

The Relationship of Digital Wellbeing to the Emotional Agility of Elementary Teachers

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ABSTRACT

This study explores the relationship between digital wellbeing and emotional agility among elementary teachers. We focused on three key areas of digital wellbeing: digital literacy and skills (mean = X), emotional satisfaction from digital use (mean = Y), and the presence of a supportive school environment (mean = Z). Emotional agility was examined through measures of self-awareness (mean = A), self-regulation (mean = B), and social awareness/relationship management (mean = C). Data analyzed using SPSS revealed that teachers who feel confident in their digital skills and derive joy from their digital interactions tend to exhibit better self-awareness and manage their emotions more effectively. A supportive school environment enhances teachers' ability to connect with others and navigate challenges.

The findings revealed that it is recommended that elementary teachers enhance their digital skills through workshops focused on digital literacy, which will boost their confidence in using technology. Practicing self-care, such as mindfulness and taking breaks, is essential for managing stress and improving emotional health. It is also important to integrate digital wellbeing into daily routines by setting screen time limits and balancing technology use with face-to-face interactions. Collaboration with colleagues can strengthen support systems, creating a more nurturing environment. Schools should encourage professional development programs that address both digital skills and emotional wellbeing. Fostering a classroom culture where students feel safe discussing their feelings and digital experiences will help them develop their emotional agility. By implementing these recommendations, teachers can enhance their own experiences and create a more positive learning environment for their students.

Keywords: Digital Wellbeing, Emotional Agility

INTRODUCTION

In this present time, digital wellbeing has an important role of teachers' lives, especially in classroom instructions. Teachers faced significant challenges as they shifted to remote teaching, which affected their physical, psychological, and social wellbeing. This period highlighted the need for teachers to be emotionally agile to cope with the stress and uncertainty of digital teaching environments. Still, there was a notable gap in research regarding the emotional agility of teachers, particularly in how it relates to their digital wellbeing.

Studies focused on the general wellbeing of teachers but rarely explored the specific link between digital wellbeing and emotional agility (Ainsworth & Oldfield, 2019; Fernandes et al., 2019). Research during this time showed that teachers' perceived skillset and organizational traits played a crucial role in their digital wellbeing. For example, teachers who felt confident in their digital skills were better equipped to handle the challenges of remote teaching, which in turn affected their emotional resilience (Clarà, 2017; Nyaupane et al., 2020). Though, there was limited empirical evidence on how digital wellbeing directly impacts emotional agility.

Some studies suggested that digital technologies can both support and hinder teachers' emotional wellbeing, depending on how they are used. Effective use of digital tools can enhance teaching practices and reduce stress, while excessive digital engagement can lead to burnout and decreased emotional agility (Ainsworth & Oldfield, 2019; Fernandes et al., 2019). The relationship between digital wellbeing and emotional agility is complex and

influenced by various factors, including teachers' self-efficacy and organizational support. Studies indicated that when teachers feel supported by their institutions and have the necessary digital skills, they are more likely to adapt to challenging situations, which is a key aspect of emotional agility (Clarà, 2017; Nyaupane et al., 2020). Despite these insights, there remains a need for more research to fully understand how digital wellbeing contributes to the emotional agility of elementary teachers.:

This research aims to answer the following problems:

1. What is the level of Digital Wellbeing in terms of:
 - a. Digital Literacy and Skills
 - b. Emotional Satisfaction from Digital Use
 - c. Supportive School Environment
2. What level of Emotional Agility do teachers in possess in terms of:
 - a. Self-Awareness
 - b. Self-Regulation
 - c. Social Awareness/Relationship Management
3. Is there any significant relationship between digital wellbeing to the emotional agility of elementary teachers?

METHODS

This chapter outlines the methodology used in this study, focusing on how we explored the relationship between teachers' digital wellbeing and their emotional agility in their roles. To provide a solid foundation for our approach, we reviewed existing research on these topics. Previous studies have shown that digital wellbeing is crucial for educators, as it affects not only their job satisfaction but also their ability to manage stress and engage effectively with students. For instance, research by Lopez et al. (2020) emphasizes the importance of digital literacy as a key component of teachers' wellbeing, while Peliño & Tantiado (2022) highlight the role of emotional agility in fostering positive relationships in the classroom.

We employed a descriptive-correlational quantitative research design, which allowed us to gather data revealing important relationships between teachers' digital wellbeing and their emotional agility. The study involved 125 elementary school teachers from the North and South Districts of Damulog, Bukidnon, under the Department of Education, selected from five schools: Damulog Central School, Pocopoco Elementary School, Apolan Primary School, Anggaan Integrated School, and Omonay Elementary School.

To collect data, we used standardized survey questionnaires, which were distributed to the selected teachers while ensuring confidentiality and providing ample time for completion. We received formal approval for our research title and instruments from our research adviser and the school heads before commencing the data collection process for the academic year 2024–2025. We utilized three adopted questionnaires from previous studies: the first, adapted from Lopez et al. (2020), assessed digital wellbeing, including Digital Literacy and Skills, Emotional Satisfaction from Digital Use, and Supportive School Environment, each with ten indicators. The second and third questionnaires, adapted from Peliño & Tantiado (2022), evaluated teachers' emotional agility through Self-Awareness, Self-Regulation, and Social Awareness/Relationship Management.

Before full distribution, we piloted the questionnaires with 25 elementary teachers at Macapari Central School to ensure reliability, obtaining a high Cronbach's alpha of 0.983. After collecting the data, we analyzed it using descriptive statistics to assess levels of digital wellbeing and emotional agility. To examine the relationships between these variables, we employed Spearman Rho correlation, as the data were not normally distributed. Through this structured methodology, we aimed to gather meaningful insights into how digital wellbeing impacts teachers' emotional agility, ultimately benefiting both educators and their students.

RESULTS AND DISCUSSION

This chapter contains the presentation, analysis, and interpretation of data gathered from the participants. The order of presentation is based on the order of specific objectives of the study.

Table 1 shows the level of teachers' digital wellbeing in terms of digital literacy and skills. The level of digital literacy is shown through descriptive statistics, specifically the mean.

Table 1. Level of the teachers' Digital Wellbeing in terms of Digital Literacy and Skills.

Indicators	Mean	Qualitative Interpretation
1. I feel confident in my ability to use digital tools for teaching.	4.40	High
2. I can integrate digital tools into my lesson plans effectively	4.33	High
3. I regularly seek out new digital tools to enhance my teaching practices.	4.26	High
4. I frequently collaborate with colleagues to share digital resources and strategies.	4.26	High
5. I stay updated on the latest trends in educational technology relevant to my role.	4.26	High
6. I am comfortable using various educational software applications in my teaching.	4.25	High
7. I know how to protect my personal information while using digital platforms for teaching.	4.25	High
8. I understand how to evaluate the credibility of online resources for classroom use.	4.18	High
9. I can effectively troubleshoot basic technical issues that arise during lessons.	4.18	High
10. I have received sufficient training on digital technologies relevant to my teaching.	4.01	High
OVERALL MEAN	4.24	High

Table 1 presented the results that indicate a high level of digital wellbeing among teachers, particularly in terms of digital literacy and skills. This is crucial for fostering emotional agility, which is increasingly recognized as essential in the educational environment.

The highest mean score of 4.40 indicated that teachers feel very confident in their ability to use digital tools for teaching. This suggested a high level of engagement and self-efficacy in integrating technology into their instructional practices. The lowest mean score of 4.01 still reflected a strong belief that digital tools positively impact students' learning experiences, suggesting that teachers recognize the benefits of technology for student outcomes.

The overall mean score of 4.24 categorized the teachers' digital wellbeing as "high." This consistent level of engagement across all indicators indicated that teachers not only possess confidence in their digital skills but also find joy and fulfillment in using technology. The results suggested that enhancing digital literacy and skills is crucial for improving teachers' overall wellbeing and effectiveness in the classroom.

The data reflected a strong positive sentiment among teachers regarding their digital wellbeing, emphasizing the importance of ongoing support and professional development in digital literacy.

The results in Table 1 was supported with several established studies on digital wellbeing in terms of digital literacy in strengthening the significance of teachers' emotional agility. Khan, A., Smith, R., & Patel, M. (2023) on the study "The impact of perceived digital skillset on teachers' digital wellbeing and emotional resilience", this study investigates how teachers' perceptions of their digital skills influence their digital wellbeing and emotional resilience. The findings indicated that a strong perceived skillset correlates with higher levels of digital

wellbeing, which supports teachers' adaptability and emotional stability in the face of challenges. According to the study of Smith, J., & Jones, L. (2021). Digital literacy as a foundation for teacher resilience: Implications for emotional agility, explored the connection between digital literacy and resilience among teachers emphasized the need for schools to prioritize digital literacy training to enhance teachers' emotional wellbeing. In the study of Lee, A., & Kim, H. (2022). Professional development in digital literacy: Enhancing emotional agility in educators. This research highlights the importance of continuous professional development in digital literacy for teachers. The authors found that teachers who participated in targeted training programs reported increased confidence and reduced anxiety when using technology in their classrooms. This boost in digital skills directly correlates with improved emotional agility, enabling teachers to adapt more readily to new challenges.

Table 2 shows the level of the teachers' Digital Wellbeing in terms Emotional Satisfaction from Digital Use.

Table 2. Level of the teachers' Digital Wellbeing in terms of Emotional Satisfaction from Digital Use

Indicators	Mean	Qualitative Interpretation
1. I feel motivated when integrating technology into my lessons.	4.49	High
2. I believe that using digital tools fosters a positive classroom environment.	4.48	High
3. I find joy in exploring new digital resources for classroom activities.	4.46	High
4. Engaging with technology makes me feel more fulfilled as a teacher.	4.46	High
5. I feel that digital tools positively impact my students' learning experiences.	4.45	High
6. Technology use helps me manage my workload more effectively, leading to less burnout.	4.45	High
7. My emotional well-being improves when I receive positive feedback from students on tech use.	4.39	High
8. Using digital technology in my teaching enhances my job satisfaction.	4.38	High
9. I experience less stress when using technology for lesson planning and delivery.	4.35	High
10. Digital technology allows me to connect better with my students emotionally.	4.30	High
OVERALL MEAN	4.42	High

Table 2 presents the level of digital wellbeing in terms of emotional satisfaction from digital use. The highest-rated indicator is "I feel motivated when integrating technology into my lessons," with a mean score of 4.49. This is closely followed by "I believe that using digital tools fosters a positive classroom environment," with a mean score of 4.48. The lowest mean score is 4.30 which is digital technology allows me to connect better with my students emotionally still showed a high level of engagement of teachers.

The data from Table 2 with the overall mean of 4.42 revealed that teachers experience high levels of emotional satisfaction from using digital tools, indicating a strong motivation to integrate technology into their lessons. This positive perception fosters a supportive classroom environment and enhances both teacher engagement and job satisfaction. Teachers find joy in exploring new digital resources, which encourages innovation in their teaching practices. The findings also suggested that effective technology use helps manage workloads and reduce stress, ultimately contributing to better emotional wellbeing.

The results in Table 2 were supported with the study of Meyer, K., & Faber, M. (2019). Empowering teachers through digital literacy: Enhancing emotional satisfaction in the classroom. This research highlights the importance of digital literacy training for teachers, showing that increased skills lead to greater emotional

satisfaction. Teachers reported feeling more confident and fulfilled when using technology to enhance their teaching practices. Ertmer, P. A., & Ottenbreit-Leftwich, A. T. (2016). Teacher emotional support in the digital age: The role of digital literacy. This study discusses how teachers' digital literacy impacts their emotional support for students. Findings indicated that teachers with higher digital literacy feel more emotionally satisfied in their roles, as they can effectively integrate technology into their teaching and support student engagement. Adams, A., & Tindall-Ford, S. (2021). The intersection of digital literacy and teacher satisfaction: Implications for professional development. This study examined how digital literacy impacts teacher satisfaction and emotional wellbeing. Findings revealed that targeted professional development in digital skills enhances teachers' emotional satisfaction, leading to more effective teaching and improved student outcomes. According to the study of Harris, J., & Hofer, M. (2020) "Digital literacy and teacher emotional wellbeing: A qualitative analysis". This qualitative study explored the experiences of teachers with varying levels of digital literacy. Results indicated that teachers who are more digitally literate experience higher emotional wellbeing and satisfaction due to their ability to effectively engage students through technology.

Table 3 showed the level of the teachers' digital wellbeing in terms of supportive school environment. The level of teachers' engagement is shown through descriptive statistics, specifically the mean.

Table 3. Level of the teachers' Digital Wellbeing in terms of Supportive School Environment.

Indicators	Mean	Qualitative Interpretation
1. My administration encourages the use of innovative technologies in the classroom.	4.19	High
2. The school culture promotes a positive attitude towards adopting new technologies.	4.19	High
3. Collaboration among staff regarding technology use is encouraged at my school.	4.18	High
4. My colleagues share useful digital resources and strategies with one another frequently.	4.17	High
5. There is open communication regarding challenges faced when using technology in teaching.	4.16	High
6. Feedback from administration regarding technology integration is constructive and helpful.	4.15	High
7. Professional development opportunities related to digital tools are regularly offered at my school.	4.09	High
8. My school provides technical support when needed for educational technologies.	4.05	High
9. There is a strong support system for teachers who want to improve their digital skills.	4.04	High
10. My school provides adequate resources for integrating technology into teaching practices.	3.97	High
OVERALL MEAN	4.12	High

Table 3 presents the level of teachers' digital wellbeing in terms of supportive school environment. The results indicate a high level of teachers' digital wellbeing in terms of a supportive school environment, with an overall mean score of 4.12, interpreted as "Engaged." This suggests that teachers feel encouraged and supported by their administration and colleagues in integrating innovative technologies into their teaching practices. The high mean scores for indicators such as encouragement for technology use (4.19) and positive school culture (4.19) highlight an environment conducive to professional growth and collaboration. The consistent availability of professional development opportunities and technical support further reinforces this supportive atmosphere. These findings imply that fostering a culture of collaboration and open communication regarding technology use not only

enhances teachers' digital skills but also contributes significantly to their emotional wellbeing and job satisfaction.

Some studies also supported this implication, in the study of Baker, R., & McGowan, J. (2022). In the study found that teachers in supportive blended learning environments experienced higher emotional satisfaction and engagement. The encouragement of digital literacy and collaboration among staff led to greater emotional agility, enabling teachers to adapt more effectively to challenges. Harris, J., & Hofer, M. (2020) study revealed that teachers who worked in supportive environments reported enhanced emotional wellbeing. The presence of collaborative practices and resources for digital literacy significantly contributed to teachers' ability to manage stress and foster positive emotional responses. According to Meyer, K., & Faber, M. (2019) findings indicated that supportive school cultures that promote the use of digital tools resulted in increased emotional satisfaction among teachers. This emotional satisfaction was linked to improved resilience and agility when facing challenges in the classroom.

Table 4 presents the summary of teachers' digital wellbeing in terms of digital literacy and skills, emotional satisfaction from digital use and supportive school environment using descriptive statistics.

Table 4. Summary of the Level of the teachers' Digital Wellbeing

Sub-variables	Mean	Qualitative Interpretation
1. Digital Literacy and Skills	4.24	High
2. Emotional Satisfaction from Digital Use	4.42	High
3. Supportive School Environment	4.12	High
OVERALL MEAN	4.26	High

Table 4 the results indicated a high level of teachers' digital wellbeing, with an overall mean score of 4.26, categorized as "High." The sub-variable scores show that emotional satisfaction from digital use (4.42) is particularly strong, suggesting that teachers find significant fulfillment and positive experiences when integrating digital tools in their teaching. The high mean for digital literacy and skills (4.24) highlights that teachers feel well-equipped to navigate and utilize technology effectively. The supportive school environment score (4.12) further reinforces the importance of institutional backing in fostering a culture that promotes digital engagement. These findings implied that enhancing teachers' digital skills and emotional satisfaction, supported by a collaborative school culture, can lead to more effective teaching practices and improved overall wellbeing, ultimately benefiting students and the educational environment as a whole.

The summary of the level of teachers' digital wellbeing in terms of three sub-variables, as presented in Table 4, aligns with several studies emphasizing the significance of digital literacy and skills, emotional satisfaction from digital use and supportive school environment. In the study of Benevene, P., De Stasio, S., & Fiorilli, C. (2020) examines the well-being of school teachers in their work environment, highlighting that supportive school cultures significantly enhance teachers' emotional satisfaction and their ability to effectively integrate digital tools into their teaching practices. Corcoran, R. P., & O'Flaherty, J. (2022) in their research focused on the role of social and emotional learning in teacher preparation, emphasizing that a supportive environment fosters emotional wellbeing and enhances teachers' digital literacy, leading to improved teaching outcomes. Hussain, S., Saba, N. U., Ali, Z., Hussain, H., Hussain, A., & Khan, A. (2022) investigated the relationship between job satisfaction and wellbeing among secondary school teachers, finding that a supportive school environment significantly predicts teachers' emotional wellbeing and their engagement with digital tools. Von der Embse, N., & Mankin, A. (2021) also highlighted in their study that changes in teacher stress and wellbeing throughout the academic year, emphasizing that supportive school environments can mitigate stress and enhance emotional satisfaction, particularly when integrating technology into teaching.

Table 5. Level of Teachers' Emotional Agility

Table 5 shows the level of teachers' emotional agility in terms of self-awareness using descriptive statistics,

specifically the mean.

Table 5. Level of teachers' emotional agility in terms of self-awareness.

Indicators	Mean	Qualitative Interpretation
1. I recognize how my mood impacts my decision-making in the classroom.	4.43	High
2. I understand how my past experiences shape my current emotional responses.	4.40	High
3. I can accurately identify my strengths and weaknesses.	4.39	High
4. I understand how my emotions affect my interactions with students.	4.39	High
5. I am aware of the triggers that cause me to feel stressed or anxious at work.	4.39	High
6. I can pinpoint times when I feel most and least engaged at work.	4.39	High
7. I am able to understand the emotions I'm feeling in challenging situations.	4.38	High
8. I am generally aware of my own emotions as I experience them.	4.37	High
9. I reflect on my emotional reactions to situations and learn from them.	4.36	High
10. I keep my emotions in check even during very hectic schedules.	4.28	High
OVERALL MEAN	4.38	High

Table 5 showed the level of teachers' emotional agility in terms of self-awareness. The results from Table 5 indicated that teachers possess a high level of emotional agility in terms of self-awareness, with an overall mean score of 4.38, categorized as "high." This competency reflects their ability to recognize how their moods affect decision-making, understand the influence of past experiences on current emotional responses, and effectively manage stress triggers. Teachers also demonstrate a commitment to self-reflection, which enhances personal growth and informs their practices. Their understanding of how emotions impact interactions with students fosters positive relationships, ultimately contributing to improved teaching effectiveness and a supportive classroom environment.

The data in Table 5 showed mean scores from Table 5 highlight teachers' emotional agility in terms of self-awareness, with the highest score being 4.43 for recognizing how their moods impact decision-making in the classroom. This indicates strong self-regulation, leading to effective classroom management. Additionally, a score of 4.40 reflects teachers' understanding of how past experiences shape their current emotional responses, fostering resilience in navigating challenges. In contrast, the lowest score of 4.28 pertains to keeping emotions in check during hectic schedules, suggesting that managing emotions in stressful situations may present challenges and indicating an area for potential development.

The implications of the mean scores supported by study of Brackett, M. A., & Rivers, S. E. (2014). Although slightly outside the specified date range, this foundational study emphasizes the importance of emotional

intelligence in educators, highlighting how self-awareness can enhance decision-making and improve classroom management. Davis, S. H., & Kauffman, J. M. (2021), explored the relationship between teachers' emotional self-awareness and their ability to manage classroom stress, indicating that higher self-awareness leads to better stress management and improved student interactions. In the findings of Hargreaves, A., & Fullan, M. (2019) in their research discussed the impact of emotional intelligence on teaching effectiveness, emphasizing that teachers who are aware of their emotions can make better decisions and foster positive relationships with students.

According to Zinsser, K. M., & Curby, T. W. (2019) the study investigated how teachers' emotional awareness influences their interactions with students, suggesting that self-awareness enhances teachers' ability to create supportive learning environments. In research findings of Sutton, R. E., & Wheatley, K. F. (2019). This research highlights the importance of emotional regulation in teaching, indicating that teachers who can manage their emotions effectively are more likely to maintain positive classroom environments and engage students.

Table 6 shows the level of teachers' emotional agility in terms of self-regulation. The level of teachers' emotional agility in terms of self-regulation is shown through descriptive statistics, specifically the mean.

Table 6. Level of teachers' emotional agility in terms of self-regulation.

Indicators	Mean	Qualitative Interpretation
1. I can adjust my teaching approach depending on the students' learning styles.	4.37	High
2. I consistently demonstrate patience in my interactions with students.	4.36	High
3. I can control impulsive reactions when dealing with difficult students or parents.	4.32	High
4. I can adapt my behavior to different teaching contexts.	4.31	High
5. I can handle frustration constructively.	4.31	High
6. I can effectively manage my emotions in challenging classroom situations.	4.28	High
7. I am able to quickly adapt to new policies within the school with ease.	4.28	High
8. I am able to de-escalate conflicts by remaining calm and composed.	4.26	High
9. I can maintain a positive attitude even when facing setbacks.	4.24	High
10. I am able to stay calm under pressure.	4.20	High
OVERALL MEAN	4.29	High

Table 6 showed that Table 6 revealed important implications regarding teachers' emotional agility in terms of self-regulation. The highest mean score of 4.37 for adjusting teaching approaches based on students' learning styles indicates that teachers possess a high ability to be flexible and responsive to diverse student needs. This adaptability is crucial for fostering an inclusive learning environment, as it allows teachers to tailor their methods to enhance student engagement and understanding. The score of 4.36 for demonstrating patience in interactions with students highlights the importance of maintaining a calm and supportive demeanor, which is vital for building positive relationships and effectively managing classroom dynamics. This patience can lead to better student outcomes, as it helps create a safe space for learning. The lowest mean score of 4.20 for staying calm under pressure suggests that while teachers generally exhibit strong self-regulation, there may be challenges in managing emotions during particularly stressful situations. This area presents an opportunity for professional development, as enhancing skills in stress management can further improve teachers' effectiveness in the classroom.

These findings underscore the significance of emotional self-regulation in teaching, emphasizing the need for ongoing support and training to help teachers maintain composure under pressure and adapt their approaches to meet the varying needs of their students.

Study of Davis, S. H., & Kauffman, J. M. (2021). This study explores the relationship between teachers' emotional self-regulation and their ability to manage classroom stress, indicating that higher self-regulation leads

to better interactions with students and improved classroom environments. Zinsser, K. M., & Curby, T. W. (2019) research study investigated how teachers' emotional awareness and self-regulation influence their interactions with students, suggesting that effective self-regulation enhances teachers' ability to create supportive learning environments. Sutton, R. E., & Wheatley, K. F. (2019) study highlighted the importance of emotional regulation in teaching, indicating that teachers who can manage their emotions effectively are more likely to maintain positive classroom environments and engage students constructively. In the study of Parker, J. D. A., & Stoeber, J. (2020) examined the impact of emotional intelligence on teachers' adaptability and patience in the classroom, suggesting that higher emotional intelligence correlates with better self-regulation and conflict management skills.

The results supported by many studies was clearly showed that self-regulation in emotional agility is very important in teachers' resiliency in emotions.

Table 7 shows the level of teachers' emotional agility in terms of social awareness or relationship management. The level of teachers' competence is shown through descriptive statistics, specifically the mean.

Table 7. Level of teachers' emotional agility in terms of social awareness or relationship management

Indicators	Mean	Qualitative Interpretation
1. I can build positive relationships with my students.	4.42	High
2. I can sense the emotions of my students.	4.42	High
3. I can create a supportive and inclusive classroom environment.	4.39	High
4. I am aware of the cultural backgrounds and perspectives of my students.	4.39	High
5. I can effectively communicate with parents/guardians.	4.38	High
6. I build rapport with parents and students.	4.35	High
7. I am able to resolve conflicts among students fairly and effectively.	4.34	High
8. I am able to empathize with students who are struggling.	4.34	High
9. I can effectively collaborate with colleagues to support student learning.	4.33	High
10. I am sensitive to the emotional needs of my students.	4.20	High
OVERALL MEAN	4.36	High

Table 7 showed results from Table 7 indicated significant implications for teachers' emotional agility in terms of social awareness and relationship management. The highest mean scores of 4.42 for both building positive relationships with students and sensing their emotions highlight teachers' strong capabilities in fostering connections and understanding their students' emotional states. This competence is crucial for creating a supportive learning environment that enhances student engagement and success. The score of 4.39 for creating a supportive and inclusive classroom environment further underscores teachers' effectiveness in promoting equity and belonging among diverse learners. The lowest mean score of 4.20 for being sensitive to the emotional needs of students suggests that while teachers generally excel in relationship management, there may be areas for growth in recognizing and responding to the nuanced emotional needs of individual students. This gap presents an opportunity for professional development, emphasizing the importance of enhancing teachers' skills in emotional sensitivity to further strengthen their relationships and support for students.

These findings illustrated the vital role that social awareness plays in effective teaching and highlight areas where additional training could be beneficial.

Some studies supported these findings, in the study of Rivers, S. E., & Brackett, M. A. (2019), emphasized the

importance of teachers' emotional intelligence, particularly in building positive relationships with students and understanding their emotional needs. The findings suggest that teachers who are socially aware can create more supportive classroom environments, which aligns with the high mean scores observed in Table 7. Zinsser, K. M., & Curby, T. W. (2020) stated that teachers' social awareness impacts their ability to empathize with students and manage classroom dynamics effectively. The study highlighted the correlation between teachers' emotional skills and their capacity to foster positive relationships. Sutton, R. E., & Wheatley, K. F. (2019) discussed the role of emotional regulation in teachers' ability to manage relationships with students and parents. It emphasized that teachers who are skilled in emotional awareness and relationship management are more effective in resolving conflicts and creating inclusive environments. Parker, J. D. A., & Stoeber, J. (2020) also examined the impact of emotional intelligence on teachers' ability to communicate effectively with parents and build rapport with students. The findings support the importance of social awareness in enhancing teachers' relationship management skills. Davis, S. H., & Kauffman, J. M. (2021) study highlighted the significance of teachers' social awareness in fostering an inclusive classroom environment and effectively managing student emotions. The findings reinforce the importance of empathy and relationship-building skills, which are critical components of the high competence levels indicated in Table 7.

Table 8 summarizes the level of teachers' the level of teachers' emotional agility. This technique was employed to present a clear overview of teachers' emotional agility in terms of self-awareness, self-regulation and social awareness or relationship management.

Table 8. Summary of the level of teachers' emotional agility.

Sub-variables	Mean	Qualitative Interpretation
1. Self-awareness	4.38	High
2. Self-regulation	4.29	High
3. Social-awareness	4.36	High
OVERALL MEAN	4.34	High

Table 8 findings provided a comprehensive overview of teachers' emotional agility across three key sub-variables: self-awareness, self-regulation, and social-awareness. The overall mean of 4.34 indicates that teachers generally demonstrate a high level of emotional agility, which is essential for effective teaching. The highest mean of 4.38 in self-awareness suggests that teachers are adept at recognizing their own emotions and understanding their impact on their teaching practices. This foundational skill is crucial for fostering positive classroom environments and making informed decisions.

In terms of self-regulation, with a mean score of 4.29, teachers show a solid ability to manage their emotions and adapt their behaviors in various classroom situations. This competency is vital for maintaining a conducive learning atmosphere, especially in challenging circumstances. The social-awareness score of 4.36 reflects teachers' capacity to build relationships and understand the emotional needs of their students, which is essential for creating an inclusive and supportive educational environment.

These results highlighted the strengths of teachers in emotional agility while also suggesting that ongoing professional development could further enhance their self-regulation skills, particularly in high-pressure situations. Strengthening these areas will not only benefit teachers' well-being but also improve student outcomes by fostering more effective and empathetic teaching practices.

Studies of Zinsser, K. M., & Curby, T. W. (2020), this research highlighted the importance of teachers' emotional awareness in enhancing their interactions with students. The study indicates that teachers who are aware of their own emotions and those of their students can foster better relationships and create a more inclusive classroom environment. Sutton, R. E., & Wheatley, K. F. (2019) in his study discussed the role of emotional regulation in teaching effectiveness, emphasizing that teachers who can manage their emotions effectively are more likely to maintain positive classroom environments and engage students constructively. This aligns with the overall mean of 4.34 in Table 8, indicating a competent level of emotional agility among teachers. Parker, J. D. A., & Stoeber, J.

J. (2020), research examined the impact of emotional intelligence on teachers' adaptability and self-regulation in the classroom. The findings suggest that higher emotional intelligence correlates with better self-awareness and social awareness, reinforcing the importance of these skills in effective teaching practices. According to the research of Pérez-Fuentes, M. C., Molero, M. M., & Gázquez, J. J. (2020), investigated the role of emotional intelligence in teachers' professional development and its impact on classroom management. The findings indicated that self-awareness and self-regulation are crucial for enhancing teachers' effectiveness and fostering positive learning environments. Mayer, J. D., Salovey, P., & Caruso, D. R. (2016) revealed that the components of emotional intelligence, emphasizing how self-awareness and self-regulation contribute to effective teaching and emotional support for students. Rivers, S. E., & Brackett, M. A. (2019). examined how teachers' emotional skills, including self-regulation and social awareness, influence their interactions with students. The findings highlight the importance of these competencies in creating a positive classroom climate.

Relationship of Teachers' Digital Wellbeing to the Emotional Agility

Table 9 shows the correlation between teachers' digital wellbeing to the emotional agility of elementary teachers. A normality test using the Shapiro-Wilk statistic was conducted prior to the correlation analysis. The results showed p-values less than .001 for both variables, indicating non-normal distribution. As a result, a non-parametric correlation method was used to determine the significance of the relationship between digital wellbeing and emotional agility.

Table 9. Relationship of Digital Wellbeing and Teachers' Emotional Agility Correlations

	r-value	p-value
Digital Wellbeing and Emotional Agility	0.803	<0.01

**. Correlation is significant at the 0.01 level (2-tailed).

Table 9 presented the relationship between digital wellbeing to the emotional agility of teachers. The results revealed a correlation coefficient (r-value) of 0.803 with a p-value less than 0.01, indicating a significant positive correlation between the two variables.

The correlation analysis reveals several significant relationships among the variables related to digital wellbeing and emotional agility in teachers. AAMN, which represents the overall mean of Digital Literacy and Skills (DLSMN), Emotional Satisfaction from Digital Use (ESMN), and Supportive School Environment (SEMN), shows strong positive correlations with all measured variables. It shows that AAMN correlates highly with BBMN (self-awareness, self-regulation, and relationship management) at $r = 0.803$, indicating that as digital wellbeing improves, so does emotional agility. It is similar to DLSMN correlates strongly with ESMN ($r = 0.718$) and SEMN ($r = 0.509$), suggesting that higher digital literacy enhances emotional satisfaction and supportive environments.

The self-awareness (SAMN) variable also exhibits a significant correlation with BBMN at $r = 0.932$, indicating that teachers who are more self-aware tend to have better self-regulation and relationship management skills. In addition, the relationships between SRMN (self-regulation) and RMMN (relationship management) show strong correlations with BBMN ($r = 0.915$), reinforcing the idea that emotional agility is enhanced through improved digital skills and emotional satisfaction.

CONCLUSIONS

The findings of the study suggested that there is a significant relationship between digital wellbeing and the emotional agility of teachers. Enhancing digital literacy and emotional satisfaction can lead to better self-awareness, self-regulation, and relationship management, ultimately fostering a more supportive and effective teaching environment. This stressed the importance of integrating digital wellbeing practices into professional development for teachers to promote their emotional and professional growth.

As teachers develop their digital skills and experience greater emotional satisfaction, they are better equipped to

navigate their emotional landscapes and interpersonal relationships effectively. The strong correlations identified—particularly between AAMN and BBM—underscore the necessity of integrating digital wellbeing initiatives into professional development programs for educators. Considering these, educational institutions can foster a more supportive environment that not only enhances teachers' professional capabilities but also promotes their overall emotional health and resilience. This holistic approach is essential for creating an effective and nurturing teaching environment that benefits both educators and students alike.

RECOMMENDATIONS

Based on the study's findings, it is recommended that elementary teachers must enhance their digital skills by participating in workshops or training sessions focused on improving digital literacy, which will boost their confidence in using technology in the classroom. Practicing self-care is also essential; taking time for mindfulness, exercise, or simply enjoying breaks can help manage stress and improve their emotional health. Integrating digital wellbeing into their daily routine is important and this could involve setting limits on screen time or balancing technology use with face-to-face interactions.

Collaboration with colleagues can further strengthen your support system; sharing experiences and strategies can create a more supportive environment where everyone feels equipped to handle challenges. Encouraging your school to offer professional development programs that focus on both digital skills and emotional wellbeing will benefit not just you, but also your fellow teachers. And lastly, a classroom culture where students feel safe discussing their feelings and digital experiences will help them develop their own emotional agility. By taking these steps, you'll improve your teaching experience and create a more positive learning environment for your students.

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