

Fostering Teacher Welfare and Well-Being: Evaluating the School's Continuous Professional Development Program

Joyce Vicuña Delos Reyes

Joyce.delosreyes@deped.gov.ph

Laguna State Polytechnic University Sta. Cruz Laguna 4009 PHILIPPINES

Abstract

This study focuses on the supervisory plans and training created by the school heads for the teacher's personal and professional satisfaction with the continuous development that results in welfare and well-being, especially in the mental and emotional state through professional development programs. Specifically, this study answers the extent of the Continuous Professional Development Program, level of Teachers' well-being and welfare. Likewise, it measure the significant relationship between Continuous Professional Development Program Training on Teachers' well-being and welfare. Additionally, the significant relationship of Continuous Professional Development Program Induction and mentoring to Teachers' well-being and welfare, as well singly or in combination of significant relationship on Continuous Professional Development Programs to the predictors of Teachers' well-being and welfare were investigated.

Descriptive research was used as the design of this study. It employed purposive sampling, in which It involved five (5) sub-offices (512) teachers were taken from schools with a given number of teachers. Research-made questionnaires were used as the primary tool in this study. Statistical treatments utilized were Mean, Standard Deviation, and Pearson r.

Based on the data presented and interpreted, the Continuous Professional Development Program in the school was very great extent. Also, the Level of Teachers' well-being and welfare was very great extent. Furthermore, the findings show that there is a significant relationship between Continuous Professional Development Program Training and Teachers' well-being and welfare. Additionally, the results show that there is a significant relationship between Continuous Professional Development Program Induction and mentoring to Teachers' well-being and welfare. Lastly, there is a significant relationship found in combination between to the predictors of Teachers' well-being and welfare on the Continuous Professional Development Program.

Based on the findings, the following conclusions were drawn.

Found out the there is a significant relationship between Continuous Professional Development Program Training and Teachers' well-being and welfare. Also, there is a significant relationship between Continuous Professional Development Program Induction and mentoring to teachers' well-being and welfare. Lastly, there is a significant connection between the Continuous Professional Development Program to the well-being and welfare of Teachers, this implies that the Continuous Professional Development Program Training is beneficial to the development of teachers to be active and holistically beneficial, and all the hypotheses were rejected.

Lastly, based on the findings and conclusion, the following recommendations were made. School heads may actively encourage teachers to participate in professional development opportunities and attend training sessions focused on welfare and well-being. Also, introduce an annual program aimed at emphasizing the importance of teachers' welfare, specifically addressing aspects related to personal security and safety.

Keywords: supervisory plans; training; school heads

1. Introduction

Teachers worldwide show a deep dedication to their continuous professional growth, understanding the crucial need to constantly enhance and refresh their skills and knowledge. However, professional development is more than just participating in activities; it includes a complete framework of ongoing learning and support systems that aid teachers throughout their careers. A major challenge, though, is tailoring training and certification efforts to match each educator's unique interests and professional needs, which is essential for their overall welfare and well-being.

In the rapidly evolving educational landscape, the well-being and welfare of teachers are paramount to fostering a positive and productive learning environment. Continuous Professional Development programs dedicated to teachers' welfare and well-being are essential for maintaining a motivated, effective, and resilient teaching workforce. These programs aim to provide teachers with the tools, resources, and support necessary to manage the demands of their profession while promoting their physical, emotional, and mental health. Also, initiatives encompass a range of activities, including workshops, seminars, and peer support groups, focusing on stress management, work-life balance, mental health awareness, and overall professional satisfaction. By prioritizing teachers' welfare and well-being, these programs not only enhance their personal and professional lives but also positively impact student outcomes and the overall school community.

Investing in teachers' welfare through Continuous Professional Development is a proactive approach to ensure that educators are equipped to handle the challenges of their roles, remain passionate about their teaching, and continue to inspire and educate future generations effectively. This introduction highlights the importance of fostering an environment where teachers' well-being is at the forefront, acknowledging that their health and happiness are crucial components of a thriving educational system (Roca 2015).

Through this research, the researcher will uncover the supervisory plans and training initiatives crafted by school leaders, all designed to foster personal and professional satisfaction among teachers. By delving into the continuous development programs orchestrated by schools, the research aims to highlight how these efforts significantly enhance teachers' welfare and well-being, with a special focus on their mental and emotional health. This exploration promises to reveal the intricate ways in which professional development programs contribute to a more supportive, fulfilling, and resilient educational environment for educators.

1.1 Statement of the Problem

Specifically, the study aims to answer the following questions:

1. What is the extent of Continuous Professional Development Program focuses in terms of:
 - 1.1 Training, as to:
 - 1.1.1 Needs- Based Training
 - 1.1.2 Pedagogical Implementation
 - 1.1.3 Skill Acquisition and Application
 - 1.1.4 Integration of Technology and Innovation
 - 1.2 Induction and Mentoring, as to:
 - 1.2.1 Individual Research
 - 1.2.2 Collaborative Research
 - 1.2.3 Mentoring and peer observation
 - 1.2.4 Feedback and Evaluation Mechanism
 - 1.3 Supervision as to
 - 1.3.1 Directive Supervision
 - 1.3.2 Non- Directive Supervision

- 1.3.3 Collaborative Supervision?
2. What is the level of Teachers' well-being in terms of:
 - 2.1 Mental Aspect,
 - 2.2 Physical Aspect,
 - 2.3 Emotional Aspect,
 - 2.4 Social Aspects
3. What is the level of Teachers' welfare in terms of:
 - 3.1 Personal Security,
 - 3.2 Working Conditions / Relationship
 - 3.3 Job Satisfaction
 - 3.4 Professional Growth and Advancement?
4. Does the Continuous Professional Development Program Training have a significant relationship to the Teachers' well-being?
5. Does the Continuous Professional Development Program in terms of Training have a significant relationship to the Teachers' welfare?
6. Does the Continuous Professional Development Program Induction and mentoring have a significant relationship to the Teachers' well-being?
7. Does the Continuous Professional Development Program Induction and mentoring have a significant relationship to the Teachers' welfare?
8. Singly or in combination are Continuous Professional Development Programs significant predictors of Teachers' well-being and welfare?

2. Methodology

This study used a descriptive type of research. This method is the most widely used research design as indicated by theses, dissertations, and research reports of research institutions. In education research, the most commonly descriptive methodology is the survey, as when researchers summarize the characteristics (abilities, preferences, behaviors, and so on) of individuals or groups or the physical environment of schools (Cumming, 2018).

This method was used in this research to the Continuous Professional Development Program for Teachers' Welfare and Well-Being in Laguna.

3. Results and Discussion

This chapter provides a comprehensive overview of the data collected from 512 teachers across five Mega and Large schools in the Schools Division of Laguna. Its primary objective is to address the eight areas of investigation outlined in the study.

The findings of the study are presented through tables, each accompanied by comprehensive interpretations. These interpretations are organized to follow the sequence of the original research questions, ensuring a coherent and logical flow. This approach allows for a systematic and thorough analysis of the results, enabling readers to easily understand the data in the context of the research objectives. By aligning the presentation of the findings with the initial questions posed in the study, the analysis provides clear and meaningful insights, facilitating an understanding of the outcomes and their implications.

The Extent of the Continuous Professional Development Program among Teacher in the Division of Laguna

The following data answers the statement of problem one (1) What is the extent of the Continuous Professional Development Program focuses in terms of Needs-Based Training, Pedagogical Implementation, Skill Acquisition and Application, and Integration of Technology and Innovation?

Additionally, the chapter includes statements, along with their corresponding mean scores, standard deviations, Pearson Correlation, ANOVA, Correlational Coefficient Tables, and verbal interpretations. The mean score and standard deviation are derived from respondents' ratings, categorized as always, almost always, sometimes, seldom, and never. They are analyzed and determined based on the gathered and organized data from teacher-respondents.

Table 1 *Level of Continuous Professional Development Program in terms of Needs- Based Training*

STATEMENTS	MEAN	SD	REMARKS
1. Sustained efforts to provide effective professional development opportunities for their teachers.	4.51	0.61	Always
2. Training applied the knowledge of the content across the curriculum in teaching areas.	4.53	0.54	Always
3. The school offers professional development goals based on the Philippine Professional Training Standards for Teachers (PPST).	4.49	0.54	Always
4. Participated in collegial discussions that use teachers in professional development.	4.47	0.55	Always
5. Performed various based training /activities that contribute to the teacher's growth.	4.46	0.56	Always
<i>Weighted Mean:</i>	<i>4.49</i>		
<i>SD:</i>	<i>0.37</i>		
<i>Interpretation:</i>	<i>Very Great Extent</i>		

Table 1 illustrates the level of the Continuous Professional Development Program in terms of Needs-Based Trainings. Also shows the statements, mean, standard deviation and remarks.

From the statements, “*Training applied the knowledge of the content across the curriculum in teaching areas*”. Yielded the highest mean score ($M=4.53$, $SD=0.54$) and was remarked as Always. On the other hand, “*Performed various based training /activities that contribute to the teachers' growth*” received the lowest mean score of responses with ($M=4.46$, $SD=0.56$) yet was also remarked Always.

The level of continuous professional development program in terms of Needs- Based Trainings attained a weighted mean score of 4.49 and a standard deviation of 0.37 and was Very Great Extent among the respondents.

Tailored to meet the distinct challenges and requirements encountered by teachers in their specific settings, this approach is designed to ignite a sense of empowerment and growth among educators. By delving into the intricacies of their subject matter and refining their pedagogical skills, teachers embark on a journey of self-discovery and professional development.

Table 2 *Level of Continuous Professional Development Program-Training in terms of Pedagogical Implementation*

STATEMENTS	MEAN	SD	REMARKS
1. Participate in seminars or webinars, and create activities and performance tasks involving collaboration, creativity, and problem-solving techniques to help learners build their higher-order, critical, and creative	4.48	0.56	Always

thinking abilities.			
2. Incorporate innovative teaching strategies in teaching the most essential learning competencies to develop critical, creative, and higher-order thinking skills among learners.	4.52	0.53	Always
3. Develop a plan for addressing learners' gender, needs, abilities, interests, and experiences through varied, developmentally appropriate learning experiences	4.51	0.57	Always
4. Essential requirement for all educational activities, including a conducive learning environment, curriculum development, and implementation and assessment	4.54	0.55	Always
5. Discover different techniques in teaching pedagogy.	4.44	0.61	Always
<i>Weighted Mean:</i>	<i>4.50</i>		
<i>SD:</i>	<i>0.37</i>		
<i>Interpretation:</i>	<i>Very Great Extent</i>		

Table 2 illustrates the level of the Continuous Professional Development Program in terms of Pedagogical Implementation.

From the statements, “*Essential requirement for all educational activities, including a conducive learning environment, curriculum development, and implementation and assessment*”. Yielded the highest mean score ($M=4.54$, $SD=0.55$) and was remarked as Always. On the other hand, “*Discover different techniques in teaching pedagogy*” received the lowest mean score of responses with ($M=4.44$, $SD=0.61$) yet was also remarked Always.

The level of the continuous professional development program in terms of Pedagogical Implementation attained a weighted mean score of 4.50 and a standard deviation of 0.37 and was Very Great Extent among the respondents.

The impact of well-designed professional development programs centered on improving teaching practices is profound, particularly on teacher self-efficacy, which reflects educators' confidence in their instructional abilities. These programs, when thoughtfully constructed, provide teachers with the knowledge, skills, and strategies necessary to enhance their teaching effectiveness.

The incorporating ongoing support structures—such as regular coaching, peer collaboration, and continuous feedback—into these professional development programs. As teachers gain confidence in their abilities and feel more equipped to handle the demands of their profession, they are better positioned to provide high-quality education to their students, leading to improved student outcomes and a more effective educational system overall.

Table 3 *Level of Continuous Professional Development Program- Training in terms of Skills Acquisition and Application*

STATEMENTS	MEAN	SD	REMARKS
1. More skills and techniques are applied for better academic achievements of learners	4.53	0.52	Always
2. Provides educators with the necessary skills, knowledge, and techniques to improve their teaching practices and, as a result, positively impact student learning	4.53	0.54	Always
3. Help teachers enhance their content knowledge by gaining a deeper understanding of the subject matter, teachers can deliver more effective lessons on their	4.60	0.53	Always

questions with more clarity and confidence.

4. Quality of teacher training has a direct correlation with student learning outcomes 4.54 0.53 Always

5. Effective classroom management techniques help create a positive learning environment, reduce disruptive behavior, and improve student engagement and academic performance. 4.57 0.53 Always

Weighted Mean: 4.55

SD: 0.35

Interpretation: Very Great Extent

Table 3 illustrates the level of the Continuous Professional Development Program in terms of Skills Acquisition and Application.

From the statements, “*Help teachers enhance their content knowledge by gaining a deeper understanding of the subject matter, teachers can deliver more effective lessons on their questions with more clarity and confidence.*”. Yielded the highest mean score (M=4.60, SD=0.53) and was remarked as Always. On the other hand, “*More skills and techniques are applied for better academic achievements of learners*” received the lowest mean score of responses with (M=4.53, SD=0.52) yet was also remarked Always.

The level of continuous professional development program in terms of Skills Acquisition and Application attained a weighted mean score of 4.55 and a standard deviation of 0.35 and was Very Great Extent among the respondents.

Explore the significance of professional development programs focused on equipping teachers with the competencies to implement culturally responsive teaching techniques. These initiatives seek to enhance educators' appreciation of the rich cultural identities and experiences

Table 4 Level of Continuous Professional Development Program- Training in terms of Integration of Technology and Innovation

STATEMENTS	MEAN	SD	REMARKS
1. Provides skills to develop and deliver technological learning that is effective and interactive for both teacher and learner.	4.50	0.56	Always
2. Educational activities, including a conducive learning environment, curriculum development, and implementation and assessment using ICT.	4.57	0.56	Always
3. An effective way of imparting knowledge, skills, and motivation to teachers to use and innovate technology.	4.55	0.54	Always
4. Maximize the use of discovered new skills in teaching using the technology.	4.53	0.55	Always
5. Technology can be used to build fundamental skills to prepare students for future independent learning.	4.54	0.53	Always
Weighted Mean:	4.54		
SD:	0.39		
Interpretation:	Very Great Extent		

Table 4 illustrates the level of the Continuous Professional Development Program in terms of Integration of Technology and Innovation.

From the statements, “*Educational activities, including a conducive learning environment, curriculum development, and implementation and assessment using ICT.*” Yielded the highest mean score

($M=4.57$, $SD=0.56$) and was remarked as Always. On the other hand, “*Provides skills to develop and deliver technological learning that is effective and interactive for both teacher and learner*” received the lowest mean score of responses with ($M=4.50$, $SD=0.56$) yet was also remarked Always.

The level of continuous professional development program in terms of Integration of Technology and Innovation attained a weighted mean score of 4.54 and a standard deviation of 0.39 and was Very Great Extent among the respondents.

The impact of specialized programs focused on facilitating technology integration within school settings is substantial in empowering teachers and driving innovation in their instructional practices. These initiatives are designed to equip educators with the skills and knowledge necessary to effectively incorporate technology into their teaching methodologies.

Teachers can collaboratively explore and discover new ways to leverage technology to enhance student engagement, personalized learning experiences, and improve educational outcomes. By providing comprehensive training on digital tools, software applications, and innovative instructional strategies, these programs enhance teachers' technological proficiency and confidence. Teachers can use technology to create more dynamic and offer a range of resources that support different learning styles.

Table 5 *Level of Continuous Professional Development Program- Induction and Mentoring in terms of Individual Research*

STATEMENTS	MEAN	SD	REMARKS
1. Provide effective professional development opportunities for their teachers.	4.50	0.56	Always
2. Discovered new skills in teaching and strategies of teachers in this generation.	4.57	0.56	Always
3. Observe all kinds of educational activities to enhance teachers' knowledge including their teaching skills and all other professional skills.	4.55	0.54	Always
4. Given opportunities to conduct action research for intervention in students focuses on literacy and numeracy.	4.53	0.55	Always
5. Enable to acquire mastery of new skills and to be abreast with new discoveries in teaching and action research	4.54	0.53	Always
<i>Weighted Mean:</i>	<i>4.47</i>		
<i>SD:</i>	<i>0.64</i>		
<i>Interpretation:</i>	<i>Very Great Extent</i>		

Table 5 illustrates the level of the Continuous Professional Development Program- Induction and Mentoring in terms of Individual Research.

From the statements, “Provide effective professional development opportunities for their teachers.” Yielded the highest mean score ($M=4.54$, $SD=2.34$) and was remarked as Always. On the other hand, “Enable to acquire mastery of new skills and to be abreast with new discoveries in teaching and action research” received the lowest mean score of responses with ($M=4.41$, $SD=0.68$) yet was also remarked Always.

The level of Continuous Professional Development Program- Induction and Mentoring in terms of Individual Research attained a weighted mean score of 4.47 and a standard deviation of 0.68 and was Very Great Extent among the respondents.

The premise posits that engaging in personal research endeavors can significantly influence and foster teacher development, ultimately leading to elevated job satisfaction and enhanced overall well-being. When teachers embark on their own research projects, they actively contribute to their professional growth by exploring new methodologies, understanding educational trends, and developing innovative practices tailored

to their specific classroom needs.

Table 6 Level of Continuous Professional Development Program- Induction and Mentoring in terms of Collaborative Research

STATEMENTS	MEAN	SD	REMARKS
1. Participate in collaborative order to shape policies, as well as bridge the divide between teachers, academics, and statehouses.	4.46	0.67	Always
2. Established common goals in conducting action research and other developmental studies.	4.45	0.70	Always
3. Effective procedures are in place to guide the team and support collaboration.	4.42	0.72	Always
4. Understand roles and responsibilities as a collaborative group.	4.46	0.71	Always
5. Involved collaboration arrives at a compromise on important aspects of school projects/interventions.	4.42	0.70	Always
Weighted Mean:	4.44		
SD:	0.51		
Interpretation:	Very Great Extent		

Table 6 illustrates the level of the Continuous Professional Development Program- Induction and Mentoring Collaborative Research.

From the statements, “Understand roles and responsibilities as a collaborative group.” Yielded the highest mean score (M=4.46, SD=0.71) and was remarked as Always. On the other hand, “Involved collaboration arrives at a compromise on important aspects of school projects/interventions” received the lowest mean score of responses with (M=4.42, SD=0.70) yet was also remarked Always.

The level of Continuous Professional Development Program- Induction and Mentoring Collaborative Research attained a weighted mean score of 4.44 and a standard deviation of 0.51 and was Very Great Extent among the respondents.

This collaborative approach can alleviate stress, as teachers benefit from mutual support and shared responsibilities, reducing feelings of burnout and improving job satisfaction. Educators gain from the diverse perspectives of their colleagues, enhancing their professional development .

Table 7 Level of Continuous Professional Development Program- Induction and Mentoring in terms of Mentoring and Peer Observation

STATEMENTS	MEAN	SD	REMARKS
1. Learn on the job rather than in a certification program or practicum placement.	4.47	0.66	Always
2. Implementation of evidence-based instruction and the use of data for lesson planning and nurture their critical and reflective thinking.	4.46	0.68	Always
3. Experience colleagues in a collaborative and non-judgmental setting in order to assist with their transition into the profession and to help generate ideas for improving their craft	4.48	0.63	Always
4. Support mechanism for beginning teachers when used in conjunction with other components of the induction	4.50	0.61	Always

process

5. Transform pre-service education and professional development have changed to incorporate teacher inquiry 4.44 0.65 Always

Weighted Mean: 4.47

SD: 0.44

Interpretation: Very Great Extent

Table 7 illustrates the level of the Continuous Professional Development Program- Induction and Mentoring in terms of Mentoring and Peer Observation.

From the statements, “*Support mechanism for beginning teachers when used in conjunction with other components of the induction process.*” Yielded the highest mean score (M=4.50, SD=0.61) and was remarked as Always. On the other hand, “*Transform pre-service education and professional development have changed to incorporate teacher inquiry*” received the lowest mean score of responses with (M=4.44, SD=0.65) yet was also remarked Always.

The level of Continuous Professional Development Program- Induction and Mentoring in terms of Mentoring and Peer Observation attained a weighted mean score of 4.47 and a standard deviation of 0.65 and was Very Great Extent among the respondents.

Explore the positive influence of pedagogical mentoring on both teacher advancement and student educational outcomes. Delve into how impactful mentoring strategies can alleviate stress and mitigate burnout, thus fostering a healthier and more fulfilling professional experience for educators. Pedagogical mentoring has profound benefits for both teacher advancement and student educational outcomes.

Table 8 below illustrates the level of the Continuous Professional Development Program- Induction and Mentoring in terms of Feedback and Evaluation Mechanism.

Table 8 Level of Continuous Professional Development Program- Induction and Mentoring in terms of Feedback and Evaluation Mechanism

STATEMENTS	MEAN	SD	REMARKS
1. Delivers changes, assesses, and selects enhancements in the teaching profession.	4.46	0.68	Always
2. Addressing the questions, and suggestions for the development of the program.	4.47	0.63	Always
3. Practice collaborative evaluation to support evolution into the profession and help generate ideas for improving their craft.	4.48	0.64	Always
4. Bring a fresh perspective to the school's practices, processes, and procedures.	4.45	0.70	Always
5. Establishing clear expectations and guidelines for providing and receiving feedback, including regular check-ins and evaluations, and fostering open communication and transparency.	4.45	0.69	Always
Weighted Mean:	4.46		
SD:	0.47		
Interpretation:	Very Great Extent		

From the statements, “*Practice collaborative evaluation to support evolution into the profession and help generate ideas for improving their craft.*” Yielded the highest mean score (M=4.48, SD=0.64) and was remarked as Always. On the other hand, “*Establishing clear expectations and guidelines for providing and receiving feedback, including regular check-ins and evaluations, and fostering open communication and transparency.*” received the lowest mean score of responses with (M=4.45, SD=0.69) yet was also remarked

Always.

The level of Continuous Professional Development Program- Induction and Mentoring in terms of Feedback and Evaluation Mechanism attained a weighted mean score of 4.46 and a standard deviation of 0.47 and was Very Great Extent among the respondents.

Demonstrates the influence of feedback discussions on the outcomes for both teachers and students, underscoring the significance of establishing a nurturing and secure atmosphere for the exchange of feedback within mentoring dynamics.

Table 9 *Level of Continuous Professional Development Program Supervisory Plans in terms of Directive Supervision*

STATEMENTS	MEAN	SD	REMARKS
1. School heads provide suggestions to improve teaching activities according to the school's academic calendar.	4.47	0.75	Always
2. Offers activity carried out with the method of listening to the direct guidance from the headmaster or supervisors.	4.50	0.67	Always
3. Supervision provides examples of problem-solving learning for the teachers	4.46	0.74	Always
4. Approach to supervise teachers and those seeking help for improvement and come up a schools programs focusing on teachers' development.	4.46	0.72	Always
5. Observe teacher and make the final decision on what needs to be improved.	4.53	0.70	Always
<i>Weighted Mean:</i>	<i>4.48</i>		
<i>SD:</i>	<i>0.46</i>		
<i>Interpretation:</i>	<i>Very Great Extent</i>		

Table 9 illustrates the level of the Continuous Professional Development Program -Supervisory Plans in terms of Directive Supervision.

From the statements, "Observe teacher and make the final decision on what needs to be improved" Yielded the highest mean score (M=4.53, SD=0.70) and was remarked as Always. On the other hand, "Approach to supervise teachers and those seeking help for improvement and come up a schools programs focusing on teachers' development." received the lowest mean score of responses with (M=4.46, SD=0.72) yet was also remarked Always.

The level of Continuous Professional Development Program -Supervisory Plans in terms of Directive Supervision attained a weighted mean score of 4.48 and a standard deviation of 0.46 and was Very Great Extent among the respondents.

The results of their study imply that while supportive supervision boosts intrinsic motivation, directive supervision may induce extrinsic motivation, stemming from external rewards or pressure.

Table 10 *Level of Continuous Professional Development Program -Supervisory Plans in terms of Non-Directive Supervision*

STATEMENTS	MEAN	SD	REMARKS
1. Teachers to explore and generate a variety of alternatives and choose the most appropriate plan for continuous professional development..	4.43	0.72	Always

2. Allows teachers to find the best practices/research to solve the problem in their professions.	4.48	0.70	Always
3. Encourage teachers to be creative and innovative.	4.47	0.75	Always
4. Support teacher's suggestions to improve professional health programs through conducting seminars and LAC.	4.44	0.75	Always
5. Approach to teachers who can solve problems independently.	4.42	0.76	Always
<i>Weighted Mean:</i>	<i>4.45</i>		
<i>SD:</i>	<i>0.48</i>		
<i>Interpretation:</i>	<i>Very Great Extent</i>		

Table 10 illustrates the level of the Continuous Professional Development Program -Supervisory Plans in terms of Non- Directive Supervision.

From the statements, “*Observe teacher and make the final decision on what needs to be improved*” Yielded the highest mean score (M=4.48, SD=0.70) and was remarked as Always. On the other hand, “*Approach to teachers who can solve problems independently.*” received the lowest mean score of responses with (M=4.42, SD=0.76) yet was also remarked Always.

The level of Continuous Professional Development Program -Supervisory Plans in terms of Non-Directive Supervision attained a weighted mean score of 4.45 and a standard deviation of 0.48 and was Very Great Extent among the respondents.

Non-directive supervision, achieved through the facilitation of self-reflection using open-ended inquiries and attentive listening, empowers educators to discern their strengths and areas for improvement. This boost in confidence, coupled with the supportive environment of non-directive supervision, contributes significantly to their overall well-being. When teachers are engaged in professional growth and supported by their peers, they bring greater enthusiasm and innovation to their teaching. This process culminates in heightened confidence and well-being for teachers.

Table 11 *Level of Continuous Professional Development Program -Supervisory Plans in terms of Collaborative Supervision*

STATEMENTS	MEAN	SD	REMARKS
1. The supervisor/school heads provide the supervision service at the request of the teacher according to a variety of alternatives to choose the most appropriate plan for them.	4.40	0.81	Always
2. During supervision, a supervisor/school heads positions himself as a colleague, not as a superior.	4.48	0.70	Always
3. Supervisor/school heads helps the teacher to increase the continuous professional development.	4.44	0.72	Always
4. Supervisor/school heads has an impact on developing teachers' teaching abilities and skills.	4.47	0.72	Always
5.The school heads, as a supervisor uses a supervision approach based on the characteristics and condition of the teacher..	4.46	0.71	Always

Weighted Mean:	4.45
SD:	0.46
Interpretation:	Very Great Extent

Table 11 illustrates the level of the Continuous Professional Development Program -Supervisory Plans in terms of Collaborative Supervision.

From the statements, “*During supervision, a supervisor/school heads positions himself as a colleague, not as a superior*”. Yielded the highest mean score (M=4.48, SD=0.70) and was remarked as Always. On the other hand, “*The supervisor/school heads provide the supervision service at the request of the teacher according to a variety of alternatives to choose the most appropriate plan for them.*” received the lowest mean score of responses with (M=4.40, SD=0.81) yet was also remarked Always.

The level of Continuous Professional Development Program -Supervisory Plans in terms of Collaborative Supervision attained a weighted mean score of 4.45 and a standard deviation of 0.46 and was Very Great Extent among the respondents.

Bringing teachers together to share best practices, observe each other's methods, and provide constructive feedback creates a supportive and enriching learning environment through collaborative supervision. This collective approach encourages a culture of continuous improvement, where educators can learn from one another's experiences and insights.

Table 12 *The Level of Teachers' Well-Being in terms of Mental*

STATEMENTS	MEAN	SD	REMARKS
1. Meditating and relaxing are offered by the school to restore the energy of the teachers and personnel	4.40	0.74	Always
2. School offer seminars and mentoring to address the mental conditions of teachers due to stress	4.45	0.69	Always
3. Giving enough time to rest and restore.	4.43	0.75	Always
4. Promotes a happy, secure, and stimulating environment in which all members are valued and mental health and well-being are promoted.	4.42	0.74	Always
5. Teachers trained and staff on mental health awareness.	4.49	0.68	Always
Weighted Mean:	4.44		
SD:	0.53		
Interpretation:	Very Great Extent		

Table 12 illustrates the level of the Level of Teachers' Well-Being in terms of their Mental Aspects.

The level of Level of Teachers' Well-Being in terms of Mental Aspects attained a weighted mean score of 4.44 and a standard deviation of 0.53 and was Very Great Extent among the respondents. It suggests that a positive mental state can contribute to a teacher's professional growth and development. This aligns with the idea that well-being programs can indirectly improve teacher effectiveness.

Teacher mental well-being and their involvement in crafting learning materials, proposing that a positive psychological state can fuel educators' professional advancement. This resonates with the notion that initiatives promoting well-being can indirectly enhance teacher effectiveness. Teacher mental health and their active engagement in the creation of learning resources. It posits that a positive state of mind can serve as a catalyst for educators' professional growth and development. By nurturing a sense of well-being, teachers are inherently better equipped to invest themselves fully in the process of developing educational materials, drawing from a reservoir of creativity, enthusiasm, and resilience.

Table 13 *The Level of Teachers' Well-Being in terms of Physical*

STATEMENTS	MEAN	SD	REMARKS
1. School programs for the leisure and recreational activities for teachers.	4.40	0.76	Always
2. Programs offered by the school for teachers' physical health.	4.42	0.76	Always
3. Staff have had training on the benefits of healthy eating and physical activity.	4.42	0.73	Always
4. The school promotes opportunities for staff to engage in physical activity on and outside of the premises.	4.44	0.74	Always
5. Having an organization that can offer guidance and support in the physical aspect of teachers.	4.40	0.75	Always
<i>Weighted Mean:</i>	<i>4.42</i>		
<i>SD:</i>	<i>0.58</i>		
<i>Interpretation:</i>	<i>Very Great Extent</i>		

Table 13 illustrates the level of the Level of Teachers' Well-Being in terms of their Physical Aspects.

From the statements, "*The school promotes opportunities for staff to engage in physical activity on and outside of the premises*". Yielded the highest mean score (M=4.44, SD=0.74) and was remarked as Always. On the other hand, "*Having an organization that can offer guidance and support in the physical aspect of teachers*." received the lowest mean score of responses with (M=4.40, SD=0.75) yet was also remarked Always.

The level of Level of Teachers' Well-Being in terms of Physical Aspects attained a weighted mean score of 4.42 and a standard deviation of 0.58 and was Very Great Extent among the respondents. Schools that incorporate physical activity initiatives alongside professional development programs could see a more holistic improvement in teacher well-being, including physical health.

The intertwining of physical activity initiatives with professional development programs presents a promising avenue for enhancing teacher welfare on multiple fronts. By integrating opportunities for physical exercise alongside professional growth opportunities, schools can cultivate a more holistic environment conducive to the flourishing of educators. This dual approach underscores the vital connection between physical and mental well-being, recognizing that maintaining a healthy body significantly contributes to sustaining a healthy mind. By addressing both aspects, this strategy ensures a comprehensive approach to overall wellness, ultimately enhancing both personal and professional fulfillment acknowledging that maintaining a healthy body supports a healthy mind.

Table 14 *The Level of Teachers' Well-Being in terms of Emotional*

STATEMENTS	MEAN	SD	REMARKS
1. Acquiring happiness and evading agony in the School	4.45	0.70	Always
2. Participate in a tailored emotional well-being/support program through your school.	4.47	0.69	Always
3. Integrated "Emotional First Aid" program around stress & anxiety management, resilience, and conflict resolution influence.	4.45	0.73	Always
4. Feel passionate and satisfied about your profession and school.	4.47	0.68	Always
5. The school offers/sign posts emotional management training.	4.43	0.76	Always

Weighted Mean:	4.45
SD:	0.54
Interpretation:	Very Great Extent

Table 14 illustrates the level of the Level of Teachers' Well-Being in terms of their Emotional Aspects.

From the statements, *"Participate in a tailored emotional well-being/support program through your school."* Yielded the highest mean score (M=4.47, SD=0.69) and was remarked as Always. On the other hand, *"The school offers/sign posts emotional management training."* received the lowest mean score of responses with (M=4.43, SD=0.76) yet was also remarked Always.

The level of Level of Teachers' Well-Being in terms of Emotional Aspects attained a weighted mean score of 4.45 and a standard deviation of 0.54 and was Very Great Extent among the respondents.

Advocating for emotional intelligence and well-being training in professional development programs, it's suggested that such training equips teachers with strategies to handle stress, build resilience, and manage emotions better. This can lead to happier teachers.

The idea is that teaching is emotionally demanding, and training in emotional intelligence helps teachers understand and manage their feelings. This not only benefits teachers personally but also creates a better learning environment for students. In simple terms, by providing this kind of training, schools can help teachers feel better and be better at their jobs, ultimately creating a happier and more successful learning environment for everyone.

Table 15 *The Level of Teachers' Well-Being in terms of Social*

STATEMENTS	MEAN	SD	REMARKS
1. Provide programs that enhance the unity of school teachers and staff.	4.46	0.72	Always
2. Colleagues/ school heads are willing to listen to work-related problems.	4.52	0.67	Always
3. Teachers are aware of organizations that can offer guidance and support to their social aspects.	4.51	0.68	Always
4. The school provides opportunities for staff to share concerns in a supportive environment.	4.44	0.72	Always
5. Offers/sign posts social management training.	4.42	0.75	Always
Weighted Mean:	4.47		
SD:	0.54		
Interpretation:	Very Great Extent		

Table 15 illustrates the level of the Level of Teachers' Well-Being in terms of their Social Aspects.

From the statements, *"Colleagues/ school heads are willing to listen to work-related problems."* Yielded the highest mean score (M=4.52, SD=0.67) and was remarked as Always. On the other hand, *"The school offers/sign posts social management training."* received the lowest mean score of responses with (M=4.42, SD=0.75) yet was also remarked Always.

The level of Level of Teachers' Well-Being in terms of Social Aspects attained a weighted mean score of 4.47 and a standard deviation of 0.54 and was Very Great Extent among the respondents.

Demonstrates the efficacy of professional development programs focused on enhancing social well-being. These initiatives highlight strategies such as team-building activities, cultivating a sense of community within the school, and encouraging open communication as means to bolster social connections among teachers.

Professional development programs that focus on enhancing social well-being have proven highly effective in improving the overall work environment for teachers, which in turn benefits student learning outcomes. By fostering strong social connections among teachers, these programs create a supportive and collaborative atmosphere that is essential for both personal and professional fulfilment. Teachers who feel connected and valued within their school community are more likely to engage fully in their work, share innovative ideas, and support one another through challenges. This positive work environment not only boosts teachers' morale and job satisfaction but also translates into more effective teaching practices.

Table 16 below illustrates the level of Teachers' Welfare in terms of Personal Security.

Table 16 *The Level of Teachers' Welfare in terms of Personal Security*

STATEMENTS	MEAN	SD	REMARKS
1. Provide teachers with a fair and adequate compensation package, as well as support for their personal and professional well-being.	4.52	0.60	Always
2. Offer other career training before retirement or resignation of teachers.	4.48	0.66	Always
3. Offer activities to promote health awareness and self-awareness for teachers and education personnel who retire or resign.	4.50	0.64	Always
4. Motivate and encourage teachers to train on how to balance and budget their finances for personal security	4.52	0.62	Always
5. Use of total compensation package for employee like days of leave and other insurances.	4.51	0.65	Always
<i>Weighted Mean:</i>	<i>4.51</i>		
<i>SD:</i>	<i>0.51</i>		
<i>Interpretation:</i>	<i>Very Great Extent</i>		

From the statements, "*Motivate and encourage teachers to train on how to balance and budget their finances for personal security.*" Yielded the highest mean score ($M=4.52$, $SD=0.62$) and was remarked as Always. On the other hand, "*Offer activities to promote health awareness and self-awareness for teachers and education personnel who retire or resign.*" received the lowest mean score of responses with ($M=4.50$, $SD=0.64$) yet was also remarked Always.

The level of Level of Teachers' Welfare in terms of Personal Security attained a weighted mean score of 4.51 and a standard deviation of 0.51 and was Very Great Extent among the respondents.

Encouraging teachers to participate in financial training sessions is essential for their personal security. These sessions teach budgeting skills and help teachers manage their finances wisely. By providing this support, schools empower teachers to feel more confident about their financial futures. This leads to less stress and greater well-being for teachers, benefiting both them and the school community as a whole.

Table 17 *The Level of Teachers' Welfare in terms of Working Condition / Relationship*

STATEMENTS	MEAN	SD	REMARKS
1. Perceived strong positive relationships with their colleagues, supportive school leadership, and school administrator.	4.58	0.55	Always
2. Teachers explore communication, trust, emotional support, intimacy, shared values, and future goals to their colleagues.	4.53	0.60	Always
3. School administrators provide guidance and support based on the identified strengths and areas of	4.56	0.58	Always

improvement of Teachers			
4. Easily communicate with members from all levels of organizations.	4.54	0.59	Always
5. Teacher are free to express their thoughts and feelings to their co-workers.	4.54	0.60	Always
<i>Weighted Mean:</i>	4.55		
<i>SD:</i>	0.45		
<i>Interpretation:</i>	Very Great Extent		

Table 17 illustrates the level of Teachers' Welfare in terms of Working Condition / Relationship.

From the statements, "*Perceived strong positive relationships with their colleagues, supportive school leadership, and school administrator.*" Yielded the highest mean score (M=4.58, SD=0.55) and was remarked as Always. On the other hand, "*Teachers explore communication, trust, emotional support, intimacy, shared values, and future goals to their colleagues.*" received the lowest mean score of responses with (M=4.53, SD=0.60) yet was also remarked Always.

The level of Level of Teachers' Welfare in terms of Working Condition / Relationship attained a weighted mean score of 4.55 and a standard deviation of 0.45 and was Very Great Extent among the respondents.

A holistic approach to enhancing teacher job satisfaction encompasses various factors. These may include engagement in high-quality programs, supportive work environments, and a sense of self-confidence. Enhancing teacher job satisfaction through a holistic approach involves several key factors. These factors include participation in high-quality professional development programs, the establishment of supportive work environments, and fostering a sense of self-confidence among teachers.

Table 18 *The Level of Teachers' Welfare in terms of Job Satisfaction*

STATEMENTS	MEAN	SD	REMARKS
1. Wide range of choices in career development	4.54	0.62	Always
2. Beneficial to morale and supports the teachers' work and their lives	4.53	0.61	Always
3. Receive the right amount of support and guidance from supervisors/school heads.	4.54	0.62	Always
4. Work is evaluated based on a fair system of performance standards/ IPRF.	4.53	0.58	Always
5. School's provided all trainings necessary for to perform job and task.	4.54	0.61	Always
<i>Weighted Mean:</i>	4.54		
<i>SD:</i>	0.47		
<i>Interpretation:</i>	Very Great Extent		

Table 18 illustrates the level of Teachers' Welfare in terms of Job Satisfaction.

From the statements, "*Wide range of choices in career development.*" Yielded the highest mean score (M=4.54, SD=0.62) and was remarked as Always. On the other hand, "*Work is evaluated based on a fair system of performance standards/ IPRF.*" received the lowest mean score of responses with (M=4.53, SD=0.58) yet was also remarked Always.

The level of Level of Teachers' Welfare in terms of Job satisfaction attained a weighted mean score of 4.54 and a standard deviation of 0.47 and was Very Great Extent among the respondents.

Moreover, reducing workplace stress through well-designed professional development programs can have a profound effect on teachers' physical health by mitigating issues such as high blood pressure, headaches, and sleep problems. The impact of school-based violence on teacher job satisfaction and retention has been examined, revealing that teachers who encounter violence at work often feel less satisfied with their jobs and are more inclined to leave the profession. The author underscores the importance of schools establishing safe and supportive environments for teachers.

Table 19 *The Level of Teachers' Welfare in terms of Professional Growth and Advancement*

STATEMENTS	MEAN	SD	REMARKS
1. Encouraging teachers to enrol in Graduate Schools.	4.56	0.56	Always
2. Inspiring teachers to improve leadership ability.	4.53	0.58	Always
3. Schools and districts offer their own programs and professional development systems for teaching and non-teaching personnel.	4.50	0.61	Always
4. Experienced professional development has teachers started to implement specific strategies in their classroom as a result of their new learning	4.54	0.60	Always
5. Offers well-designed professional development and provides new ideas, new learning, and a tracking system that monitors success.	4.52	0.58	Always
<i>Weighted Mean:</i>	<i>4.53</i>		
<i>SD:</i>	<i>0.44</i>		
<i>Interpretation:</i>	<i>Very Great Extent</i>		

Table 19 illustrates the level of Teachers' Welfare in terms of Professional Growth and Advancement.

From the statements, "Encouraging teachers to enrol in Graduate Schools." Yielded the highest mean score (M=4.56, SD=0.56) and was remarked as Always. On the other hand, "Schools and districts offer their own programs and professional development systems for teaching and non-teaching personnel." received the lowest mean score of responses with (M=4.50, SD=0.61) yet was also remarked Always.

The level of Level of Teachers' Welfare in terms of Professional Growth and Advancement attained a weighted mean score of 4.53 and a standard deviation of 0.44 and was Very Great Extent among the respondents.

Table 20 *Continuous Professional Development Program Training to the Teachers Well-Being*

Continuous Professional Development Program		Teachers Well-Being			
		Mental Aspect	Physical Aspect	Emotional Aspect	Social Aspect
Needs- Based Training	Pearson Correlation	.378	.373	.316	.266
	Sig. (2-tailed)	.000	.000	.000	.000
	N	508	508	508	508
Pedagogical Implementatio	Pearson Correlation	.370**	.412**	.373**	.371**
	Sig. (2-tailed)	.000	.000	.000	.000

n	N	508	508	508	508
Skill	Pearson Correlation	.309**	.406**	.389**	.411**
Acquisition	Sig. (2-tailed)	.000	.000	.000	.000
and	N	508	508	508	508
Application					
Integration of	Pearson Correlation	.397**	.476**	.439**	.440**
Technology	Sig. (2-tailed)	.000	.000	.000	.000
and	N	508	508	508	508
Innovation					
Individual	Pearson Correlation	.315**	.325**	.307**	.270**
Research	Sig. (2-tailed)	.000	.000	.000	.000
	N	508	508	508	508
Collaborative	Pearson Correlation	.497**	.504**	.467**	.485**
Research	Sig. (2-tailed)	.000	.000	.000	.000
	N	508	508	508	508
Mentoring and	Pearson Correlation	.361**	.373**	.379**	.393**
Peer	Sig. (2-tailed)	.000	.000	.000	.000
Observation	N	508	508	508	508
Feedback and	Pearson Correlation	.394**	.435**	.376**	.437**
Evaluation	Sig. (2-tailed)	.000	.000	.000	.000
Mechanism	N	508	508	508	508
Directive	Pearson Correlation	.349**	.302**	.345**	.425**
Supervision	Sig. (2-tailed)	.000	.000	.000	.000
	N	508	508	508	508
Non-directive	Pearson Correlation	.338**	.324**	.327**	.371**
supervision	Sig. (2-tailed)	.000	.000	.000	.000
	N	508	508	508	508
Collaborative	Pearson Correlation	.429**	.386**	.393**	.479**
Supervision	Sig. (2-tailed)	.000	.000	.000	.000
	N	508	508	508	508

p < 0.05- Significant

Table 20 explains the Continuous Professional Development Program Training to the Teachers Well-Being.

Notably, in *Needs- Based Training*, there is slight correlation ($p = .378$) between the Continuous Professional Development Program Training to the Teachers Well-being in terms of mental aspect. There is slight correlation ($p = .373$) between the Continuous Professional Development Program Training to the Teachers Well-being in terms of physical aspect. There is a slight correlation ($p = .316$) between the Continuous Professional Development Program Training to the Teachers Well-being in terms of emotional aspect. There is slight correlation ($p = .266$) between the Continuous Professional Development Program Training to the Teachers Well-being in terms of social aspect.

Meanwhile, in *Pedagogical Implementation*, there is slight correlation ($p = .370$) between the Continuous Professional Development Program Training to the Teachers Well-being in terms of mental aspect. There is moderate correlation ($p = .412$) between the Continuous Professional Development Program Training to the Teachers Well-being in terms of physical aspect. There is a slight correlation ($p = .373$) between the Continuous Professional Development Program Training to the Teachers Well-being in terms of emotional aspect. There is slight correlation ($p = .371$) between the Continuous Professional Development Program Training to the Teachers Well-being in terms of social aspect.

However, in *Skill Acquisition and Application*, there is slight correlation ($p = .309$) between the

Continuous Professional Development Program Training to the Teachers Well-being in terms of mental aspect. There is moderate correlation ($p=.406$) between the Continuous Professional Development Program Training to the Teachers Well-being in terms of physical aspect. There is a slight correlation ($p=.389$) between the Continuous Professional Development Program Training to the Teachers Well-being in terms of emotional aspect. There is moderate correlation ($p=.411$) between the Continuous Professional Development Program Training to the Teachers Well-being in terms of social aspect.

Moreover, in *Integration of Technology and Innovation*, there is slight correlation ($p= .397$) between the Continuous Professional Development Program Training to the Teachers Well-being in terms of mental aspect. There is moderate correlation ($p=.476$) between the Continuous Professional Development Program Training to the Teachers Well-being in terms of physical aspect. There is a moderate correlation ($p=.439$) between the Continuous Professional Development Program Training to the Teachers Well-being in terms of emotional aspect. There is moderate correlation ($p=.440$) between the Continuous Professional Development Program Training to the Teachers Well-being in terms of social aspect.

Meanwhile, in *Individual Research*, there is slight correlation ($p=.315$) between the Continuous Professional Development Program in Induction and Mentoring to the Teachers Well-being in terms of mental aspect. There is slight correlation ($p=.325$) between the Continuous Professional Development Program in Induction and Mentoring to the Teachers Well-being in terms of physical aspect. There is a slight correlation ($p=.307$) between the Continuous Professional Development Program in Induction and Mentoring to the Teachers Well-being in terms of emotional aspect. There is slight correlation ($p=.270$) between the Continuous Professional Development Program in Induction and Mentoring to the Teachers Well-being in terms of social aspect.

However, in *Collaborative Research*, there is moderate correlation ($p=.497$) between the Continuous Professional Development Program in Induction and Mentoring to the Teachers Well-being in terms of mental aspect. There is moderate correlation ($p=.504$) between the Continuous Professional Development Program in Induction and Mentoring to the Teachers Well-being in terms of physical aspect. There is a moderate correlation ($p=.467$) between the Continuous Professional Development Program in Induction and Mentoring to the Teachers Well-being in terms of emotional aspect. There is moderate correlation ($p=.485$) between the Continuous Professional Development Program in Induction and Mentoring to the Teachers Well-being in terms of social aspect.

Meanwhile, in *Mentoring and Peer Observation*, there is slight correlation ($p=.361$) between the Continuous Professional Development Program in Induction and Mentoring to the Teachers Well-being in terms of mental aspect. There is slight correlation ($p=.373$) between the Continuous Professional Development Program in Induction and Mentoring to the Teachers Well-being in terms of physical aspect. There is a slight correlation ($p=.379$) between the Continuous Professional Development Program in Induction and Mentoring to the Teachers Well-being in terms of emotional aspect. There is slight correlation ($p=.393$) between the Continuous Professional Development Program in Induction and Mentoring to the Teachers Well-being in terms of social aspect.

In addition, in *Feedback and Evaluation Mechanism*, there is slight correlation ($p=.394$) between the Continuous Professional Development Program in Induction and Mentoring to the Teachers Well-being in terms of mental aspect. There is moderate correlation ($p=.435$) between the Continuous Professional Development Program in Induction and Mentoring to the Teachers Well-being in terms of physical aspect. There is a slight correlation ($p=.376$) between the Continuous Professional Development Program in Induction and Mentoring to the Teachers Well-being in terms of emotional aspect. There is moderate correlation ($p=.437$) between the Continuous Professional Development Program in Induction and Mentoring to the Teachers Well-being in terms of social aspect.

Meanwhile, in *Directive Supervision*, there is slight correlation ($p=.349$) between the Continuous Professional Development Program in Supervisory Plans to the Teachers Well-being in terms of mental aspect. There is slight correlation ($p=.302$) between the Continuous Professional Development Program in

Induction and Mentoring to the Teachers Well-being in terms of physical aspect. There is a slight correlation ($p=.345$) between the Continuous Professional Development Program in Induction and Mentoring to the Teachers Well-being in terms of emotional aspect. There is moderate correlation ($p=.437$) between the Continuous Professional Development Program in Induction and Mentoring to the Teachers Well-being in terms of social aspect.

However, in *Directive Supervision*, there is slight correlation ($p=.394$) between the Continuous Professional Development Program in Supervisory Plans to the Teachers Well-being in terms of mental aspect. There is moderate correlation ($p=.435$) between the Continuous Professional Development Program in Induction and Mentoring to the Teachers Well-being in terms of physical aspect. There is a slight correlation ($p=.376$) between the Continuous Professional Development Program in Induction and Mentoring to the Teachers Well-being in terms of emotional aspect. There is moderate correlation ($p=.437$) between the Continuous Professional Development Program in Induction and Mentoring to the Teachers Well-being in terms of social aspect.

Meanwhile, in *Directive Supervision*, there is slight correlation ($p=.394$) between the Continuous Professional Development Program in Supervisory Plans to the Teachers Well-being in terms of mental aspect. There is moderate correlation ($p=.302$) between the Continuous Professional Development Program in Induction and Mentoring to the Teachers Well-being in terms of physical aspect. There is a slight correlation ($p=.345$) between the Continuous Professional Development Program in Induction and Mentoring to the Teachers Well-being in terms of emotional aspect. There is moderate correlation ($p=.425$) between the Continuous Professional Development Program in Induction and Mentoring to the Teachers Well-being in terms of social aspect.

In addition, in *Non-directive supervision*, there is slight correlation ($p=.338$) between the Continuous Professional Development Program in Supervisory Plans to the Teachers Well-being in terms of mental aspect. There is slight correlation ($p=.324$) between the Continuous Professional Development Program in Induction and Mentoring to the Teachers Well-being in terms of physical aspect. There is a slight correlation ($p=.327$) between the Continuous Professional Development Program in Induction and Mentoring to the Teachers Well-being in terms of emotional aspect. There is slight correlation ($p=.371$) between the Continuous Professional Development Program in Induction and Mentoring to the Teachers Well-being in terms of social aspect.

However, in *Collaborative Supervision*, there is moderate correlation ($p=.429$) between the Continuous Professional Development Program in Supervisory Plans to the Teachers Well-being in terms of mental aspect. There is slight correlation ($p=.386$) between the Continuous Professional Development Program in Induction and Mentoring to the Teachers Well-being in terms of physical aspect. There is a slight correlation ($p=.393$) between the Continuous Professional Development Program in Induction and Mentoring to the Teachers Well-being in terms of emotional aspect. There is moderate correlation ($p=.479$) between the Continuous Professional Development Program in Induction and Mentoring to the Teachers Well-being in terms of social aspect.

The notion of needs-based approaches underscores their significance in enhancing teacher capacity and overall professional growth. This concept posits that effectively structured needs-based programs can serve as potent instruments in bolstering both teacher well-being and effectiveness. By tailoring professional development initiatives to address the specific needs and challenges faced by educators, these programs ensure that teachers receive relevant and targeted support. Such personalized training empowers teachers to develop the skills and strategies most pertinent to their unique classroom environments and student populations.

Table 21 Continuous Professional Development Program in terms of Training to the Teachers welfare

	Teachers Welfare
--	------------------

Continuous Professional Development Program in terms of Training		Personal Security	Working Condition / Relationship	Job Satisfaction	Professional Growth and Advancement
Needs- Based Training	Pearson Correlation	.363**	.328**	.392**	.408**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	508	508	508	508
Pedagogical Implementation	Pearson Correlation	.393**	.363**	.399**	.423**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	508	508	508	508
Skill Acquisition and Application	Pearson Correlation	.313**	.389**	.407**	.399**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	508	508	508	508
Integration of Technology and Innovation	Pearson Correlation	.460**	.526**	.513**	.506**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	508	508	508	508

p < 0.05- Significant

Table 21 explains the Continuous Professional Development Program Training to the Teachers welfare.

Notably, in *Needs- Based Training*, there is slight correlation ($p = .363$) between the Continuous Professional Development Program Training to the Teachers welfare in terms of Personal Security. There is slight correlation ($p = .328$) between the Continuous Professional Development Program Training to the Teachers welfare in terms of Working Condition / Relationship. There is a slight correlation ($p = .392$) between the Continuous Professional Development Program Training to the Teachers welfare in terms of Job Satisfaction. There is slight correlation ($p = .408$) between the Continuous Professional Development Program Training to the Teachers welfare in terms of Professional Growth and Advancement.

Meanwhile, in *Pedagogical Implementation*, there is slight correlation ($p = .393$) between the Continuous Professional Development Program Training to the Teachers welfare in terms of Personal Security. There is slight correlation ($p = .363$) between the Continuous Professional Development Program Training to the Teachers welfare in terms of Working Condition / Relationship. There is a slight correlation ($p = .399$) between the Continuous Professional Development Program Training to the Teachers welfare in terms of Job Satisfaction. There is moderate correlation ($p = .423$) between the Continuous Professional Development Program Training to the Teachers welfare in terms of Professional Growth and Advancement.

However, in *Skill Acquisition and Application*, there is slight correlation ($p = .313$) between the Continuous Professional Development Program Training to the Teachers welfare in terms of Personal Security. There is slight correlation ($p = .389$) between the Continuous Professional Development Program Training to the Teachers welfare in terms of Working Condition / Relationship. There is a moderate correlation ($p = .407$) between the Continuous Professional Development Program Training to the Teachers welfare in terms of Job Satisfaction. There is slight correlation ($p = .399$) between the Continuous Professional Development Program Training to the Teachers welfare in terms of Professional Growth and Advancement.

Moreover, in *Integration of Technology and Innovation*, there is moderate correlation ($p = .460$) between the Continuous Professional Development Program Training to the Teachers welfare in terms of Personal Security. There is moderate correlation ($p = .526$) between the Continuous Professional Development Program Training to the Teachers welfare in terms of Working Condition / Relationship. There is a moderate correlation ($p = .513$) between the Continuous Professional Development Program

Training to the Teachers welfare in terms of Job Satisfaction. There is moderate correlation ($p=.506$) between the Continuous Professional Development Program Training to the Teachers welfare in terms of Professional Growth and Advancement.

Evidence indicates that teachers place significant value on training that is specifically tailored to their individual needs and challenges. When professional development programs are designed with these personalized requirements in mind, they not only meet the immediate educational needs of teachers but also foster a deeper sense of ownership and empowerment. This tailored approach ensures that teachers feel supported in their professional journey, as the training directly addresses the unique aspects of their teaching environment and challenges. Consequently, teachers are more likely to engage actively in these programs, apply the skills and knowledge gained in their classrooms, and feel more confident in their professional roles. This customized training approach ultimately contributes to more effective teaching practices and enhanced student outcomes.

Table 22 *The Continuous Professional Development Program Induction and Mentoring to the Teachers well-being*

Continuous Professional Development Program in terms of Induction and Mentoring		Teachers Well-being			
		Mental Aspect	Physical Aspect	Emotional Aspect	Social Aspect
Individual Research	Pearson Correlation	.315**	.325**	.307**	.270**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	508	508	508	508
Collaborative Research	Pearson Correlation	.497**	.504**	.467**	.485**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	508	508	508	508
Mentoring and Peer Observation	Pearson Correlation	.361**	.373**	.379**	.393**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	508	508	508	508
Feedback and Evaluation Mechanism	Pearson Correlation	.394**	.435**	.376**	.437**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	508	508	508	508

p <0.05- Significant

Table 22 explains the Continuous Professional Development Program Induction and Mentoring to the Teachers well-being.

Notably, in *Individual Research*, there is slight correlation ($p=.315$) between the Continuous Professional Development Program Induction and Mentoring to the Teachers well-being in terms of mental aspect. There is slight correlation ($p=.325$) between the Continuous Professional Development Program in Induction and Mentoring to the Teachers Well-being in terms of physical aspect. There is a slight correlation ($p=.307$) between the Continuous Professional Development Program in Induction and Mentoring to the Teachers Well-being in terms of emotional aspect. There is slight correlation ($p=.270$) between the Continuous Professional Development Program in Induction and Mentoring to the Teachers Well-being in terms of social aspect.

However, in *Collaborative Research*, there is moderate correlation ($p=.497$) between the Continuous Professional Development Program in Induction and Mentoring to the Teachers Well-being in terms of mental aspect. There is moderate correlation ($p=.504$) between the Continuous Professional

Development Program in Induction and Mentoring to the Teachers Well-being in terms of physical aspect. There is a moderate correlation ($p=.467$) between the Continuous Professional Development Program in Induction and Mentoring to the Teachers Well-being in terms of emotional aspect. There is moderate correlation ($p=.485$) between the Continuous Professional Development Program in Induction and Mentoring to the Teachers Well-being in terms of social aspect.

Meanwhile, in *Mentoring and Peer Observation*, there is slight correlation ($p=.361$) between the Continuous Professional Development Program in Induction and Mentoring to the Teachers Well-being in terms of mental aspect. There is slight correlation ($p=.373$) between the Continuous Professional Development Program in Induction and Mentoring to the Teachers Well-being in terms of physical aspect. There is a slight correlation ($p=.379$) between the Continuous Professional Development Program in Induction and Mentoring to the Teachers Well-being in terms of emotional aspect. There is slight correlation ($p=.393$) between the Continuous Professional Development Program in Induction and Mentoring to the Teachers Well-being in terms of social aspect.

In addition, in *Feedback and Evaluation Mechanism*, there is slight correlation ($p=.394$) between the Continuous Professional Development Program in Induction and Mentoring to the Teachers Well-being in terms of mental aspect. There is moderate correlation ($p=.435$) between the Continuous Professional Development Program in Induction and Mentoring to the Teachers Well-being in terms of physical aspect. There is a slight correlation ($p=.376$) between the Continuous Professional Development Program in Induction and Mentoring to the Teachers Well-being in terms of emotional aspect. There is moderate correlation ($p=.437$) between the Continuous Professional Development Program in Induction and Mentoring to the Teachers Well-being in terms of social aspect.

Table 23 Continuous Professional Development Program of Teachers well-being in terms of Mental Aspects

Model	B	SE	β	t	p
(Constant)	.377	.305		1.234	.218
Needs- Based Training	.174	.067	.122	2.613	.009
Pedagogical Implementation	.152	.070	.106	2.160	.031
Skill Acquisition and Application	-.126	.077	-.083	-1.633	.103
Integration of Technology and Innovation	.111	.071	.080	1.550	.122
Individual Research	.052	.035	.062	1.473	.141
Collaborative Research	.306	.052	.292	5.842	.000
Mentoring and Peer Observation	-.085	.065	-.070	-1.320	.187
Feedback and Evaluation Mechanism	.044	.060	.039	.736	.462
Directive Supervision	.034	.065	.029	.526	.599
Non-directive supervision	.001	.059	.001	.017	.987
Collaborative Supervision	.250	.057	.219	4.354	.000
Correlational Coefficient (r)			.593 ^a		
R-squared			.351		
Adjusted R-squared			.337		
Standard Error of the Estimate			.43269		
F(5,181)				24.411	.000b

* $p < 0.05$

Table 23 presents the results of a multiple regression analysis examining the Continuous Professional

Development Program of Teachers' well-being. *Collaborative Research* has a significant relationship with Mental Aspects with the 35.1 % variance is attributed to Teachers. F-test of the overall model is significant ($F(5, 181) = 24.411$ with, $p < .000$), indicating that the regression model is a good fit for the data.

Table 24 Continuous Professional Development Program of Teachers well-being in terms of Physical Aspects

Model	B	SE	β	t	p
(Constant)	-.429	.331		-1.296	.196
Needs- Based Training	.080	.072	.051	1.106	.269
Pedagogical Implementation	.192	.076	.122	2.529	.012
Skill Acquisition and Application	.065	.084	.039	.776	.438
Integration of Technology and Innovation	.243	.077	.161	3.138	.002
Individual Research	.053	.038	.058	1.400	.162
Collaborative Research	.290	.057	.252	5.101	.000
Mentoring and Peer Observation	-.106	.070	-.079	-1.511	.131
Feedback and Evaluation Mechanism	.130	.065	.105	2.012	.045
Directive Supervision	-.048	.070	-.038	-.686	.493
Non-directive supervision	-.001	.064	.000	-.009	.993
Collaborative Supervision	.182	.062	.145	2.919	.004
Correlational Coefficient (r)			.607 ^a		
R-squared			.368		
Adjusted R-squared			.354		
Standard Error of the Estimate			.46943		
F(5,181)				26.279	.000 ^b

Table 24 presents the results of a multiple regression analysis examining the Continuous Professional Development Program of Teachers well-being. *Collaborative Research* have a significant relationship on Physical Aspects with the 36.8% variance is attributed to Teachers. F-test of the overall model is significant ($F(5, 181) = 26.279$ with, $p < .000$), indicating that the regression model is a good fit for the data. This, in turn, can lead to a more supportive work environment, reduced workload, and improved teacher well-being. This, in turn, can lead to a more supportive work environment, a reduced workload, and improved teacher well-being. By understanding and implementing effective conflict resolution strategies, school heads can create an atmosphere of mutual respect and collaboration, which is crucial for a positive and productive workplace.

Additionally, investing in Continuing Professional Development (CPD) programs that focus on teachers' physical well-being is equally important. Such initiatives can include stress management workshops, fitness and wellness programs, and ergonomic training. These programs not only help in alleviating physical strain and mental stress but also promote a culture of health and well-being among teachers.

When teachers are physically and mentally well, they are more capable of managing their workload effectively, which reduces feelings of being overwhelmed and burnout. Consequently, this leads to a more motivated and engaged workforce, capable of delivering high-quality education to students. Educators benefit from the diverse perspectives and expertise of their colleagues, which can enhance their professional development and lead to more effective teaching strategies. By prioritizing both the social and physical

well-being of teachers through comprehensive CPD programs, schools can ensure a holistic approach to teacher support and development, ultimately enhancing overall teacher satisfaction and performance.

Table 25 Continuous Professional Development Program of Teachers well-being in terms of Emotional Aspects

Model	B	SE	β	t	p
(Constant)	.169	.318		.532	.595
Needs- Based Training	-.010	.070	-.007	-.143	.887
Pedagogical Implementation	.156	.073	.107	2.135	.033
Skill Acquisition and Application	.106	.081	.068	1.316	.189
Integration of Technology and Innovation	.183	.074	.130	2.456	.014
Individual Research	.047	.036	.055	1.276	.203
Collaborative Research	.253	.055	.237	4.640	.000
Mentoring and Peer Observation	.019	.067	.015	.282	.778
Feedback and Evaluation Mechanism	-.006	.062	-.005	-.091	.927
Directive Supervision	.076	.067	.064	1.127	.260
Non-directive supervision	-.025	.061	-.023	-.415	.678
Collaborative Supervision	.156	.060	.135	2.618	.009
Correlational Coefficient (r)			.567 ^a		
R-squared			.321		
Adjusted R-squared			.306		
Standard Error of the Estimate			.45096		
F(5,181)				21.341	.000 ^b

Table 25 presents the results of a multiple regression analysis examining the Continuous Professional Development Program of Teachers well-being. *Collaborative Research and Collaborative Supervisions* have a significant relationship on Emotional Aspects with the 32.1% variance is attributed to Teachers. F-test of the overall model is significant ($F(5, 181) = 21.341$ with, $p < .000$), indicating that the regression model is a good fit for the data.

This study explores the impact of collaborative supervision on teacher stress and job satisfaction. It also highlights how collaborative supervision can effectively reduce teacher stress by encouraging open communication, enhancing problem-solving skills, and offering emotional support.

Table 26 Continuous Professional Development Program of Teachers well-being in terms of Social Aspects

Model	B	SE	β	t	p
(Constant)	.073	.303		.243	.808
Needs- Based Training	-.144	.066	-.099	-2.175	.030
Pedagogical Implementation	.153	.070	.105	2.197	.028
Skill Acquisition and Application	.162	.077	.104	2.108	.036
Integration of Technology	.127	.071	.091	1.793	.074

and Innovation					
Individual Research	-.014	.035	-.017	-.413	.679
Collaborative Research	.267	.052	.251	5.147	.000
Mentoring and Peer Observation	-.013	.064	-.010	-.204	.839
Feedback and Evaluation Mechanism	.098	.059	.086	1.657	.098
Directive Supervision	.146	.064	.124	2.285	.023
Non-directive supervision	-.047	.058	-.042	-.806	.421
Collaborative Supervision	.246	.057	.212	4.328	.000
Correlational Coefficient (r)			.620 ^a		
R-squared			.385		
Adjusted R-squared			.371		
Standard Error of the Estimate			.42928		
F(5,181)				28.173	.000 ^b

Table 26 presents the results of a multiple regression analysis examining the Continuous Professional Development Program of Teachers welfare. *Collaborative Research and Collaborative Supervisions* have a significant relationship on Social Aspects with the 38.5% variance is attributed to Teachers. F-test of the overall model is significant ($F(5, 181) = 28.173$ with, $p < .000$), indicating that the regression model is a good fit for the data.

Collaborative research initiatives encourage open communication and collective problem-solving, allowing teachers to address challenges more effectively and feel less isolated in their roles. This shared approach not only alleviates individual stress but also promotes a stronger sense of belonging and professional fulfillment. Teachers who engage in these collaborative efforts often find renewed motivation and a deeper commitment to their professional growth, which translates into improved teaching practices.

The importance of collaborative supervision and research initiatives in building a thriving educational community cannot be overstated. These efforts foster a sense of unity and shared purpose among teachers, which is crucial for creating a supportive and cohesive school culture. Collaborative supervision allows teachers to engage in continuous dialogue, share best practices, and receive constructive feedback, all of which contribute to professional growth and job satisfaction.

Table 27 Continuous Professional Development Program of Teachers welfare in terms of Personal Security

Model	B	SE	β	t	p
(Constant)	.549	.298		1.845	.066
Needs- Based Training	.096	.065	.070	1.481	.139
Pedagogical Implementation	.206	.068	.149	3.017	.003
Skill Acquisition and Application	-.162	.075	-.110	-2.142	.033
Integration of Technology and Innovation	.288	.070	.217	4.146	.000
Individual Research	.050	.034	.062	1.464	.144
Collaborative Research	.146	.051	.144	2.853	.005
Mentoring and Peer Observation	-.031	.063	-.026	-.493	.622
Feedback and Evaluation Mechanism	.212	.058	.195	3.642	.000
Directive Supervision	.035	.063	.031	.555	.579
Non-directive supervision	-.040	.057	-.038	-.703	.482

Collaborative Supervision	.083	.056	.075	1.486	.138
Correlational Coefficient (r)			.582 ^a		
R-squared			.339		
Adjusted R-squared			.325		
Standard Error of the Estimate			.42188		
F(5,181)				23.147	.000 ^b

Table 27 presents the results of a multiple regression analysis examining the Continuous Professional Development Program of Teachers welfare. *Integration of Technology and Innovation* have a significant relationship on Personal Security with the 33.9% variance is attributed to Teachers. F-test of the overall model is significant ($F(5, 181) = 23.147$ with, $p < .000$), indicating that the regression model is a good fit for the data.

The focus on the intersection of technology, pedagogy, and content knowledge underscores the importance of well-designed professional development programs. Such programs that incorporate hands-on activities, collaborative learning, and reflection can effectively equip teachers with the skills and knowledge needed to integrate technology meaningfully into their teaching.

Table 28 Continuous Professional Development Program of Teachers welfare in terms of Working Condition / Relationship

Model	B	SE	β	t	p
(Constant)	.677	.254		2.667	.008
Needs- Based Training	-.009	.056	-.007	-.165	.869
Pedagogical Implementation	.066	.058	.054	1.134	.258
Skill Acquisition and Application	-.015	.064	-.012	-.235	.814
Integration of Technology and Innovation	.339	.059	.287	5.719	.000
Individual Research	.071	.029	.099	2.427	.016
Collaborative Research	.096	.044	.107	2.203	.028
Mentoring and Peer Observation	.042	.054	.040	.786	.432
Feedback and Evaluation Mechanism	.041	.050	.042	.826	.409
Directive Supervision	.082	.054	.083	1.527	.127
Non-directive supervision	-.059	.049	-.063	-1.219	.224
Collaborative Supervision	.210	.048	.214	4.398	.000
Correlational Coefficient (r)			.627 ^a		
R-squared			.393		
Adjusted R-squared			.379		
Standard Error of the Estimate			.35965		
F(5,181)				29.134	.000 ^b

Table 28 presents the results of a multiple regression analysis examining the Continuous Professional Development Program of Teachers welfare. *Integration of Technology and Innovation* and *Collaborative Supervision* have a significant relationship on Working Conditions/ Relationships with the 39.3% variance is attributed to Teachers. F-test of the overall model is significant ($F(5, 181) = 29.134$ with, $p < .000$), indicating that the regression model is a good fit for the data.

This study delves into the essential elements that enhance teacher capacity for effective technology integration. It underscores the critical role of continuous professional development, emphasizing how

supportive school leadership, ample access to resources, and a culture of innovation collectively empower educators.

This not only enhances their instructional effectiveness but also creates a vibrant, future-ready learning experience for students, driving educational excellence to new heights. Through ongoing training and a nurturing environment, teachers can seamlessly integrate technology into their classrooms, fostering an innovative and dynamic learning experience that prepares students for the challenges of the future. By engaging in continuous professional development and working within an encouraging and resource-rich environment, teachers are empowered to incorporate cutting-edge technology into their teaching practices. This integration not only enhances their instructional strategies but also enriches the educational experience, making learning more engaging and effective. Ultimately, this approach drives forward educational excellence, ensuring that students are well-equipped with the skills and knowledge necessary for success in a rapidly evolving digital world.

Table 29 Continuous Professional Development Program of Teachers welfare in terms of Job Satisfaction

Model	B	SE	β	t	p
(Constant)	.381	.259		1.470	.142
Needs- Based Training	.089	.057	.070	1.566	.118
Pedagogical Implementation	.083	.060	.066	1.401	.162
Skill Acquisition and Application	.001	.066	.001	.013	.989
Integration of Technology and Innovation	.261	.061	.215	4.311	.000
Individual Research	.074	.030	.101	2.477	.014
Collaborative Research	.124	.044	.134	2.789	.005
Mentoring and Peer Observation	-.013	.055	-.012	-.231	.817
Feedback and Evaluation Mechanism	.140	.051	.141	2.764	.006
Directive Supervision	.012	.055	.011	.214	.831
Non-directive supervision	-.021	.050	-.022	-.427	.670
Collaborative Supervision	.176	.049	.174	3.612	.000
Correlational Coefficient (r)			.634 ^a		
R-squared			.402		
Adjusted R-squared			.389		
Standard Error of the Estimate			.36761		
F(5,181)				30.311	.000 ^b

Table 29 presents the results of a multiple regression analysis examining the Continuous Professional Development Program of Teachers welfare. *Integration of Technology and Innovation* have a significant relationship on Job Satisfaction with the 40.2% variance is attributed to Teachers. F-test of the overall model is significant ($F(5, 181) = 30.311$ with, $p < .000$), indicating that the regression model is a good fit for the data.

Delving into how it can be strategically leveraged to transform educational experiences. By enhancing student engagement and motivation, technology captivates learners' interests through interactive and multimedia-rich content. It also individualizes learning experiences, allowing for personalized instruction that caters to each student's unique needs and learning pace.

Table 30 Continuous Professional Development Program of Teachers welfare in terms Professional Growth and Advancement

Model	B	SE	β	t	p
(Constant)	.550	.247		2.226	.026
<i>Needs- Based Training</i>	.121	.054	.102	2.234	.026
<i>Pedagogical Implementation</i>	.136	.057	.114	2.398	.017
<i>Skill Acquisition and Application</i>	-.025	.063	-.020	-.402	.688
<i>Integration of Technology and Innovation</i>	.255	.058	.222	4.414	.000
<i>Individual Research</i>	-.012	.028	-.017	-.419	.675
<i>Collaborative Research</i>	.073	.042	.084	1.729	.084
<i>Mentoring and Peer Observation</i>	-.036	.052	-.035	-.684	.494
<i>Feedback and Evaluation Mechanism</i>	.165	.048	.176	3.421	.001
<i>Directive Supervision</i>	.103	.052	.107	1.972	.049
<i>Non-directive supervision</i>	-.028	.048	-.030	-.589	.556
<i>Collaborative Supervision</i>	.134	.046	.141	2.882	.004
Correlational Coefficient (r)			.624 ^a		
R-squared			.389		
Adjusted R-squared			.376		
Standard Error of the Estimate			.35047		
F(5,181)				28.727	.000 ^b

Table 30 presents the results of a multiple regression analysis examining the Continuous Professional Development Program of Teachers welfare. *Integration of Technology and Innovation* have a significant relationship on Professional Growth and Advancement with the 38.9% variance is attributed to Teachers. F-test of the overall model is significant ($F(5, 181) = 28.727$ with, $p < .000$), indicating that the regression model is a good fit for the data.

Empowering teachers to seamlessly integrate technology into their teaching practices. It underscores the critical role of ongoing professional development, alongside elements like nurturing leadership within schools, ensuring access to necessary resources, and cultivating a dynamic culture of innovation.

4. Conclusion and Recommendations

Drawn from the results of the study, the following conclusions were set: the hypothesis stating that the school's continuous professional development program has a significant relationship with the teachers' well-being is rejected. This implies that the teachers' well-being in terms of mental, physical, emotional, and social have a significant relationship with needs- needs-based training, pedagogical implementation, skill acquisition and application, and integration of technology and innovation.

The hypothesis stating that the school's continuous professional development program has a significant relationship with the teachers' welfare is rejected. This implies that the teachers' well-being in terms of mental, physical, emotional, and social have a significant relationship with needs- needs-based training, pedagogical implementation, skill acquisition and application, and integration of technology and innovation.

The hypothesis stating that the school's continuous professional development program has a significant relationship with the teachers' well-being is rejected. This implies that the teachers' well-being in

terms of mental, physical, emotional, and social well-being has a significant relationship with individual research, collaborative research, mentoring and peer observation, feedback and evaluation mechanism, directive supervision, non- directive supervision, and collaborative supervision.

The hypothesis stating that the school's continuous professional development program has a significant relationship with the teachers' welfare is rejected. This implies that the teachers' well-being in terms of mental, physical, emotional, and social well-being has a significant relationship with individual research, collaborative research, mentoring and peer observation, feedback and evaluation mechanism, directive supervision, non- directive supervision, and collaborative supervision.

The hypothesis stating that the school's continuous professional development program has a significant relationship with the teachers' well-being and welfare is rejected. This implies that the teachers' well-being in terms of mental, physical, emotional, and social have a significant relationship with welfare in terms of personal security, working conditions / relationship job satisfaction and professional growth and advancement.

Based on the research findings, the following recommendations for school heads' management function and teachers are given:

1. School heads may actively encourage teachers to participate in professional development opportunities and attend training sessions focused on welfare and well-being.
2. School heads may proactively promote teachers' involvement in individual research, collaborative research, mentoring, and peer observation and prioritize training sessions centered on welfare and well-being.
3. School heads may establish an annual program dedicated to prioritizing the welfare of teachers, particularly in terms of personal security and safety.

Reference:

- Cumming-Potvin, W.M., & MacCallum, J.A. (2018). Intergenerational practice: Mentoring and social capital for twenty-first century communities of practice. *McGill Journal of Education*, 45(2), 305–3
- Forklift Safety Training - Advanced Safety & Training. <https://advancedsafetytraining.com/courses/forklift-safety-training/>