. The ability to have good Emotional Self-Awareness helps individuals experience and manage positive emotions more effectively, contributing to better mental well-being.

The first factor shows the significance of understanding one's feelings and how those feelings impact performance. It is called emotional self-awareness. Understanding one's inner resources, capabilities, and constraints is necessary for accurate self-evaluation. People with this ability are self-aware, contemplative, learn from experience, receptive to honest feedback, open to new perspectives, continually learning, and committed to self-development.

Goleman (1998) asserts that those who possess this ability can make the appropriate choices under duress, present themselves with confidence, have a presence, and have the courage to hold unpopular opinions. People with self-confidence typically view themselves as competent, capable of handling difficulties, and able to learn new tasks or skills. They think of themselves as initiators, movers, and catalysts and think their skills are superior to others.

This study investigates the relationship between emotional self-awareness, self-confidence, and mental well-being among high school teachers in Merauke. This study also examines the mediating role of teacher competence in this relationship. The selection of high school teachers in Merauke, South Papua, as the research locus is because Merauke, an area located at the eastern end of Indonesia, has unique geographical and cultural characteristics that may influence the region's education dynamics. South Papua has specific challenges in the education sector, such as limited access to educational resources, significant cultural differences, and infrastructure problems. Therefore, studies in this area can provide unique insights into how teachers address and the strategies employed to enhance their competency and well-being.

2. Preliminaries or Related Work or Literature Review

Conceptual and Development Hypothesis

Self-Confidence and Mental Well-Being

Self-confidence describes a person's positive belief in his abilities and skills to achieve goals and face challenges in life. It reflects an individual's confidence level and belief that they can succeed. Self-confidence is also interpreted as positive self-esteem and a positive view of oneself. People with high self-confidence strongly believe they are valuable, competent, and worthy of success.

A positive self-image and high self-esteem are discussed in Rosenberg, M. (1965)'s book regarding adolescent social life and how they affect adolescents' mental health. (Liu & Wang, 2109) assert that self-confidence also refers to one's ability to face obstacles and difficulties in life. People who are confident often have greater fortitude when facing challenges and are better equipped to handle uncertainty. (Maddux, 2002) addresses the significance of self-efficacy in tackling difficulties in life. High levels of self-assurance can make people more adaptable to change and adversity.

Mental health and self-assurance are interconnected and have an effect on one another. A strong belief in oneself, one's abilities, and one's ability to get things done is known as self-confidence. Self-confidence and mental health, meantime, are closely related and have an impact on one another. Self-confidence is a strong belief in oneself, your skills, and your capacity to overcome obstacles and achieve goals. In contrast, optimal mental well-being and good psychological health are both parts of mental well-being. One's mental health can be enhanced by having more self-confidence.

People with good self-perceptions are frequently happier, more content, and optimistic about their futures. A person with high self-confidence is more equipped to handle stress, overcome obstacles, and bravely take chances to accomplish his life goals (Chowdhury & Fernando, 2017). A person's interactions with others are influenced by their level of self-confidence. Confident people are more likely to be able to interact effectively, form lasting bonds with others, and benefit from a greater social network. Additionally, it aids in preventing loneliness and isolation, both of which have a detrimental effect on mental health. Resilience or emotional toughness and self-confidence are connected concepts. Because they believe in their ability to meet and conquer issues, confident people tend to be more resilient to stress, trauma, and other challenges in life.

H1: There is a positive effect of self-confidence on mental well-being

Emotional Self-Awareness and Mental Well-Being

Effective emotion management involves identifying, comprehending, and emotional self-awareness. This includes being aware of your emotions, comprehending its causes and consequences, and being able to control and express your emotions in a healthy way. A person's psychological health is at its best and best when their mental well-being is present. This encompasses contentment, a good attitude on life and oneself, as well as the capacity to handle stress and difficulties encountered on a daily basis (Brackett & Salovey, 2006). Achieving good mental well-being requires emotional self-awareness (Brackett & Salovey, 2006). A person who is emotionally aware will be better able to identify and manage unpleasant emotions like stress, worry, or sadness.

By appropriately recognizing their emotions, people can better understand themselves and what they require to feel content and fulfilled in life. One can develop stronger social connections and respond to difficulties more positively by learning to manage their emotions well. People with strong emotional self-awareness tend to be more adaptive and flexible under pressure, which builds mental fortitude. According to research, emotional intelligence is crucial to comprehend and manage emotions healthily (Brackett & Salovey, 2006). Emotional self-awareness is an essential element of emotional intelligence intimately linked to mental health. Emotional toughness, stress, and emotional intelligence were examined in research (Austin et al., 2010).

According to the findings, students with high emotional self-awareness are generally better able to handle the pressure of exams and maintain mental health. Research (Tugade & Fredrickson, 2004) investigates the relationship between joyful feelings and personal resiliency. Positive emotions can be experienced and managed skillfully by those with good emotional self-awareness, improving mental health. These sources support the idea that developing emotional self-awareness is crucial for obtaining mental health. Recognizing emotions and healthily controlling them can increase a person's quality of life and resilience in the face of adversity.

H2: There is a positive influence between self-awareness and mental well-being.

Self-Confidence and Teacher Competence

Self-confidence is a person's positive belief in his abilities and skills to achieve goals and face challenges in life. It reflects an individual's confidence level and belief that they have the capacity to succeed. While teacher competence is the ability and skills of a teacher to teach effectively, understand and implement the curriculum well, and create a positive and productive learning environment for students.

The relationship between self-confidence and teacher competence in the context of education is very important, considering that a teacher who has high self-confidence can have a positive impact on teaching competence. Several aspects of the relationship between the two: 1). Teachers with high self-confidence tend to feel more confident in conveying subject matter and interacting with students. This self-confidence helps them more effectively convey information clearly and manage the class well. 2). Confident teachers tend to be more open to change and innovation in education. They will be more willing to try new teaching methods, use technology, and face challenges with the belief that they can handle them. 3). A teacher's self-confidence can influence how students respond to and feel inspired by their teaching. Confident teachers can be role models for students and help increase their motivation and participation in learning.

(Usher & Pajares, 2009) It discusses self-efficacy in an educational context, and although it does not specifically address self-confidence, the concept of self-efficacy is closely related to self-confidence and is relevant in understanding the relationship between self-confidence and teacher competence. Research (Tschannen-Moran & Woolfolk Hoy, 2001a) explores teacher efficacy, which is a concept similar to self-confidence in teaching. Teachers with high self-confidence or teacher efficacy tend to show better teaching competence. (Bandura, 1997) discussed extensively about self-efficacy, which is a concept related to self-confidence. The influence of self-efficacy and self-confidence in various contexts, including education, is explained in depth in this book. From these references, it can be concluded that self-confidence can influence a teacher's teaching competence. High self-confidence helps teachers become more effective, adaptive and positively impacts students and the learning process.

H3: There is a positive influence between the level of self-confidence and teacher competence

Emotional Self-Awareness and Teacher Competence

Emotional Self-Awareness is an individual's ability to recognize and understand feelings, emotions, and emotional responses that arise within oneself. This includes awareness of the positive and negative feelings experienced, as well as an understanding of the causes and consequences of these emotions in various situations (García-Vázquez et al., 2021). Teacher Competence refers to the skills, knowledge, and attitudes a teacher possesses in carrying out teaching tasks effectively, contributing to student learning, and creating a positive learning environment (Chirayath, 2021).

High Emotional Self-Awareness can help teachers better understand their emotions and manage stress. By having high emotional awareness, teachers can interact with students and colleagues more empathetically, make wiser decisions, and respond to teaching and learning situations more adaptively. This contributes to increasing Teacher Competence because teachers with good Emotional Self-Awareness tend to be more effective in creating a positive learning environment and facilitating student learning.

H4: There is a positive influence between Emotional Self-Awareness on Teacher Competence

Mental Well-Being and Teacher Competence

Mental well-being is a condition of a person's positive and optimal psychological health, which includes the emotional, psychological and social aspects of one's life that contribute to feelings of happiness, satisfaction and meaning in life. There are many factors for a person to have mental well-being, including (Creswell & Clark, 2018): 1). The Ability to recognize, manage and healthily deal with emotions. It involves feeling positive emotions, such as happiness, love, and joy, and effectively dealing with negative emotions. 2). Positive beliefs about yourself and high self-esteem. A person with good mental well-being has a positive view of their abilities and potential. 3). Ability to cope with stress, trauma and life's adversities with flexibility and adaptability. 4). Positive and supportive social interactions with family, friends, and the community. Strong and supportive relationships can promote mental well-being. 5). Feeling a sense of purpose in life and meaning in what is done in everyday life. 6). Able to balance work, leisure, rest, and pleasurable activities.

The study's results (Brondino et al., 2020) show a positive and significant relationship between the level of the teacher's Mental Well-Being and the level of competence. Teachers who feel happy, satisfied, and have positive feelings about themselves tend to display higher levels of competence in carrying out their teaching assignments. In addition, teachers with good levels of mental well-being also tend to be able to manage stress and pressure in the teaching profession, which can increase their resilience in facing challenges that arise.

H5: There is a positive influence between the level of mental well-being and the level of teacher competence

3. Method

This is basic research with primary data involving 157 high school teachers in Merauke, South Papua Province. The sample size is determined using the minimum number of participants based on the Structural Equation Model (SEM). The researchers used a stratified random sampling technique to collect data from 167 respondents, who were tested and confirmed as feasible for analysis.

This study uses a measurement scale of 5 categories to assess 4 (four) different constructs. Teacher competency is measured using 4 (four) indicators adopted from (PP. No.19/2005). Mental well-being is evaluated based on 6 (six) indicators (Weich et al., 2011). Self-confidence is measured using 5 (five) indicators adopted by (Greenacre et al., 2014). Emotional self-awareness is measured by 5 (five) indicators adopted from (Salovey & Mayer, 1997) regarding the ability of someone with self-awareness.

A 7-point Likert scale ranging from 1 (Strongly Disagree) to 7 (Strongly Agree) was used for data collection, adapted from the taxonomic model proposed by Pulakos et al. (2000). Hypothesis testing uses the Structural Equation Model (SEM) for Confirmatory Factor Analysis (CFA) to evaluate the relationship between indicators and constructs. The study confirmed the reliability of the data by conducting the Kaiser-Meyer-Olkin (KMO), and Bartlett tests with a significance level of ≤ 0.05 and a correlation between variables above 0.5. The path coefficient was assessed using the t-test and p-value, where the t-value > 1.96 and the p-value < 0.05 supported the hypothesis. The mediating effect was examined using the Sobel test, and a significant result indicated the presence of mediation. This rigorous procedure allows researchers to validate their ideas and draw meaningful conclusions from the data collected.

4. Results

Reliability Test

Exploratory Factor Analysis (EFA) testing, preceded by the Kaiser-Meyer-Olkin (KMO) test and Bartlett's Sphericity Test. The KMO test aims to assess sample adequacy and factor analysis. The resulting KMO value was high, namely 0.767, which exceeded the recommended threshold of 0.60. This shows that the data analyzed is appropriate and shows a strong correlation between variables. Meanwhile, Bartlett's Test of Sphericity was carried out to investigate the reliability factor of the data, where the test statistic is significant ($p < 0.001$), as shown in Table 1. This implies substantial relationships between the variables, supporting the presence of underlying factors in the data that can be extracted through factor analysis. These preliminary analyses provide evidence of the data's suitability for conducting EFA and justify the subsequent application of the method to identify relationships between indicator variables and construct meaningful factors.

Table 1. KMO sample adequacy test.

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.767
Bartlett's Test of Sphericity	Approx. Chi-Square	2422.177
	df	267
	Sig	.000

Source: Processed primary data (2023).

The subsequent analysis focuses on dimensional analysis, reliability, and validity. Exploratory Factor Analysis (EFA) is used to explore the relationships between indicator variables in constructing constructs. Factor loading values in EFA determine if an indicator belongs to a specific factor (Table 2). All indicators showed significant factor loadings ($p < 0.01$), indicating strong convergent validity. The reliability of all latent variables exceeded 0.7, meeting the criterion set by Hair et al. (2014). Additionally, the Average Variance Extracted (AVE) value surpassed 0.5, indicating acceptable convergent validity. Data validity testing ensured the measurement instrument's accuracy and relevance to its objectives, while

reliability confirmed the consistency of the test in measuring the intended target. Respondents' positive responses were evident from the above-midpoint average value, and a non-zero standard deviation showed diversity in their answers. These results highlight the robustness and reliability of the research model, validating the effectiveness of the measurement instrument in Table 2.

Table 2. Measurement of Constructs.

Construct	Mean	SD	Loading Factors	AVE	Reliability
A. Emotional Self Awareness					
1. Recognizing one's emotions.	5,48	0,896	,756	0,549	0,824
2. Identifying the triggers of emotions.	5,59	0,870	,694		
3. Understanding the impact of emotions on behavior.	5,54	0,851	,755		
4. Distinguishing between different emotions.	5,60	0,815	,713		
5. Being aware of emotional strengths and weaknesses.	5,50	0,903	,735		
6. Having a clear understanding of personal emotional patterns.	5,50	0,806	,773		
B. Self-confidence					
1. Confidence in making decisions.	5,50	0,713	,754	0,578	0,798
2. Not easily influenced by others' opinions.	5,50	0,829	,702		
3. Willingness to face challenges and obstacles.	5,41	0,892	,819		
4. Ability to bounce back from failures with optimism.	5,46	0,836	,781		
5. Speaking with assurance and assertiveness.	5,45	0,755	,740		
C. Mental Well-being					
1. Emotional Stability	5,49	0,806	,712	0,545	0,765
2. Positive Mood	5,44	0,936	,702		
3. Resilience	5,50	0,806	,735		
4. Life Satisfaction	5,64	0,899	,791		
5. Psychological Well-being	5,55	0,820	,747		
D. Teacher Competence					
1. Pedagogic competence	5,50	0,882	,707	0,572	0,753
2. Personal competence	5,19	0,833	,748		
3. Profesional competence	5,22	0,917	,779		
4. Social competence	5,51	0,917	,788		

The goodness of fit test

Figure 1 presents the model results, demonstrating a good fit for the data. The chi-square test shows a non-significant value of $\chi^2 = 185.945$ with $df = 164$ and $p = .115$. The CMIN/df ratio of 1.134 is well below the accepted maximum limit of 2.0. The GFI and AGFI values are .951 and .931, respectively, indicating a good fit. Moreover, the CFI value of .985 and TLI value of .982, both exceeding .90, further confirm the model's goodness of fit. The RMSEA value of .029, less than .05, also indicates a satisfactory fit. In conclusion, based on Figure 1, it can be affirmed that the structural assessment model aligns well with the data.

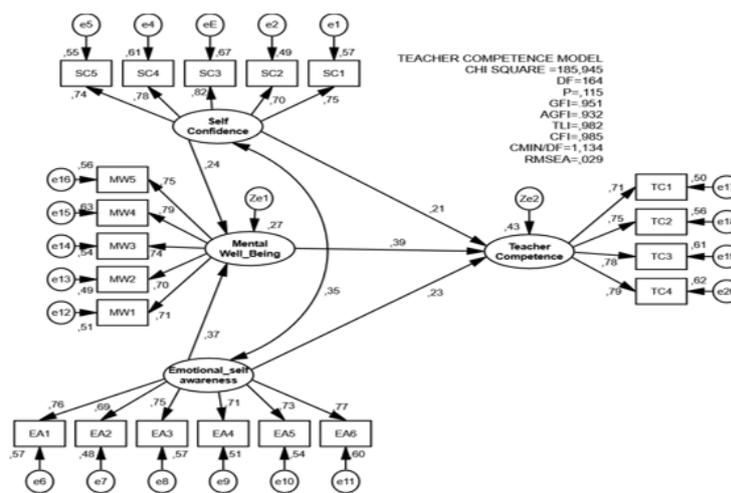


Figure 1. The goodness of fit test.

Hypothesis test

Hypothesis testing in this study relied on CR values and p-values from AMOS software. Causal relationships were accepted if p-value <0.05, indicating significance. Table 3 presents the results of hypothesis testing for the model's concepts.

Table 3. Standardized Regression Weights.

	Path	Estimate	S.E.	C.R.	P
Self Confidence	→ Mental Well Being	,245	,075	2,650	,008
Emotional self awareness	→ Mental Well Being	,375	,092	3,870	***
Mental Well Being	→ Teacher Competence	,386	,108	3,757	***
Self Confidence	→ Teacher Competence	,213	,076	2,398	,017
Emotional self awareness	→ Teacher Competence	,245	,094	2,474	,013

Source: Processed primary data (2023)

After the assessment of the measurement model is successful, the focus shifts to the evaluation of the structural model. Relationships were measured for significance (Hair et al., 2019), revealing significant relationships between exogenous and endogenous variables. In particular, the results of the structural model show a relationship between self-confidence and mental well-being ($\beta=0.245$, $p= .008$) and teacher competence ($\beta=0.213$, $p= .017$); there is an important relationship between emotional self-awareness and mental well-being ($\beta=0.375$, $p=***$); there is a substantial relationship between mental well-being and teacher competency ($\beta=0.386$, $p=***$).

R-square or coefficient of determination (R2) is a measure used to evaluate the extent to which a statistical model can explain the variability of the observed data. R-square values range from 0 to 1; the closer to 1, the better the model explains the data. In the analysis of this study, two latent variables are the focus, namely mental well-being and teacher competence. The R-square value for the mental well-being latent variable is 0.269 (or 26.9%). The statistical model used can explain around 26.9% of the observed data variability in the mental well-being variable. Even if this value does not reach 1, this is not always a problem because latent variables are generally difficult to measure and are influenced by many complex factors. The R-square value for the latent variable of teacher competency is 0.429 (or 42.9%). This shows that the statistical model for the teacher competency variable can explain about 42.9% of the observed data variability on teacher competency.

Discussion

The statistical analysis showed a significant positive correlation between self-confidence and mental well-being and emotional self-awareness and mental well-being. This shows that good self-confidence and emotional self-awareness are associated with better mental well-being. In addition, there is a strong relationship between mental well-being and teacher competence, as well as self-confidence and teacher competence, as well as emotional self-awareness and teacher competence, indicating that mental well-being and certain psychological factors positively impact teachers' ability to teach. This finding aligns with theories that emphasize the importance of psychological and emotional factors in educational contexts, underscoring the need to support teachers in these aspects to improve the quality of learning.

Substantial for teachers, it can be described that strong self-confidence can positively affect the mental well-being of teachers, increase stress resistance, and improve the quality of interactions with students and colleagues. Confident teachers tend to overcome better learning challenges, feel more competent in managing classes, and have more positive perceptions of work (Woodcock & Atkinson, 2016). The implication for schools is the need to create an environment that supports the development of teacher confidence through appropriate professional training and positive support.

This finding has implications for the self-efficacy theory (Bandura, 1977), which emphasizes that individual beliefs about their abilities influence actions and impact mental well-being (Schönfeld et al., 2017). Bandura outlines that people who believe they have a superior ability to overcome obstacles view it as a daunting but interesting task that can be overcome. Therefore, understanding these relationships can help create a positive and supportive school learning environment.

The relationship between self-confidence and teacher competence has crucial relevance. High self-confidence can strengthen teacher competencies in designing and conveying subject matter effectively, managing classes well, and adapting to various learning challenges. Self-confident teachers tend to be more open to professional development, able to innovate teaching strategies and feel more able to deal with changes in education. The implication for schools is the need to create an environment that supports increasing teacher confidence through ongoing support and relevant training.

This finding has implications for the self-confidence theory (Bandura, 1977), which suggests that people with stronger beliefs about their abilities to face challenges are more likely to succeed. Research (Tschannen-Moran & Woolfolk Hoy, 2001b) found that teacher self-confidence is closely related to teaching efficacy. Thus schools can foster an environment where teachers can feel confident and competent in their role as educators.

The link between emotional self-awareness and teacher competence is fundamental because it enables teachers to recognize, understand, and manage their own emotions and those of their students in learning contexts. Teachers with good emotional self-awareness can respond appropriately to complex classroom situations, create empathetic relationships with students, and maintain an inclusive learning environment (Brackett & Salovey, 2006). The implication for schools is the need to integrate emotional awareness training into teacher professional development and create a culture in which teachers feel comfortable sharing and growing emotionally. The emotional intelligence theory (Salovey & Mayer, 1997) emphasizes that emotional awareness is an important component of emotional intelligence, influencing interpersonal interactions and adaptability. Research (Jennings & Greenberg, 2009) found that emotional awareness training for teachers can improve teaching quality and teacher welfare.

The relationship between mental well-being and teacher competence has deep significance. Teachers' mental well-being directly impacts their ability to teach and mentor students. Teachers with good mental well-being tend to be better able to create a positive, responsive and inclusive learning environment, which can improve student achievement. The implication for schools is the need to pay attention to and support the mental well-being of teachers through psychological support programs and a healthy work environment. Theoretically, this concept is supported by stress and coping theory, which states that poor mental well-being can hinder a person's ability to manage work demands. As stated (Hakanen et al., 2006), teachers' psychological well-being can be considered a prerequisite for effective teaching competence.

5. Conclusion

In educational settings, teachers' mental well-being and aspects such as self-confidence and emotional self-awareness strongly relate to teacher competence. Studying the interplay between mental well-being and teacher competence brings a deep understanding of how these elements influence each other in shaping effective learning experiences and positive educational environments. The mental well-being of teachers is the foundation for quality teaching. Teachers with good mental well-being can create a positive learning environment, support student development, and respond wisely to various challenges. Understanding this relationship underscores the importance of paying attention to the well-being of teachers in the education system. Psychological support and a healthy work environment must be provided to ensure optimal teacher well-being.

Teachers' self-confidence affects their competence in teaching. Confident teachers tend to have better teaching quality because they feel they can overcome challenges and seize

opportunities for innovation. Increasing self-confidence through training and positive support in schools can strengthen teaching quality and assist teachers in coping with dynamic changes in education. Self-emotional awareness is important in creating an inclusive and empathetic learning environment. Teachers with good emotional self-awareness can respond wisely to students' emotions and help form strong relationships with students. Applying this concept in teacher professional development can improve the quality of teacher-student interactions, create a more supportive classroom environment, and facilitate more effective learning.

The managerial implication in the context of schools is that school management needs to pay serious attention to factors that impact the mental well-being of teachers, such as workload and psychological support—creating an environment where teachers feel valued, supported and have growth opportunities can improve their well-being and the overall quality of teaching. In addition, school management also needs to design training and support programs that can strengthen teachers' self-confidence and emotional awareness.

Theoretical implications of this interaction lie in concepts such as Bandura's self-efficacy, the theory of emotional intelligence, and the theory of stress and coping. This theory provides a basis for understanding how mental well-being, self-confidence, and emotional self-awareness play important roles in influencing teacher competence and the quality of learning. In the context of this theory, schools and policymakers need to take a holistic approach that pays attention to both psychological and professional aspects in developing effective educational strategies.

Research Limitations

This study has several limitations, namely regarding generalization, because the research locus in Catholic-based tertiary institutions can limit the generalization of the results to a wider population. Weaknesses in measuring the transformation variables of learning experience and learning agility affect the research results because they do not fully reflect their complexity. Data collection using surveys or self-reports can be vulnerable to respondent bias which can affect the results, as well as the possibility of uncontrollable external factors in the research that can influence the results. Therefore, the interpretation of research results is carried out with caution, and further research is needed with a stronger design and more comprehensive methods to understand more deeply the relationship between mental well-being and teacher competence.

References

- Austin, E. J., Saklofske, D. H., & Mastoras, S. M. (2010). Emotional intelligence, coping and exam-related stress in Canadian undergraduate students. *Australian Journal of Psychology*, 62(1), 42-50. <https://doi.org/10.1080/00049530903312899>
- Bandura, A. (1977). *Social Learning Theory*. Englewood Cliffs, NJ: Prentice Hall.
- Bandura, A. (1997). *Self-Efficacy: The Exercise of Control*. W. H. Freeman and Company.
- Brackett, M. A., & Salovey, P. (2006). Measuring emotional intelligence with the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT). *Psicothema*, 18, 34-41.
- Brondino, M., Lusher, J., Schneider, B., Martin, A., & Buzeti, T. (2020). Teacher well-being: A literature review on teachers' mental health. *Mindfulness & Compassion*, 5(1), 16-29.
- Chirayath, A. (2021). Emotional Self-Awareness, Emotional Regulation and Emotional Competence in Teacher Education. *International Journal of Progressive Education*, 17(4), 52-63.
- Chowdhury, S., & Fernando, R. L. (2017). The relationship between self-esteem, self-efficacy, and mental health. *Psychology*, 8(04), 558-567. <https://doi.org/10.4236/psych.2017.84036>
- Creswell, J. W., & Clark, V. L. P. (2018). *Praise for the Third Edition*.
- García-Vázquez, J. P., Vega-Martínez, A., & de la Fuente Arias, J. (2021). Emotional intelligence and teacher competence: The role of emotional self-awareness and emotional management. *Frontiers in Psychology*, 12, 630251. <https://doi.org/10.3389/fpsyg.2021.630251>
- Greenacre, L., Tung, N. M., & Chapman, T. (2014). Self-confidence, and the ability to influence. *Academy of Marketing Studies Journal*, 18(2), 169-180.
- Hakanen, J. J., Bakker, A. B., & Schaufeli, W. B. (2006). Burnout and work engagement among teachers. *Journal of School Psychology*, 43(6), 495-513. <https://doi.org/10.1016/j.jsp.2005.11.001>
- Ingvarson, L., Meiers, M., & Beavis, A. (2005). Factors affecting the impact of professional development programs on teachers' knowledge, practice, student outcomes & efficacy. *Education Policy Analysis Archives*, 13(10). <https://doi.org/10.14507/epaa.v13n10.2005>

- Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research*, 79(1), 491-525. <https://doi.org/10.3102/0034654308325693>
- Liu, Y., & Wang, Z. (2019). Relationship between self-esteem, self-efficacy, and mental health of Chinese university students. *Psychology Research and Behavior Management*, 12, 33-39. <https://doi.org/10.2147/PRBM.S186630>
- Maddux, J. E. (2002). Self-efficacy: The power of believing you can. In C. R. Snyder & S. J. Lopez (Eds.), *Handbook of Positive Psychology* (pp. 277-287). Oxford University Press. <https://doi.org/10.1093/oso/9780195135336.003.0020>
- Renshaw, T. L., Long, A. C. J., & Cook, C. R. (2015). Assessing school staff's mental health needs and use of an employee assistance program. *Contemporary School Psychology*, 19(2), 98-108.
- Salovey, P., & Mayer, J. D. (1997). Emotional intelligence. *Imagination, Cognition and Personality*, 9(3), 185-211. <https://doi.org/10.2190/DUGG-P24E-52WK-6CDG>
- Schönfeld, P., Preusser, F., & Margraf, J. (2017). Costs and benefits of self-efficacy: Differences of the stress response and clinical implications. *Neuroscience & Biobehavioral Reviews*, 75, 40-52. <https://doi.org/10.1016/j.neubiorev.2017.01.031>
- Skaalvik, E. M., & Skaalvik, S. (2017). Teacher stress and teacher self-efficacy as predictors of engagement, emotional exhaustion, and motivation to leave the teaching profession. *Creative Education*, 8(12), 1785-1799. <https://doi.org/10.4236/ce.2016.713182>
- Tschannen-Moran, M., & Woolfolk Hoy, A. (2001a). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, 17(7), 783-805. [https://doi.org/10.1016/S0742-051X\(01\)00036-1](https://doi.org/10.1016/S0742-051X(01)00036-1)
- Tschannen-Moran, M., & Woolfolk Hoy, A. (2001b). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, 17(7), 783-805. [https://doi.org/10.1016/S0742-051X\(01\)00036-1](https://doi.org/10.1016/S0742-051X(01)00036-1)
- Tugade, M. M., & Fredrickson, B. L. (2004). Resilient individuals use positive emotions to bounce back from negative emotional experiences. *Journal of Personality and Social Psychology*, 82(2), 320-333. <https://doi.org/10.1037/0022-3514.86.2.320>
- Usher, E. L., & Pajares, F. (2009). Sources of self-efficacy in school: Critical review of the literature and future directions. *Review of Educational Research*, 78(4), 751-796. <https://doi.org/10.3102/0034654308321456>
- Valiandes, E. (2019). Teacher competencies in the 21st century: A comprehensive approach. *International Journal of Curriculum and Instruction*, 11(1), 121-136.
- Weich, S., Brugha, T., King, M., McManus, S., Bebbington, P., Jenkins, R., Cooper, C., McBride, O., & Stewart-Brown, S. (2011). Mental well-being and mental illness: Findings from the adult psychiatric morbidity survey for England 2007. *British Journal of Psychiatry*, 199(1), 23-28. <https://doi.org/10.1192/bjp.bp.111.091496>
- Woodcock, S., & Atkinson, C. (2016). Developing teacher self-efficacy through coaching. *Professional Development in Education*, 42(5), 842-857.