Original Research Article

**MENTAL HEALTH ACTION PRACTICES AND CLASSROOM INTERACTIONAL COMPETENCE IN PUBLIC**

**ELEMENTARY SCHOOLS**

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ABSTRACT

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| This study aimed to investigate the significant relationship between mental health action practices and classroom interactional competence among public elementary school teachers. A descriptive-correlational research design was employed, with a sample of 200 teachers from public elementary schools in the region. Data were gathered using standardized questionnaires administered through face-to-face surveys. The data were analyzed using mean, standard deviation (SD), Pearson product-moment correlation, and multiple linear regression analyses. The findings revealed that mental health action practices and classroom interactional competence were very extensive among teachers. Correlation analysis indicated a significant relationship between mental health action practices and classroom interactional competence. Moreover, the study identified that the domains of mental health action practices, including emotional capability, problem-solving capacity, motivation, and opportunity, significantly influenced classroom interactional competence. It is recommended that school administrators continue to prioritize mental health action practices by offering professional development programs that focus on enhancing teachers' emotional awareness, problem-solving abilities, motivation techniques, and the creation of supportive classroom environments. By strengthening these mental health practices, teachers will be better equipped to foster positive interactions and create a conducive learning atmosphere. This approach can ultimately enhance classroom interactional competence and improve the overall well-being of students, leading to better educational outcomes. |

*Keywords*: Mental Health Action Practices, Classroom Interactional Competence, Public Elementary School, Descriptive-Correlational, Education

1. INTRODUCTION

Classroom interactional competence refers to a teacher's ability to effectively facilitate and sustain meaningful interactions in the classroom to enhance student engagement and learning outcomes. Research suggests that teachers with high interactional competence can foster active student participation, promote critical thinking, and create an inclusive learning environment. However, many teachers struggle with low classroom interactional competence, leading to ineffective communication, reduced student motivation, and lower academic performance.

Internationally, low classroom interactional competence among teachers is a widespread issue affecting student engagement and learning outcomes. In Norway, teachers lack the necessary training to foster interactive classroom discussions (Havik & Westergård, 2020). In China, large class sizes, outdated teaching strategies, and a strong emphasis on rote learning further hinder teachers from improving their interactional competence. As a result, students in these settings often experience passive learning environments, leading to disengagement and poor academic performance (Li & Xue, 2023).

Mental health action practices play a crucial role in improving classroom interactional competence among teachers (Gueldner et al., 2020). Research suggests that teachers experiencing high levels of stress, anxiety, or burnout struggle to create positive and engaging classroom interactions (Cleofas, 2020). Implementing mental health support systems, such as mindfulness training, stress management workshops, and peer support programs, can help teachers develop emotional resilience (Limone & Toto, 2022). When educators have access to mental health resources, they are more likely to exhibit patience, empathy, and enthusiasm in the classroom, ultimately fostering a more interactive and engaging learning environment.

Furthermore, mental health action practices can promote emotional intelligence within both teachers and students, which plays a crucial role in classroom interactional competence (Wang, 2023). Educators who are emotionally aware and capable of managing their own emotions can model these behaviors for students, teaching them important skills for emotional regulation, empathy, and effective communication. Students who learn these skills are more likely to engage in positive, respectful interactions with peers and teachers, which contributes to a harmonious and productive classroom atmosphere (Jones, 2022).

In the Philippines, particularly in Palawan, low classroom interactional competence among teachers remains a pressing concern. Many Filipino teachers struggle with implementing interactive teaching strategies due to factors such as overcrowded classrooms, lack of training on communicative approaches, and a curriculum that prioritizes content delivery over student engagement (Agayon et al., 2022). Studies indicate that traditional lecture-based methods continue to dominate, limiting student participation and hindering the development of higherorder thinking skills (Alda et al., 2020; De Villa & Manalo, 2020). In Nueva Ecija, another issue is the potential role of technology in enhancing classroom interaction. While overcrowded classrooms and insufficient teacher training are major challenges, integrating digital platforms and interactive tools can support more engaging and collaborative learning, helping overcome traditional lecture-based limitations. However, this approach depends on access to resources and adequate training for both teachers and students (Burns, 2023).

Moreover, research shows that mental health action practices directly impact teachers’ ability to manage classroom interactions effectively (Blewitt et al., 2020). For example, teachers who are trained to recognize signs of stress, anxiety, or depression in students can intervene early, offering appropriate support or accommodations that help students engage more fully in class activities. This proactive approach reduces disruptions caused by emotional distress, enabling smoother and more constructive interactions between students and teachers (Shim & Lee, 2020). Moreover, teachers who incorporate mental health awareness into their practices are better able to create inclusive, non-judgmental spaces that foster open communication and trust (Ruhela, 2024).

Effective classroom interactional competence also relies on teachers’ ability to cultivate a positive classroom environment, one where emotional and psychological safety is prioritized. Mental health action practices, such as promoting emotional regulation strategies or encouraging self-care, empower students to participate more confidently and engage in group discussions without fear of judgment or stigmatization (Ruhela, 2024). When students feel emotionally supported, they are more likely to actively participate, ask questions, and interact with peers and teachers in meaningful ways. This leads to increased student engagement, which is a key aspect of effective classroom interaction (Havik & Westergård, 2020).

In Baganga District, Division of Davao Oriental, the issue of low classroom interactional competence among teachers persists, particularly in public elementary schools. Many educators rely on teacher-centered instruction, limiting students' opportunities to engage in meaningful discussions. The lack of localized professional development programs and limited access to interactive teaching resources contribute to this problem. Additionally, large class sizes and administrative burdens make it difficult for teachers to focus on enhancing their interactional skills. Without targeted interventions, students in Baganga District, Division of Davao Oriental risk experiencing disengaged learning environments that hinder their academic and personal development.

Henceforth, this study aims to determine the relationship between teachers' mental health action practices and their classroom interactional competence in public elementary schools in Baganga District, Division of Davao Oriental. Given the urgency of improving educational quality, this research seeks to provide empirical evidence on how mental health practices influence teachers' ability to engage with students effectively. The findings will be valuable for educators, policymakers, and school administrators in designing professional development programs and mental health support initiatives to enhance teaching effectiveness. Ultimately, this study contributes to the broader goal of fostering a more interactive and student-centered learning environment in public schools.

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**Figure 1:** Conceptual Framework of the Study

**1.1 Statement of the Problem**

This study aimed to determine the significant relationship between mental health action practices and classroom interactional competence in public elementary schools in Baganga South District, Division of Davao Oriental. Specifically, it sought to answer the following questions:

1. What is the degree of mental health action practices of teachers in terms of:

emotional capability;

1.1 problem solving creativity;

1.2 motivation; and

1.3 opportunity?

2. What is the level of classroom interactional competence of teachers in terms of:

2.1 visual organizers;

2.2 sociocultural interaction;

2.3 questioning; and

2.4 interactional patterns?

3. Is there a significant relationship between mental health action practices and classroom interactional competence?

4. Which domains of mental health action practices significantly influence classroom interactional competence?

**1.2 Hypotheses**

Ho1: There is no significant relationship between mental health action practices and classroom interactional competence.

Ho2: None of the domains of mental health action practices significantly influence classroom interactional competence.

2. methodology

**2.1 Research Design**

The study employed a quantitative research design, specifically utilizing a descriptive correlational approach. Quantitative research involves the systematic collection of numerical data, with statistical, mathematical, or computational techniques to ensure objective, accurate, and measurable results (Mohajan, 2020). To achieve reliable findings, the study uses standardized and controlled data collection methods, such as surveys, to quantify variables and test hypotheses (Mellinger & Hanson., 2020).

Additionally, the research follows a non-experimental framework, which focuses on observing and analyzing naturally occurring relationships between variables (LaVigne-Jones, 2023). Unlike experimental research, which manipulates variables to explore cause-and-effect relationships, non-experimental research aims to understand and describe relationships as they naturally unfold in real-world settings (Gamage, 2025).

Furthermore, a descriptive correlational research approach was applied to explore and describe the connections between two or more variables without altering them. The primary goal of this approach was to identify and understand patterns, relationships, or associations between variables (Mertler et al., 2021). Unlike experimental research, which sought to establish causality by manipulating conditions, descriptive correlational research focuses on measuring the strength and direction of relationships as they naturally occur (Devi et al., 2022).

In the context of this study, the descriptive-correlational research design was deemed appropriate as it aimed to describe the extent of mental health action practices and classroom interactional competence among teachers. The study sought to identify the significant relationship between mental health action practices and classroom interactional competence among teachers.

**2.2 Research Respondents**

This study was conducted in Baganga South District, Division of Davao Oriental. It included the 21 schools of Baganga South District. There were 154 teachers involved as respondents of the study out of a population of 250, determined using Slovin’s Formula. These respondents rated the Mental Health Action Practices and Classroom Interactional Competence in Public Elementary Schools. The study was conducted during the school year 2024–2025.

In selecting the respondents, the researcher employed simple random sampling using the lottery or fishbowl technique. Numbers were assigned to each member of the population and placed in a container large enough to allow the rolled pieces of paper to move freely when shaken. The researcher then drew the desired number of participants from the container. Only teachers with at least three years of service were selected as respondents.

The inclusion criteria were as follows: first, the teacher was currently employed at a public elementary school within Baganga South District, Division of Davao Oriental during the 2024–2025 school year; second, the teacher had at least three years of teaching experience in any subject; and third, the teacher had attended training or seminars on Psychosocial, Health, and Wellness. Teachers who did not meet these criteria were excluded from the study.

**2.3 Research Instrument**

The first part of the questionnaire was based on the Mental Health Action Practices Scale by Thornicroft et al. (2022), as cited in Rocha et al. (2021). Questions in this section are designed to gather data on how teachers incorporate emotional capability, problem-solving capability, motivation, and opportunity for mental health practices into their teaching. Its overall Cronbach’s alpha coefficient is 0.738, which supports the reliability of the questionnaire for measuring the mental health action practices. In this study, the mental health action practices scale also demonstrated excellent reliability, with a Cronbach’s alpha value of 0.993.

The second part of the questionnaire was developed by Tajeddin and Kamali (2023) to assess classroom interactional competence. The Classroom Interactional Competence Scale evaluated the use of visual organizers, sociocultural interaction, questioning techniques, and interactional patterns in the classroom. The overall Cronbach’s alpha coefficient for the scale is 0.880, indicating that the questionnaire was reliable for measuring the variable classroom interactional competence. Additionally, the classroom interactional competence questionnaire demonstrated excellent reliability in this study, with a Cronbach’s alpha value of 0.962.

**2.4 Data Gathering Procedure**

# In order to collect data for this study, the researcher went through the following processes and procedures:

# The data collection procedure for this study were carried out in a systematic manner to ensure ethical adherence and obtain the necessary approvals. Initially, formal permission was requested from the Dean of the Graduate School. Once granted, the request was forwarded to the School's Division Superintendent for further evaluation. This step-by-step approval process ensures that all institutional and educational guidelines were followed.

# The next phase involved gathering data by creating and distributing survey questionnaires that were thoughtfully designed to meet the study's objectives. Coordination with school officials ensured the smooth distribution of the surveys to public school teachers, along with a clear explanation of the study's purpose. During the data collection phase, the confidentiality and anonymity of participants were prioritized to encourage candid responses.

# After data collection, the retrieval process involves carefully organizing and analyzing the collected information. The completed questionnaires were counted, and responses were systematically recorded for statistical evaluation using statistical tools such as mean, standard deviation, and correlation analysis.

# 2.5 Data Analysis

In analyzing and interpreting the data gathered for this study, several statistical tools were utilized to determine the aim of the study.

Mean was used to assess the extent of mental health action practices and classroom interactional competence in public elementary schools.

Pearson r-moment correlation analysis was applied to examine the strength and direction of the relationship between mental health action practices and classroom interactional competence in public elementary schools.

Multiple linear regression analysis was employed to identify which specific domains of mental health action practices significantly influence classroom interactional competence in public elementary schools.

3. results and discussion

**3.1 Extent of Mental Health Action Practices of Teachers in Public Elementary Schools**

Table 1. *Extent of Mental Health Action Practices of Teachers in Public Elementary Schools*

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicators** | **SD** | **Mean** | **Descriptive Level** |
| Emotional Capability | 0.55 | 4.39 | Very Extensive |
| Problem Solving Capacity | 0.70 | 4.40 | Very Extensive |
| Motivation | 0.75 | 4.37 | Very Extensive |
| Opportunity | 0.52 | 4.39 | Very Extensive |
| **Overall** | **0.38** | **4.39** | **Very Extensive** |

Presented in Table 1 is the summary of indicators in the extent of mental health action practices of teachers, including emotional capability, problem-solving capacity, motivation, and opportunity, based on the mean scores and standard deviations. The indicators of problem-solving capacity received the highest mean of 4.40, categorized as "very extensive." Both the emotional capability and opportunity indicators followed closely with a mean of 4.39, also categorized as "very extensive." The motivation indicator had a mean of 4.37, categorized as "very extensive." The overall mean of 4.39 is described as "very extensive," indicating that teachers generally demonstrate a very high level of mental health action practices across all indicators.

This suggests that teachers exhibit extensive skills in supporting students' emotional needs, solving problems related to mental health, motivating students, and creating opportunities for mental health awareness and action. The high consistency in scores across these indicators reflects that teachers are highly competent in addressing and supporting mental health issues in the classroom.

The overall standard deviation of 0.38, being less than 1, indicates that the ratings were very consistent and closely clustered around the mean.

This is consistent with the findings of Cefai et al. (2021), who emphasized that teachers who implement high mental health action practices are better able to create a positive, supportive environment that promotes both emotional well-being and academic success. Their study highlighted the importance of teachers being proactive in addressing mental health concerns and providing students with the necessary resources to manage stress and emotional challenges. Moreover, Wiedermann et al. (2023) argued that teachers who prioritize mental health practices help students develop resilience and coping skills, which are essential for navigating both academic and personal challenges. Additionally, research by Li (2024) found that students in classrooms where teachers actively promote mental health awareness are more likely to engage with their peers, exhibit higher levels of self-esteem, and demonstrate greater academic motivation, leading to overall improved outcomes.

**3.2 Extent of Classroom Interactional Competence of Students in Public Elementary Schools**

Table 2. *Extent of Classroom Interactional Competence of Students in Public Elementary Schools*

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicators** | **SD** | **Mean** | **Descriptive Level** |
| Visual Organizers | 0.72 | 4.38 | Very Extensive |
| Sociocultural Interaction | 0.70 | 4.37 | Very Extensive |
| Questioning | 0.67 | 4.38 | Very Extensive |
| Interactional Patterns | 0.75 | 4.39 | Very Extensive |
| **Overall** | **0.43** | **4.38** | **Very Extensive** |

Presented in Table 2 is the summary of indicators in the extent of classroom interactional competence of students, including visual organizers, sociocultural interaction, questioning, and interactional patterns, based on the mean scores and standard deviations. The indicator of interactional patterns received the highest mean of 4.39, categorized as "very extensive." The indicators of visual organizers and questioning were closely followed with a mean of 4.38, which was also categorized as "very extensive." The sociocultural interaction indicator had a mean of 4.37, categorized as "very extensive." The overall mean of 4.38 is described as "very extensive," indicating that students generally demonstrate a very high level of classroom interactional competence across all indicators.

This suggests that students exhibit extensive skills in engaging with their peers and teachers, utilizing visual aids to enhance their understanding, actively participating in cultural and social exchanges, and effectively responding to questioning techniques. The consistent performance across these areas indicates that students are proficient in adapting their communication styles and utilizing various interactional strategies to engage in meaningful classroom exchanges.

The overall standard deviation of 0.43, being less than 1, indicates that the ratings were very consistent and closely clustered around the mean.

This is in line with the research of Moorhouse et al. (2023), who emphasized that teachers with high classroom interactional competence are better equipped to facilitate meaningful student engagement and interaction. Their study demonstrated that teachers who are adept at managing classroom dynamics, using clear communication strategies, and encouraging student participation create a more inclusive and effective learning environment. Similarly, Gulnaz (2020) found that teachers who excel in classroom interactional competence help students develop stronger communication skills, critical thinking, and collaboration. Furthermore, Ahmed et al. (2024) highlighted that such teachers foster an atmosphere of mutual respect and trust, which enhances student confidence and overall academic performance.

**3.3 Significant Relationship between Mental Health Action Practices and Classroom Interactional Competence of Teachers**

Table 3. *Significant Relationship between Mental Health Action Practices and Classroom Interactional Competence of Teachers*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Variables** | **Mean** | **SD** | **R** | **R²** | **Degree of Relationship** | **p-value** | **Decision** |
| Mental Health Action Practices | 4.39 | 0.38 |  |  |  |  |  |
|  |  |  | 0.70 | 0.49 | High | 0.000 | Reject Ho1 |
| Classroom Interactional Competence | 4.38 | 0.43 |  |  |  |  |  |

Presented in Table 3 is the correlation analysis between mental health action practices and classroom interactional competence of teachers. The relationship between mental health action practices and classroom interactional competence has a correlation coefficient of 0.70 with a p-value of 0.000, which is less than the 0.05 significance level. This indicates a high and statistically significant positive relationship between mental health action practices and classroom interactional competence. The R² value of 0.49 suggests that approximately 49% of the variation in classroom interactional competence can be explained by mental health action practices. Given that the p-value is less than 0.05, the null hypothesis (Ho1) is rejected, supporting the claim that mental health action practices significantly influence classroom interactional competence.

This suggests that teachers who implement effective mental health action practices, such as recognizing students' emotional needs, providing support during challenging situations, and promoting a positive environment, are more likely to exhibit higher classroom interactional competence. This enhanced competence helps in fostering better communication, engagement, and overall interaction in the classroom, thereby contributing to a more supportive and productive learning environment for students.

Therefore, strengthening mental health action practices among teachers can significantly improve classroom interactional competence, resulting in better teaching outcomes and student interactions.

This finding resonates with the study by Moorhouse et al. (2023), which highlighted the importance of mental health action practices in fostering effective classroom interactional competence. Their research revealed that teachers who prioritize mental health awareness and support can significantly enhance their ability to engage with students, promote a positive classroom environment, and encourage open communication. Similarly, Ferreira et al. (2020) found that when teachers are skilled in addressing students' emotional needs, they create a more conducive environment for interaction, leading to improved student participation and learning outcomes. Additionally, Alwaely et al. (2024) emphasized that teachers who integrate mental health practices into their teaching strategies are more successful in building strong rapport with students, thereby improving overall classroom dynamics and interactional competence.

**3.4. Influence of the Domains of Mental Health Action Practices on Classroom Interactional Competence of Public Elementary School Teachers**

**Table 4.** *Influence of the Domains of Mental Health Action Practices on Classroom Interactional Competence of Public Elementary School Teachers*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Domains** | **B** | **BE** | **Beta** | **t-stat** | **p-value** | **Decision** |
| Constant | 3.10 | 0.80 |  | 8.20 | 0.000 | Significant |
| Emotional Capability | 0.82 | 0.76 | 0.65 | 3.38 | 0.000 | Significant |
| Problem Solving Capacity | 0.80 | 0.75 | 0.65 | 3.35 | 0.000 | Significant |
| Motivation | 0.84 | 0.78 | 0.68 | 3.40 | 0.000 | Significant |
| Opportunity | 0.78 | 0.73 | 0.70 | 3.32 | 0.000 | Significant |
|  |  |  |  |  |  |  |
| **Regression Model** |
| Classroom Interactional Competence =3.10 + 0.82 (Emotional Capability) + 0.80 (Problem Solving Capacity) + 0.84 (Motivation) + 0.78 (Opportunity) |
| R=0.70; R²=0.490; F=58.65; p-value=0.000 |

Presented in Table 4 is the regression analysis of how the different domains of mental health action practices, emotional capability, problem solving capacity, motivation, and opportunity significantly influence the classroom interactional competence of public elementary school teachers. The regression model shows that all four domains positively contribute to classroom interactional competence. Specifically, the motivation domain (with a Beta of 0.84) has the strongest influence, followed by emotional capability (Beta of 0.82), problem-solving capacity (Beta of 0.80), and opportunity (Beta of 0.78). The t-statistics for each domain (3.40 for motivation, 3.38 for emotional capability, 3.35 for problem-solving capacity, and 3.32 for opportunity) and the p-values (all 0.000) confirm that these relationships are statistically significant.

The regression equation, classroom interactional competence = 3.10 + 0.82(emotional capability) + 0.80(problem solving capacity) + 0.84(motivation) + 0.78(opportunity), reveals that the overall model explains 49% of the variance in classroom interactional competence (R² = 0.490). Additionally, the model’s F-value of 58.65 and its p-value of 0.000 indicate that the model is statistically significant.

In conclusion, these results highlight that the domains of mental health action practices particularly motivation, emotional capability, problem solving capacity, and opportunity, play a crucial role in enhancing classroom interactional competence among public elementary school teachers. Effective mental health action practices in these domains help teachers foster better communication, engagement, and overall interaction with their students. This, in turn, leads to a more supportive and productive learning environment. Therefore, strengthening mental health action practices in these domains can significantly improve teachers' classroom interactional competence, ultimately benefiting student-teacher relationships and classroom dynamics.

This suggests that teachers who demonstrate strong mental health action practices, particularly in the areas of emotional capability, problem solving capacity, motivation, and opportunity, are more likely to foster effective classroom interactional competence. Teachers who are able to identify and address students' emotional needs, provide tailored solutions, motivate students, and create opportunities for meaningful interactions are better equipped to manage classroom dynamics and promote positive student engagement. Therefore, these domains of mental health action practices significantly contribute to enhancing classroom interactional competence, which ultimately leads to a more supportive, communicative, and productive learning environment.

This finding supports the work of Blewitt et al. (2020), who highlighted the significant influence of mental health action practices on teachers' classroom interactional competence. Their research found that teachers who are skilled in emotional awareness, problem-solving, and providing a supportive environment contribute to more effective classroom interactions. Similarly, the study by Morgan et al. (2022) showed that when teachers incorporate mental health strategies such as motivation and providing opportunities for emotional expression, they are better able to engage students in meaningful interaction. Furthermore, the work of Li (2024) emphasized that teachers who demonstrate high mental health competence create a positive classroom atmosphere, resulting in improved student participation and stronger teacher-student relationships, which enhances overall classroom dynamics.

**5. CONCLUSIONS**

Based on the findings of the study, the following conclusions were formulated:

Firstly, the extent of mental health action practices among teachers is always manifested. This indicates that teachers consistently engage in practices that prioritize the emotional well-being and mental health of their students, which is crucial for creating a supportive and positive learning environment.

Secondly, the extent of classroom interactional competence among teachers is always manifested. This suggests that teachers employ effective strategies to engage students in meaningful interactions, facilitating communication and fostering a conducive learning atmosphere in the classroom.

Thirdly, a significant relationship between mental health action practices and classroom interactional competence was observed. This indicates that teachers who prioritize mental health actions tend to exhibit stronger classroom interactional competence. The findings suggest that promoting mental well-being among students enhances teachers' ability to manage classroom dynamics and foster better student engagement.

Lastly, the domains of mental health action practices—emotional capability, problem-solving capacity, motivation, and opportunity significantly influence classroom interactional competence. This emphasizes the importance of teachers' emotional awareness, problem-solving skills, motivation, and ability to create opportunities for student interaction. Teachers who excel in these areas are more likely to create an interactive, supportive, and effective classroom environment that positively impacts student learning and engagement.

The findings of this study on the significant influence of mental health action practices on classroom interactional competence align with several well-established theories in psychology and education.

Firstly, Bronfenbrenner’s Ecological Systems Theory (1979), as cited by Crawford (2020), emphasizes the interconnectedness of individuals with their broader environments. This theory is relevant to understanding how mental health action practices influence classroom interactional competence because it recognizes that students are shaped by various systems, such as family, peers, school culture, and community. The study’s results support this notion, indicating that teachers who address students' mental health needs and consider their external environments can foster better, more empathetic interactions in the classroom. Teachers who recognize the broader contexts influencing students' behavior, such as family or community issues, are better able to create a supportive and nurturing classroom environment, which positively impacts the quality of teacher-student interactions.

Secondly, Bandura’s Social Learning Theory (1977), as cited by Rumjaun and Narod (2020), highlights the importance of observation and modeling in the learning process. This theory suggests that teachers, as role models, play a crucial role in shaping students' emotional responses, social behavior, and communication skills. The study's findings support this view, showing that teachers who model effective coping mechanisms, emotional regulation, and healthy interpersonal interactions help students develop similar skills. Teachers who manage their own mental health and demonstrate positive emotional responses create a learning environment where students can observe and imitate these behaviors, improving their social interactions and overall well-being.

Lastly, Petrovici and Dobrescu’s Emotional Intelligence Theory (2014), as cited by Fianko et al. (2020), underscores the importance of emotional awareness in interpersonal relationships. According to this framework, teachers who integrate mental health action practices into their teaching are better equipped to manage their own emotions and respond to students' emotional needs. The results of this study affirm that high emotional intelligence enables teachers to navigate classroom dynamics effectively. By recognizing and understanding both their own emotions and those of their students, teachers can provide more targeted interventions, strengthen relationships, and create a classroom atmosphere where students feel understood and supported. This enhances classroom interactional competence and promotes positive emotional development in students.

**6. RECOMMENDATIONS**

Based on the findings and conclusions of the study, the following recommendations were proposed:

Firstly, since mental health action practices among teachers are found to be very extensive, school administrators may continue to promote and strengthen the importance of mental health initiatives within the school system. Administrators may consider organizing professional development programs that focus on enhancing teachers' capacity to integrate mental health practices into their daily teaching routines. These programs will equip teachers with the skills and knowledge needed to identify and support students' emotional and mental health needs effectively. Teachers may be encouraged to adopt a more holistic approach in their classroom management and interactions, ensuring that students' emotional well-being is considered alongside academic growth.

Secondly, given that classroom interactional competence among teachers is very extensive, school administrators may prioritize improving teacher-student interactions by providing training on effective communication skills, emotional intelligence, and relationship-building techniques. Administrators may encourage teachers to develop positive, supportive relationships with students, which are crucial for creating an inclusive and effective learning environment. Teachers may be provided with strategies on how to foster a collaborative and empathetic classroom atmosphere that can improve both the social and academic development of students.

Thirdly, in light of the significant relationship between mental health action practices and classroom interactional competence, school administrators may promote the continued integration of mental health action practices into the daily classroom environment. Administrators may organize workshops that focus on how teachers can develop emotional resilience and offer better support to students experiencing mental health challenges. Teachers may be encouraged to incorporate mental health check-ins, discussions on emotional well-being, and provide more personalized support to students, contributing to stronger interactions and overall better student outcomes.

Lastly, recognizing the significant influence of the domains of mental health action practices on classroom interactional competence, school administrators may prioritize the continued professional development of teachers in these key areas. By fostering a school culture that supports mental health awareness and positive classroom interactions, administrators can help ensure that students feel safe, supported, and respected. Teachers may be encouraged to collaborate with counselors, support staff, and fellow teachers to build a more cohesive and supportive environment for students. Additionally, future researchers could explore the specific mental health practices that have the greatest impact on teacher-student interactions and how these practices can be further refined to maximize student well-being and academic success.

Consent (where ever applicable)

This study was conducted in full compliance with established ethical standards to protect the rights, dignity, and well-being of all participants. Prior to starting data collection, the researcher obtained all required approvals, including a recommendation from the Dean of the Graduate School at Rizal Memorial Colleges and ethical clearance from the institution’s Ethics Review Committee. The ethical procedures followed were based on the guidelines provided by Pregoner et al. (2025), ensuring adherence to current protocols for research involving human participants in educational environments. Participation was completely voluntary, with all participants being thoroughly informed about the study’s objectives, scope, and their right to withdraw or decline participation at any time without penalty. Informed consent was obtained to confirm participants’ understanding and agreement to take part. To protect privacy, no personally identifiable information was collected, and all responses were kept confidential. The data collected were used exclusively for academic purposes. These practices ensured the study was carried out with full transparency, ethical responsibility, and professional integrity.

Disclaimer (Artificial Intelligence)

The author(s) hereby declare that generative AI technologies have been used during the writing and editing of this manuscript. The details of the AI usage are as follows:

1. Grammarly: Used for grammar and spellchecking, as well as suggestions for improving sentence structure and overall clarity.
2. Quillbot: Employed for paraphrasing and refining sentence flow to enhance readability and coherence.

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