

Resiliency and Well-Being Among Public Elementary School Teachers

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Abstract:

Teachers' resiliency can shape their well-being, especially in handling daily workloads. This study examined the resiliency and well-being of public elementary school teachers in West II District, Division of Cagayan de Oro City. Specifically, it examined the respondents' profile, resiliency, well-being, the relationship between resiliency and well-being, and differences according to profile. The respondents were one hundred fifty (150) Grades 4, 5, and 6 public elementary school teachers. The study used a descriptive-correlational design and universal sampling. Data were gathered through a validated researcher-made questionnaire. Frequency, percentage, mean, standard deviation, Pearson Product-Moment Correlation, and analysis of variance were used.

Results showed that most respondents were 21–30 years old, Teacher III, with master's degree units, and had 0–5 years of teaching experience. Teachers had low resiliency in adaptability, as they were comfortable shifting lesson plans to fit the changing dynamics of the class. Meanwhile, respondents had low persistence and manifested low occupational well-being. Teachers' resiliency on areas of strong relationship, reflective practices, and persistence was significantly related to overall well-being, and reflective practices being strongest. No significant differences were found in overall well-being, while age significantly differed in persistence. Teachers' resiliency and well-being are strengthened by the combined effects of adaptability, reflection, supportive relationships, persistence, and a sense of purpose. The study recommended regular teacher support programs focused on mentoring, reflection, health, and workload management.

Keywords: Resiliency, Well-being

INTRODUCTION

Background of the Study

The role of elementary teachers is crucial in shaping learners' educational experiences and development. However, teaching is associated with stress and burnout, which may affect teachers' resilience and well-being. Resilient and healthy teachers are better able to create supportive learning environments that contribute to positive classroom dynamics and learner performance. Because teaching is influenced by various external factors, understanding the relationship between resilience and well-being is essential, especially with increasing concerns about teacher sick leave, turnover, stress, and attrition.

Benevene et al. (2020) described well-being in terms of individuals' moods, social and personal functioning, and overall life assessment. Despite growing interest in teacher well-being, research on the relationship between resilience and well-being remains limited, particularly longitudinal and qualitative studies that examine changes over time and teachers' actual experiences.

This study is anchored in the Department of Education's Employees Welfare Policy Framework, which promotes the well-being and fulfillment of DepEd personnel. It is also timely because of reports of teacher hospitalization and death associated with stress, reflected in the collection of hospitalization and death assistance among teachers in the Division of Cagayan de Oro City through the Teachers' Club.

DepEd Order No. 002, s. 2024, "Immediate Removal of Administrative Tasks of Public School Teachers," mandated the elimination of administrative responsibilities imposed on public school teachers. DepEd cited a 2018 study showing that teachers were assigned 50 non-teaching tasks that negatively affected their performance and well-being. Through this initiative and the MATATAG Agenda, DepEd seeks to promote teacher welfare while ensuring quality elementary education.

Thus, this study addresses practical concerns regarding teacher welfare and educational quality. It seeks to fill empirical gaps concerning teachers' resilience, well-being, and professional challenges and provide insights that may support educational policy, teacher training, and school practices.

Literature and Related Studies

Previous research indicates that job satisfaction, organizational commitment, and positive organizational climates are positively associated with teacher resilience, while burnout is negatively associated with resilience. Supportive environments can therefore help teachers manage professional challenges and maintain well-being.

Objectives

The main objective of this study was to determine the resiliency and well-being of public elementary school teachers in the West II District, Division of Cagayan de Oro City, for School Year 2024–2025. Specifically, it aimed to:

1. Describe the teachers' level of resiliency.
2. Determine the teachers' level of well-being.
3. Examine the significant relationship between teachers' resiliency and well-being.
4. Test the significant difference in teachers' well-being when grouped according to their profile.

Theoretical Framework

Self-Determination Theory (SDT) provides a framework for understanding the psychological needs and intrinsic motivation that influence teacher well-being (Paudel et al., 2022). When teachers' needs for autonomy, competence, and relatedness are supported, they are more likely to experience well-being, motivation, engagement, and satisfaction. Vermote (2023) noted that supportive teacher-student relationships can increase teachers' vitality, engagement, and commitment to professional development. In this study, SDT is applied to understand how supportive teacher-student interactions, perceived competence, and autonomy-supportive practices influence teacher well-being and classroom dynamics. The theory emphasizes that supportive environments allow teachers to develop motivation, satisfaction, personal growth, and well-being.

Conceptual Framework

The study is anchored on the Department of Education's Employees Welfare Policy Framework, which addresses the holistic well-being of DepEd employees through emotional and mental, physical, occupational, social, spiritual, and financial dimensions. It is consistent with Section 36(2), Chapter 5,

Subtitle A, Title I, Book V of Executive Order No. 292, which promotes good supervisor–employee relationships and employee morale.

DepEd Order No. 002, s. 2024, *Immediate Removal of Administrative Tasks of Public School Teachers*, further supports teacher well-being by reducing administrative duties and allowing teachers to focus on teaching and other core educational responsibilities.

The study may help strengthen teacher support programs and policies that promote resilience and well-being. Adaptability, positive mindset, skills, relationships, self-efficacy, reflective practices, empathy and compassion, and persistence may contribute to different dimensions of teacher well-being. Overall, the framework emphasizes that teacher well-being depends on both personal resilience and supportive workplace conditions.

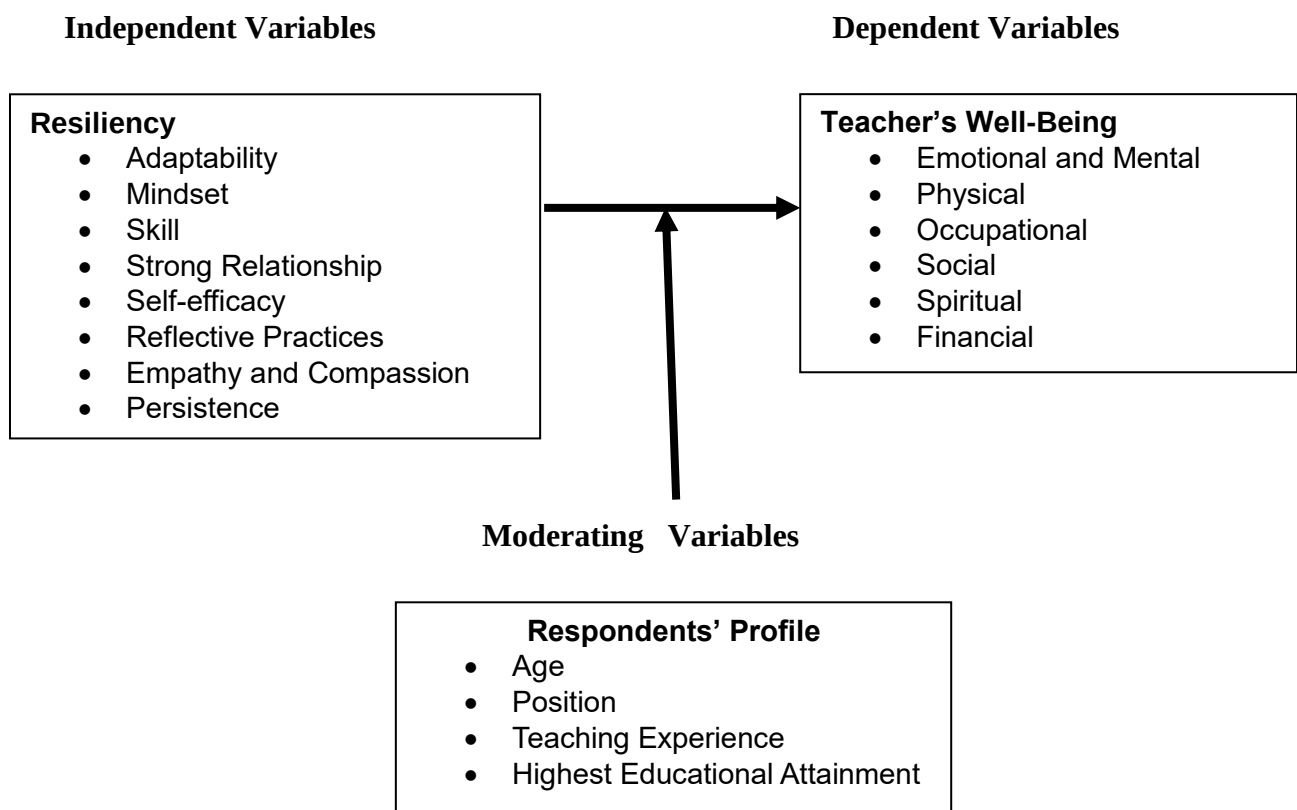


Figure 1. A Schematic Presentation Showing the Interplay among the Independent, Dependent and Moderating Variables of the study

Statement of the Problem

This study aimed to determine the level of resiliency and well-being among public elementary school teachers in West II District of the Division of Cagayan de Oro City, for the School Year 2024-2025.

Specifically, the study sought to answer the following questions:

1. What is the respondents' profile in terms of age, position, teaching experience and highest educational attainment?
2. What is the level of teachers' resiliency based on adaptability, mindset, skill, strong relationship, self-efficacy, reflective practices, empathy and compassion, and persistence?

3. What is the level of teachers' well-being with regard to emotional and mental, physical, occupational, social, spiritual, and financial aspects?
4. Is there a significant relationship between the teachers' resiliency and their well-being?
5. Is there a significant difference in the teachers' well-being when grouped according to their profile?

Hypothesis

Problems 1, 2, and 3 are hypothesis-free. On the basis of Problems 4 and 5, the null hypotheses were tested at a 0.05 level of significance:

H01: There is no significant relationship between the teachers' resiliency and their well-being.

H02: There is no significant difference in the teachers' well-being when grouped according to their profile.

Significance of the Study

Teachers play a vital role in achieving quality education. Their effectiveness depends partly on their ability to cope with increasing workloads, diverse learner needs, changing policies, and other professional demands. Resiliency helps teachers adapt to challenges and recover from stress, while well-being supports their emotional, psychological, and occupational functioning.

The study is significant to DepEd officials because its findings may help schools develop supportive environments that promote teachers' emotional and mental, physical, social, occupational, spiritual, and financial well-being. School heads may also use the findings to strengthen leadership practices, professional development, policies, and workplace conditions that prioritize teacher welfare.

For teachers, the study provides insights into the relationship between resilience and well-being and how different dimensions of well-being may contribute to job satisfaction and professional effectiveness. For students, improved teacher well-being may support better classroom management, engagement, motivation, academic performance, and learning environments.

Future researchers may use the findings and methods of this study as a basis for further research on specific aspects of teacher resilience and well-being or the long-term effects of interventions designed to improve them.

Scope and Limitation

This study focused on the resiliency and well-being of public elementary school teachers in the West II District, Division of Cagayan de Oro City, during School Year 2024–2025. The respondents were 150 public elementary school teachers from the large schools included in the study.

The independent variable was limited to teacher resiliency in terms of adaptability, mindset, skills, strong relationships, self-efficacy, reflective practices, empathy and compassion, and persistence. The dependent variable was limited to teacher well-being in terms of physical, emotional and mental, social, spiritual, occupational, and financial aspects.

METHODOLOGY

This section outlines the methods and procedures used in the study. This includes the research design, study setting, research respondents, sampling technique, research instruments, categorization of variables and system of scoring, data gathering procedure, statistical treatment of data, and ethical consideration.

Research Design

This study employed a descriptive-correlational research design to systematically explore the relationship between teachers' resiliency and well-being. The descriptive component involved meticulously examining various dimensions of teachers' resiliency and well-being. Facets of adaptability, mindset, skill, strong relationship, self-efficacy, reflective practices, empathy and compassion, and persistence were documented and analyzed using a researcher-designed tool.

Further, data on the physical, emotional/mental, social, spiritual, occupational, and financial well-being of teachers were collected using standardized survey questionnaires. The descriptive design was chosen for its ability to provide a detailed understanding of the phenomena under investigation.

Research Respondents

The respondents of the study were the one hundred fifty (150) teachers in the big elementary schools of West 2 District, Division of Cagayan de Oro City, for the School Year 2025-2026. These teachers are handling the Grades 4, 5, and 6 levels. The table below shows the distribution of respondents.

Table A
Distribution of Respondents

School Code	Respondents
A	52
B	33
C	24
D	13
E	15
F	13
Total	150

Sampling Technique

The universal sampling method was employed in this study. The target population consisted of teachers within the West 2 District in the division of Cagayan de Oro City.

The respondents included teachers from large elementary schools. This ensured that every big elementary school in the West 2 District had an opportunity to be included in the study, contributing to the universality of the sample selection. Subsequently, data were collected and analyzed from these selected teachers, allowing meaningful conclusions to be drawn based on the research objectives. Content correctness and clarity were ensured through procedures like item creation, expert reviews, and pilot testing. This guaranteed that the questionnaire captured teacher resiliency nuances and teachers' well-being, providing valuable study insights.

Research Instruments

The goal of the research questionnaire was to gather important data regarding the resiliency of public elementary school teachers in West 2 District, Division of Cagayan de Oro City, and how it affects the teachers' well-being. The questionnaire was divided into three (3) parts.

Part I dealt with the respondents' profile in terms of age, position, teaching experience and highest educational attainment.

Part II inquired about teachers' resiliency based on adaptability, mindset, skill, strong relationship, self-efficacy, reflective practices, empathy and compassion, and persistence. The variables were adapted from different literature and related studies. However, the questionnaire is researcher-made.

Part III elicited the teachers' well-being with regard to physical, emotional/mental, social, occupational, spiritual, and financial well-being. The variables were also adapted and modified from the "Employees Welfare Policy Framework" of the Department of Education.

Validity and Reliability of Instrument

To ensure the validity and reliability of the instruments, the researcher asked experts' judgment as to the accuracy, clarity, suitability, and appropriateness of the questionnaire. These experts are Doctors in Education, whose field is related to the study on resiliency and well-being, and underwent a rigorous validation and content assessment to ensure its validity.

The instrument was tried out on thirty (30) public elementary school teachers who were not part of the actual respondents at West City Central School, West 1 District of the Division of Cagayan de Oro City on January 15, 2025.

The reliability of the research instrument was checked using Cronbach's Alpha to determine whether the items were consistent with one another. The questionnaire obtained an overall Cronbach's Alpha value of 0.91, which shows a high level of reliability. This indicates that the items consistently measured the constructs they were intended to measure. Based on this result, the questionnaire was considered reliable and suitable for collecting the data needed for the study.

Data Gathering Procedure

The researcher secured a recommendation letter from the Dean of the School of Graduate and Professional Studies of PHINMA-Cagayan de Oro College. After the proposal was approved, permission to conduct the study was obtained from the West 2 District Supervisor, Division of Cagayan de Oro City, with the approval of the Schools Division Superintendent.

Questionnaires were distributed to teachers in the large schools of West 2 District and collected after completion. To reach teachers in distant areas and ensure safety and accessibility, the researcher also used Google Suite to administer the questionnaire electronically. All information gathered through questionnaires and interviews was kept confidential.

Statistical Treatment of Data

The study used the mean, standard deviation, and Pearson Correlation Coefficient to analyze teachers' resiliency and well-being. The mean determined the central tendency of responses, while the standard deviation measured data variability. Pearson correlation was used to determine the relationship between teachers' resiliency and well-being. These statistical tools provided a basis for understanding the connection between the two variables and identifying possible implications for teacher and learner welfare.

Ethical Considerations

The study observed ethical principles to protect the rights, privacy, and welfare of all participants. Informed consent was obtained from teacher-respondents, who were informed about the study's purpose, procedures, possible risks and benefits, confidentiality, and voluntary nature of participation. Participants were free to withdraw from the study at any time without penalty.

Ethics clearance was obtained from the Office of the School of Graduate and Professional Studies of PHINMA Cagayan de Oro College. The researcher maintained confidentiality and ensured that participants' information was used only for research purposes. The study also prioritized minimizing physical, psychological, and emotional risks.

The researcher maintained the credibility and integrity of the study by avoiding bias and manipulation of data. Participants' responses were accurately reflected in the data analysis, and their privacy and confidentiality were protected throughout the research process.

RESULTS AND DISCUSSION

This section presents and analyzes data from survey questionnaires given to respondents, aiming to explore the resiliency and well-being among public elementary school teachers in West II District, Division of Cagayan de Oro City.

Results:

Problem 1. What is the respondents' profile in terms of age, position, teaching experience and highest educational attainment?

Table 1
Distribution of the Respondents in terms of Age

Category	Frequency	Percentage
41 years old and above	4	2.70
31-40 years old	56	37.30
21-30 years old	90	60.00
Total	150	100.00

Table 1 shows that most respondents, 90 (60.00%), were 21–30 years old, indicating that the study was largely represented by young adult teachers in the early stage of their careers. At this stage, teachers are still developing teaching skills, classroom management, and coping strategies while adjusting to work demands. This highlights the importance of resilience and well-being programs that support younger teachers and promote their personal and professional growth.

The findings were consistent with Ji Liu (2021), who identified age as an important factor in understanding teachers' work experiences, behavior, and teaching performance. Ortega (2021) also found that age and teaching experience were associated with teaching effectiveness, while Pantao (2024) reported a significant relationship between age and teachers' self-efficacy.

In contrast, only 4 respondents (2.70%) were 41 years old and above, making this the smallest age group. Although older teachers may have greater classroom experience and developed coping strategies, their limited representation means that their experiences had less influence on the overall findings. Their

perspectives should nevertheless be considered in future programs, particularly in mentoring and coaching younger teachers.

This finding also supports Liu (2021), who noted that age influences teachers' professional development, work behavior, and judgment. Ortega (2021) found that more experienced teachers demonstrated stronger teaching competence, while Pantao (2024) reported that age was significantly associated with teaching efficacy.

Table 2
Distribution of Respondents in terms of Position

Category	Frequency	Percentage
Master Teacher 2	0	-
Master Teacher 1	17	11.30
Teacher 3	68	45.30
Teacher 2	5	3.30
Teacher 1	60	40.00
Total	150	100.00

Table 2 shows that the majority of respondents, 68 (45.30%), were Teacher 3. This indicates that most respondents were in a higher teaching rank and had gained considerable service, classroom experience, and professional skills. Their experience provided useful perspectives on resiliency and well-being. Teacher 3 respondents may also serve as mentors or peer guides for newer teachers and contribute to programs on stress management, emotional support, and positive coping.

The high number of Teacher 3 respondents may be related to promotion opportunities, particularly for teachers who have completed or earned units toward a master's degree or higher qualifications. Their large representation suggests that the study reflected the experiences of teachers with substantial professional exposure and responsibilities.

The findings were consistent with Orines et al. (2023), who found that resilience influenced the psychological well-being of public school teachers amid work demands and burnout. Escanda (2024) also found that teachers' position was related to their professional practices, competence, and effectiveness, while Gonzales (2024) emphasized that teachers' roles and responsibilities were associated with work-related stress and teaching performance.

In contrast, Teacher 2 had the fewest respondents, with only 5 (3.30%). This indicates that the group had less representation in the overall findings. The smaller number may reflect teachers' movement toward higher ranks after meeting promotion requirements. Despite its limited representation, Teacher 2 teachers remain important and should be included in programs addressing career development, workload, and well-being.

This finding supports Escanda (2024), who identified position as an important part of teachers' professional profile. Orines et al. (2023) further showed that work-related factors influence teacher well-being, while Gonzales (2024) found that teachers' duties and responsibilities affect stress and teaching performance.

Table 3

Distribution of Respondents in terms of Teaching Experience

Category	Frequency	Percentage
26 years and above	0	00.00
21 – 25 years	0	00.00
16 – 20 years	4	2.70
11 – 15 years	32	21.30
6 – 10 years	24	16.00
0 – 5 years	90	60.00
Total	150	100.00

Table 3 shows that most respondents, 90 (60.00%), had 0–5 years of teaching experience, indicating that most were in the early stage of their careers. This highlights the need for mentoring, coaching, stress management, workload guidance, and peer support to help them adjust to professional demands.

Mansfield et al. (2021) found that teaching experience contributes to resilience, stress management, and well-being. Munroe (2022) reported that experienced teachers develop stronger coping strategies, while Han (2022) found that resilience helps teachers manage occupational stress and maintain psychological well-being.

The 16–20 years group had the fewest respondents, with only 4 (2.70%). This limited the representation of long-serving teachers and suggests the need for more balanced samples in future studies. Mansfield et al. (2021), Munroe (2022), and Han (2022) emphasized that resilience and coping strategies may differ across career stages, highlighting the importance of appropriate support for teachers with varying levels of experience.

Table 4

Distribution of Respondents in terms of Highest Educational Attainment

Category	Frequency	Percentage
PhD/ EdD/ DM	0	-
With Units in PhD/ EdD/ DM	9	6.00
Master's Degree	18	12.00
With units in Master's Degree	65	43.30
Baccalaureate Degree	58	38.70
Total	150	100.00

Table 4 shows that most respondents, 65 (43.30%), had units in a Master's Degree, indicating their interest in graduate studies and professional development. This may contribute to teachers' skills, confidence, resilience, and well-being. Schools may support them through scholarships, flexible schedules, study leave, and promotion assistance. This finding agrees with Vera and Gambarte (2021), Liu (2021), and the International Conference on Comprehensive Education, Philosophy, and Humanities (2026), which highlighted the role of educational attainment in teacher development, effectiveness, and resilience.

In contrast, only 9 (6.00%) respondents had units in PhD/EdD/DM programs. This may be due to the greater time, financial, and workload demands of doctoral studies. Providing financial, academic, and

workload support may encourage more qualified teachers to pursue advanced degrees.

Problem 2: What is the level of teachers' resiliency based on adaptability, mindset, skill, strong relationship, self-efficacy, reflective practices, empathy and compassion, and persistence?

Table 5
Distribution of Teachers' Level of Resiliency based on Adaptability

Indicators	Mean	SD	Description
<i>As a teacher...</i>			
I can easily adapt to changes in school policies or teaching methods.	2.55	0.57	Most of the Time
I am flexible in adjusting my teaching strategies to meet the needs of my students.	2.60	0.49	Most of the Time
I feel capable of handling unexpected challenges in the classroom.	2.43	0.56	Sometimes
I can easily adapt to new school policies, even when they require significant changes in my teaching practices.	2.84	0.37	Most of the Time
I adjust my approach based on the needs of individual students or the group as a whole	2.67	0.50	Most of the Time
I am comfortable shifting lesson plans when necessary to fit the changing dynamics of the class.	2.85	0.35	Most of the Time
I am open to learning and applying new teaching methods or technologies.	2.42	0.55	Sometimes
I am comfortable adjusting lesson plans to fit changing class dynamics and student needs.	2.61	0.50	Most of the Time
I remain flexible and open to change, even when faced with difficult situations in my teaching career.	2.43	0.56	Sometimes
Overall	2.60	0.50	Most of the Time
Legend: 3.26-4.00 At All Times/ Very High 1.76 – 2.50 Sometimes/ Low 2.51-3.25 Most of the Time/ High 1.00 – 1.75 Never/ Very Low			

Table 5 shows that teachers' adaptability had an overall mean of 2.60 (SD = 0.50), interpreted as High. This indicates that teachers were generally able to adjust to changes in school policies, teaching methods, learner needs, and classroom conditions. However, continued training, administrative support, collaboration, and adequate resources are needed to strengthen their adaptability.

The findings support Granziera et al. (2023), who found that adaptability helps teachers manage changes and work stress while promoting well-being and job satisfaction. Baskin and Bartlett (2021), Falecki and Mann (2021), and Beltman et al. (2021) likewise emphasized that flexibility in responding to changing duties, policies, and classroom demands strengthens teacher resilience.

The highest-rated indicator was "I am comfortable shifting lesson plans when necessary to fit the changing

dynamics of the class,” with a mean of 2.85 (SD = 0.35), interpreted as High. This shows that teachers were most adaptable when modifying lessons according to learners’ needs and classroom situations. Lesson-planning workshops, peer sharing, and mentoring may further strengthen this practice. This finding agrees with Granziera et al. (2023) and Beltman et al. (2021), who emphasized flexible teaching as an important aspect of teacher resilience.

The lowest-rated indicator was “I am open to learning and applying new teaching methods or technologies,” with a mean of 2.42 (SD = 0.55), interpreted as Low. This suggests that teachers were less consistent in adopting new teaching methods and technologies, possibly due to limited skills, access, time, or training. Schools should therefore provide practical technology training, sufficient resources, and follow-up support. Baskin and Bartlett (2021), Falecki and Mann (2021), and Granziera et al. (2023) emphasized that adequate skills, confidence, and support help teachers adapt to new teaching demands and innovations.

Table 6
Distribution of Teachers’ Level of Resiliency based on Mindset

Indicators	Mean	SD	Description
<i>As a teacher...</i>			
I believe that challenges in teaching help me grow professionally.	2.48	0.62	Sometimes
I view difficult situations as opportunities to improve my teaching practices.	2.58	0.51	Most of the Time
I believe I can improve my teaching skills through dedication and effort.	2.46	0.59	Sometimes
I maintain a positive attitude even when I face setbacks in the classroom.	2.80	0.40	Most of the Time
I am confident that I can find solutions to any challenges that arise in my teaching.	2.69	0.55	Most of the Time
I expect good outcomes from my efforts, even in difficult teaching situations.	2.81	0.41	Most of the Time
I believe I can improve my teaching skills through dedication, hard work, and learning from mistakes.	2.47	0.61	Sometimes
I view challenging situations as opportunities to grow and improve my teaching practices.	2.58	0.50	Most of the Time
I maintain a positive attitude and resilience when setbacks occur in the classroom.	2.45	0.59	Sometimes
I am confident that, over time, I can overcome most teaching challenges I face.	2.47	0.51	Sometimes
Overall	2.58	0.53	Most of the Time
Legend: 3.26-4.00 At All Times/ Very High 1.76 – 2.50 Sometimes/ Low 2.51-3.25 Most of the Time/ High 1.00-1.75 Never/ Very Low			

Table 6 shows that teachers’ mindset had an overall mean of 2.58 (SD = 0.53), interpreted as **High**. This

indicates that teachers generally maintained a positive and growth-oriented mindset when facing teaching challenges. However, continued coaching, wellness programs, stress management, and problem-solving activities may help strengthen their resilience.

The findings support Meierdirk and Fleischer (2022), who found that teachers with a growth mindset demonstrated higher resilience and were better able to manage challenges. Hascher et al. (2021) likewise emphasized that a positive mindset helps teachers adapt to difficult school situations. Nalipay et al. (2022), involving 547 Filipino teachers, also found that growth mindset was associated with positive emotions, engagement, relationships, meaning, and accomplishment.

The highest-rated indicator was **“I expect good outcomes from my efforts, even in difficult teaching situations,”** with a mean of 2.81 (SD = 0.41), interpreted as **High**. This shows that teachers generally believed that effort could lead to positive results, helping them remain hopeful and focused on their teaching goals. Recognition, feedback, and mentoring may further strengthen this positive outlook.

The lowest-rated indicator was **“I maintain a positive attitude and resilience when setbacks occur in the classroom,”** with a mean of 2.45 (SD = 0.59), interpreted as **Low**. This indicates that teachers had greater difficulty maintaining positivity and emotional strength when facing classroom setbacks. Peer support, counseling, professional development, and coping activities may help strengthen their ability to recover from difficult situations. This finding is consistent with Hascher et al. (2021) and Meierdirk and Fleischer (2022), who emphasized that resilience and growth mindset can help teachers manage challenges but require continued support to remain strong during difficult situations.

Table 7
Distribution of Teachers’ Level of Resiliency based on Skill

Indicators	Mean	SD	Description
<i>As a teacher...</i>			
I am skilled at identifying solutions when faced with challenges in the classroom.	2.29	0.67	Sometimes
I use creative strategies to address challenges that arise in my teaching.	2.52	0.50	Most of the Time
I manage my time effectively to handle teaching, planning, and administrative tasks efficiently.	2.31	0.70	Sometimes
I am skilled at quickly identifying and implementing effective solutions when faced with challenges in the classroom.	2.74	0.44	Most of the Time
I use creative strategies to solve problems that arise in my teaching practice.	2.39	0.71	Sometimes
I effectively manage my time to balance teaching, planning, and administrative tasks.	2.73	0.44	Most of the Time
I prioritize my workload in a way that helps me meet my teaching goals without feeling overwhelmed.	2.37	0.68	Sometimes
I can identify the root cause of issues and take appropriate action to resolve them.	2.52	0.50	Most of the Time

I can effectively troubleshoot and adapt when my lesson plans are not going as planned.	2.25	0.71	Sometimes
I can handle changes in curriculum or school policies without feeling overwhelmed.	2.39	0.49	Sometimes
Overall	2.45	0.58	Sometimes
Legend: 3.26-4.00 At All Times/ Very High 1.76 – 2.50 Sometimes/ Low 2.51-3.25 Most of the Time/ High 1.00-1.75 Never/ Very Low			

Table 7 shows that teachers' resiliency in terms of skill had an overall mean of 2.45 (SD = 0.58), interpreted as Low. This indicates that teachers did not consistently use skills to manage classroom and school challenges. Regular coaching, mentoring, and professional development may help strengthen their problem-solving, classroom management, and adaptability skills. This is supported by Gratacós et al. (2021) and Reddy et al. (2021), who emphasized the role of coping skills and instructional coaching in improving teacher resilience and performance.

The highest-rated indicator was the ability to quickly identify and implement solutions to classroom challenges, with a mean of 2.74 (SD = 0.44), interpreted as High. This shows that teachers were generally capable of responding effectively to immediate classroom problems. Judilla and Rellon (2022) similarly found that resilience and professional development positively influenced teaching capacity.

The lowest-rated indicator was the ability to troubleshoot and adapt when lesson plans did not go as planned, with a mean of 2.25 (SD = 0.71), interpreted as Low. This suggests a need for training in flexible lesson planning and alternative teaching strategies. Pozo-Rico et al. (2023) emphasized that professional training can strengthen teacher resilience and adaptive teaching practices.

Table 8
Distribution of Teachers' Level of Resiliency based on Strong Relationship

Indicators	Mean	SD	Description
<i>As a teacher...</i>			
I effectively collaborate with colleagues to overcome challenges and share best practices.	2.33	0.70	Sometimes
I seek advice and support from peers when I encounter difficulties in my teaching.	2.53	0.50	Most of the Time
I collaborate well with my colleagues to support student success and overcome challenges	2.29	0.66	Sometimes
I seek support from colleagues when I face difficulties in the classroom.	2.79	0.41	Most of the Time
I contribute to creating a positive and supportive school culture.	2.43	0.68	Sometimes
I actively communicate with parents to keep them informed about their child's progress and challenges.	2.78	0.42	Most of the Time
I involve parents and guardians in supporting their child's education whenever possible.	2.31	0.67	Sometimes

I engage with the broader school community (administrators, staff, etc.) to foster a sense of belonging and shared responsibility for student success.	2.53	0.50	Most of the Time
I strive to build strong, trusting relationships with all of my students.	2.17	0.60	Sometimes
I make an effort to understand my students' individual needs and backgrounds.	2.42	0.50	Sometimes
Overall	2.46	0.56	Sometimes
Legend: 3.26-4.00 At All Times/ Very High 1.76 – 2.50 Sometimes/ Low 2.51-3.25 Most of the Time/ High 1.00-1.75 Never/ Very Low			

Table 8 shows that teachers' resiliency in terms of strong relationships had an overall mean of 2.46 (SD = 0.56), interpreted as Low. This indicates that supportive relationships were not consistently practiced. Schools should strengthen communication, teamwork, peer support, and teacher–student relationships. This finding agrees with Hascher et al. (2021) and Blair et al. (2024), who emphasized that supportive relationships improve teacher resilience and well-being.

The highest-rated indicator was seeking support from colleagues during classroom difficulties, with a mean of 2.79 (SD = 0.41), interpreted as High. This shows that peer support was a strength among the teachers. Hascher et al. (2021) and Song and Wu (2023) similarly found that colleague support helps teachers cope with stress and challenges.

The lowest-rated indicator was building strong, trusting relationships with all students, with a mean of 2.17 (SD = 0.60), interpreted as Low. This suggests that teachers had difficulty developing deeper connections with every learner. Programs such as mentoring, learner check-ins, and homeroom activities may help strengthen teacher–student relationships. Haldimann et al. (2023) found that positive teacher–student relationships contribute to teachers' positive emotions and well-being.

Table 9
Distribution of Teachers' Level of Resiliency based on Self-efficacy

Indicators	Mean	SD	Description
<i>As a teacher...</i>			
I am confident in my ability to positively influence student learning, no matter the circumstances.	2.41	0.73	Sometimes
I believe I can handle most difficult classroom situations through my own skills and knowledge	2.59	0.49	Most of the Time
I believe I can manage any challenges that arise in my teaching career.	2.22	0.57	Sometimes
I feel confident in my ability to motivate and engage all types of students.	2.85	0.35	Most of the Time
I trust my own judgment when making decisions about classroom management and instruction.	2.49	0.63	Sometimes
I am confident in my ability to effectively teach students with varying learning needs.	2.77	0.44	Most of the Time

I believe that my teaching has a positive impact on my students' learning and development.	2.27	0.59	Sometimes
I feel capable of managing classroom behavior, even in difficult situations.	2.63	0.53	Most of the Time
I can maintain an orderly classroom environment, regardless of external challenges.	2.23	0.57	Sometimes
I am confident in my ability to remain resilient and thrive as a teacher, no matter the difficulties I face.	2.37	0.48	Sometimes
Overall	2.48	0.54	Sometimes
Legend: 3.26-4.00 At All Times/ Very High 1.76 – 2.50 Sometimes/ Low 2.51-3.25 Most of the Time/ High 1.00-1.75 Never/ Very Low			

Table 9 shows that teachers' resiliency in terms of self-efficacy had an overall mean of 2.48 (SD = 0.54), interpreted as Low. This indicates that teachers were not consistently confident in handling teaching demands and work-related challenges. Strengthening teacher confidence through mentoring, professional development, and emotional support may improve resilience. This agrees with Xiyun et al. (2022) and Mansfield et al. (2022), who found that self-efficacy supports teachers' psychological well-being, coping, and resilience.

The highest-rated indicator was confidence in motivating and engaging different types of students, with a mean of 2.85 (SD = 0.35), interpreted as High. This shows that teachers were confident in encouraging student participation and engagement. Bandura's self-efficacy theory and the findings of Xiyun et al. (2022) support the role of confidence in motivation and positive teaching outcomes.

The lowest-rated indicator was confidence in managing challenges throughout their teaching career, with a mean of 2.22 (SD = 0.57), interpreted as Low. This suggests that teachers were less confident in handling long-term and broader professional challenges. Continued mentoring, guidance, and school support may help strengthen their confidence and resilience. Mansfield et al. (2022) similarly emphasized that strong self-efficacy helps teachers develop strategies for managing professional demands and adapting to change.

Table 10
Distribution of Teachers' Level of Resiliency based on Reflective Practices

Indicators	Mean	SD	Description
<i>As a teacher...</i>			
I regularly reflect on my teaching practices and identify areas where I can improve.	2.23	0.64	Sometimes
I am open to trying new teaching methods based on feedback from colleagues or students.	2.46	0.50	Sometimes
I take time to evaluate my successes and failures in the classroom to enhance future lessons.	2.19	0.68	Sometimes
I am open to feedback from colleagues or mentors to improve my teaching.	2.74	0.44	Most of the Time
I actively seek out opportunities to learn and grow as an educator.	2.39	0.71	Sometimes

I consistently seek ways to grow as a teacher by reflecting on feedback from students, colleagues, or administrators.	2.75	0.43	Most of the Time
I set personal teaching goals based on self-reflection to improve my classroom performance.	2.15	0.61	Sometimes
I reflect on my emotional responses to stressful teaching situations and how they impact my behavior in the classroom.	2.42	0.50	Sometimes
I use reflection as a tool to manage my emotional well-being and maintain resilience in difficult times.	2.24	0.65	Sometimes
I regularly think about how I can better connect with and engage students to enhance their learning experience.	2.35	0.48	Sometimes
Overall	2.39	0.56	Sometimes
Legend: 3.26-4.00 At All Times/ Very High 1.76 – 2.50 Sometimes/ Low 2.51-3.25 Most of the Time/ High 1.00-1.75 Never/ Very Low			

Table 10 shows that teachers' reflective practices had an overall mean of **2.39 (SD = 0.56)**, interpreted as **Low**, indicating that reflection was not regularly practiced. Mentoring, feedback, and peer sharing may help strengthen reflective practices. Wosnitza et al. (2023) and Heng and Chu (2023) linked reflection with resilience and professional growth.

The **highest-rated indicator** was seeking growth through feedback, with a mean of **2.75 (SD = 0.43)**, interpreted as **High**. This shows teachers' openness to feedback for improving their practice, consistent with Wosnitza et al. (2023) and Wyatt-Smith and Adie (2024).

The **lowest-rated indicator** was setting personal teaching goals through self-reflection, with a mean of **2.15 (SD = 0.61)**, interpreted as **Low**. This suggests a need for guidance in turning reflection into specific goals. Criss et al. (2024) and Lefebvre et al. (2023) supported the use of reflection, feedback, and goal setting to improve teaching.

Table 11
Distribution of Teachers' Level of Resiliency based on Empathy and Compassion

Indicators	Mean	SD	Description
<i>As a teacher...</i>			
I make an effort to understand how my students feel, especially when they are struggling.	2.22	0.57	Sometimes
I actively listen to my students' concerns and take their perspectives into account.	2.59	0.49	Most of the Time
I am sensitive to the emotional needs of my students and adjust my approach accordingly.	2.30	0.60	Sometimes
I can easily relate to the challenges that my students face, both academically and personally	2.85	0.35	Most of the Time

I try to put myself in my students' shoes when they are going through a tough time.	2.49	0.63	Sometimes
I am patient and understanding with students who are facing personal difficulties.	2.87	0.34	Most of the Time
I go out of my way to help students who may need extra support or encouragement.	2.33	0.60	Sometimes
I show compassion for my students by creating a safe and supportive classroom environment.	2.63	0.48	Most of the Time
I am willing to invest extra time and effort to support students who are struggling emotionally or academically.	2.36	0.65	Sometimes
I believe that showing empathy and compassion toward students contributes to their success and well-being.	2.37	0.48	Sometimes
Overall	2.50	0.52	Sometimes
Legend: 3.26-4.00 At All Times/ Very High 1.76 – 2.50 Sometimes/ Low 2.51-3.25 Most of the Time/ High 1.00-1.75 Never/ Very Low			

Table 11 shows that teachers' resiliency in terms of empathy and compassion had an overall mean of 2.50 (SD = 0.52), interpreted as Low. This indicates that teachers showed care and support for learners but not consistently. Heavy workloads and limited time may affect their ability to provide emotional support. O'Toole and Dobutowitsch (2022) and Jennings and Min (2023) emphasized that compassion and self-compassion help teachers respond to students' needs while managing emotional demands.

The highest-rated indicator was being patient and understanding with students facing personal difficulties, with a mean of 2.87 (SD = 0.34), interpreted as High. This shows that patience and understanding were strengths among the teachers. O'Toole and Dobutowitsch (2022) and Jennings and Min (2023) similarly highlighted the value of compassionate responses in supporting students and managing classroom challenges.

The lowest-rated indicator was making an effort to understand how students feel when they are struggling, with a mean of 2.22 (SD = 0.57), interpreted as Low. This suggests a need for stronger practices in recognizing students' emotional needs. Training in active listening, student check-ins, and psychosocial support may help. Jennings and Min (2023) and O'Toole and Dobutowitsch (2022) emphasized that empathy and compassion help teachers better understand and respond to students' difficulties.

Table 12
Distribution of Teachers' Level of Resiliency based on Persistence

Indicators	Mean	SD	Description
<i>As a teacher...</i>			
I continue to try different strategies until I find one that works with my students.	2.11	0.60	Sometimes
I do not let setbacks in teaching discourage me from pursuing my goals for my students.	2.47	0.50	Sometimes

when faced with a difficult teaching situation, I persevere until I find a solution.	2.17	0.61	Sometimes
I do not give up easily when my teaching strategies do not work at first.	2.75	0.43	Most of the Time
I am persistent in my efforts to improve my students' learning outcomes, no matter the obstacles	2.40	0.70	Sometimes
I continue trying different strategies when my initial teaching methods don't work.	2.73	0.44	Most of the Time
I am willing to put in extra effort to ensure my students succeed, even when it is difficult.	2.13	0.58	Sometimes
when I face obstacles in teaching, I find ways to move forward rather than giving up.	2.51	0.50	Most of the Time
I persevere in finding solutions to behavioral issues in the classroom, even when the problem persists.	2.14	0.60	Sometimes
I maintain a determined attitude when facing long-term classroom challenges, knowing persistence will pay off.	2.35	0.48	Sometimes
Overall	2.38	0.54	Sometimes
Legend: 3.26-4.00 At All Times/ Very High 1.76 – 2.50 Sometimes/ Low 2.51-3.25 Most of the Time/ High 1.00-1.75 Never/ Very Low			

Table 12 shows that teachers' persistence had an overall mean of 2.38 (SD = 0.54), interpreted as Low. This indicates that teachers showed persistence but did not consistently maintain effort when facing difficult teaching situations. Schools may strengthen this through mentoring, peer support, coaching, and training on stress management and classroom problem-solving. Burić and Kim (2021) and Lu et al. (2024) emphasized that persistence and organizational support contribute to teacher resilience.

The highest-rated indicator was "I do not give up easily when my teaching strategies do not work at first," with a mean of 2.75 (SD = 0.43), interpreted as High. This shows that teachers were willing to continue and try again when an initial strategy failed. Burić and Kim (2021) and Wang et al. (2022) supported the importance of persistence and tenacity in helping teachers manage challenges.

The lowest-rated indicator was "I continue to try different strategies until I find one that works with my students," with a mean of 2.11 (SD = 0.60), interpreted as Low. This suggests that teachers had difficulty consistently adjusting and trying alternative strategies. Schools may provide practical teaching guides, coaching, collaborative planning, and training on flexible instructional strategies. Núñez-Regueiro et al. (2023) and Burić and Kim (2021) highlighted the importance of adaptability and persistence in responding to changing classroom needs.

Table 13
Summary of the Teachers' Level of Resiliency

Variables	Mean	SD	Interpretation
Adaptability	2.60	0.50	High
Mindset	2.58	0.53	High
Skill	2.45	0.58	Low

Strong Relationship	2.46	0.56	Low
Self-efficacy	2.48	0.54	Low
Reflective Practices	2.39	0.56	Low
Empathy and Compassion	2.50	0.52	Low
Persistence	2.38	0.54	Low
Overall	2.48	0.54	Low
Legend: 3.26-4.00 At All Times/ Very High 1.76 – 2.50 Sometimes/ Low 2.51-3.25 Most of the Time/ High 1.00-1.75 Never/ Very Low			

Table 13 shows that teachers' overall resiliency had a mean of 2.48 (SD = 0.54), interpreted as Low. This indicates that teachers had trouble consistently maintaining coping, adjustment, confidence, and effort amid work demands. School support through coaching, mentoring, wellness programs, and stress-management activities may help strengthen resiliency. Lu et al. (2024) emphasized that teacher resilience is influenced by the interaction between job demands and available workplace resources.

The highest-rated variable was Adaptability, with a mean of 2.60 (SD = 0.50), interpreted as High. This shows that teachers were generally able to adjust to changes in school tasks, learner needs, and classroom situations. Granziera et al. (2023), Baskin and Bartlett (2021), Falecki and Mann (2021), and Beltman et al. (2021) likewise emphasized adaptability as an important part of teacher resilience.

The lowest-rated variable was Persistence, with a mean of 2.38 (SD = 0.54), interpreted as Low. This suggests that teachers had difficulty maintaining consistent effort when facing prolonged or challenging work demands. Schools may strengthen persistence through mentoring, peer support, workload management, recognition, and professional development. Liu and Chu (2022) identified tenacity as an important dimension of teacher resilience, while Abou Assali et al. (2024) highlighted the role of professional development and supportive institutional conditions in strengthening teacher persistence.

Problem 3. What is the level of teachers' well-being with regard to emotional and mental, physical, occupational, social, spiritual, and financial aspects?

Table 14
Distribution of Teachers' Level of Well-Being with regard to Physical

Indicators	Mean	SD	Description
Assess the health and physical condition of employees by establishing an employee profiling system and continuous monitoring of employee profile sheet.	2.01	0.28	Sometimes
Conducting a yearly/annual medical and physical examination (AMPE). The AMPE shall include:			
a. Blood Chemistry test	1.12	0.33	Never
b. Abdominal Ultrasound	2.85	0.35	Most of the Time
c. Pap Smear	1.01	0.08	Never
d. Urine and Stool Specimen	2.07	0.25	Sometimes
e. Breast Ultrasound	1.74	0.55	Never

f. Mammogram/Sono Mammogram	1.19	0.39	Never
g. Eye Check up	2.03	0.18	Sometimes
h. Mental Health Assessment	1.45	0.60	Never
Ensure the physical well-being of its employees by encouraging them to participate in the programs related to physical wellness and providing health and fitness facilities like gym, recreational area, clinic and the like;			
a. Establishment of Gym or provision of physical fitness facilities	1.07	0.25	Never
b. Zumba, Dance, Basic Exercises	2.04	0.23	Sometimes
c. Sports activities/festivals	2.00	0.00	Sometimes
d. Indoor activities such as Darts, Chess, etc	1.04	0.20	Never
Provide medical self-care by submitting proposal relative to physical well-being to be included in the School Improvement Plan (SIP) and/or Annual Implementation Plan (AIP);			
a. Nutrition Program	1.07	0.25	Never
b. Weight Management Program	1.10	0.30	Never
c. Healthy Culinary Classes/seminars	1.05	0.23	Never
d. Provision of Healthy meals/snacks choices during meetings, seminars, etc.	1.11	0.32	Never
Sustain relevant health and nutrition programs that encourage employees to be physically healthy			
Provision and/or support for the employees' basic immunization and immune boosting vitamins to prevent health diseases;	1.99	0.12	Sometimes
a. Annual Flu Vaccine	1.94	0.24	Sometimes
b. Pneumococcal Vaccine	1.94	0.24	Sometimes
c. Immune boosting vitamins, minerals, and/or supplements	2.03	0.28	Sometimes
Overall	1.61	0.27	Never
Legend: 3.26-4.00 At All Times/ Very High 1.76 – 2.50 Sometimes/ Low			
2.51-3.25 Most of the Time/ High 1.00-1.75 Never/ Very Low			

Table 14 shows that teachers' and health partners may improve access to appropriate preventive services through coordination with health centers and government health offices. Overall, the findings highlight the need for a more comprehensive physical wellness physical well-being had an overall mean of 1.61 (SD = 0.27), interpreted as Very Low. This indicates that physical health services and wellness activities were not regularly provided or accessed. Schools may strengthen teacher wellness programs through medical checkups, fitness activities, nutrition support, and preventive health services. Beames et al.

(2023), Madigan et al. (2023), and Agyapong et al. (2023) emphasized the importance of addressing teachers' physical and mental health needs.

The highest-rated indicator was annual medical and physical examination with abdominal ultrasound, with a mean of 2.85 (SD = 0.35), interpreted as High. This shows that abdominal ultrasound was among the more accessible health services for teachers. Schools may use this as a basis for expanding other preventive health services.

The lowest-rated indicator was annual medical and physical examination with Pap smear, with a mean of 1.01 (SD = 0.08), interpreted as Very Low. This indicates limited access to reproductive health screening. Schools and health partners may improve access to appropriate preventive services through coordination with health centers and government health offices. Overall, the findings highlight the need for a more comprehensive physical wellness program that addresses teachers' different health needs.

Table 15
Distribution of Teachers' Level of Well-Being with regard to Emotional and Mental

Indicators	Mean	SD	Description
Advocate the importance of Mental/Emotional Well-being of the employees.	2.10	0.60	Sometimes
Production of information materials, education campaigns to advocate Mental Health	2.46	0.50	Sometimes
Ensure the mental well-being of its employees by establishing a Psychosocial Support Group that provides services such as debriefing, counseling, etc.	2.20	0.62	Sometimes
Provide appropriate intervention program/s to the employees like;			
a. Establishment of Mental Health Committee, referral system, reintegration into the workplace program for the employees who have completed the mental health intervention/treatment.	2.39	0.71	Sometimes
b. L&D program on mental health	2.69	0.46	Most of the Time
c. Emotional Intelligence programs such as anger management, stress management, personality development programs	2.22	0.63	Sometimes
d. Inclusion of the Mental Assessment test in the AMPE	2.44	0.50	Sometimes
Overall	2.36	0.58	Sometimes

Legend: 3.26-4.00 At All Times/ Very High 1.76 – 2.50 Sometimes/ Low
2.51-3.25 Most of the Time/ High 1.00-1.75 Never/ Very Low

Table 15 shows that teachers' emotional and mental well-being had an overall mean of 2.36 (SD = 0.58), interpreted as Low. This indicates that emotional and mental health support was provided only occasionally and was not yet consistent. Schools may strengthen regular counseling, psychosocial support, mental health programs, and referral services. Hidajat et al. (2023) and Corrente et al. (2020) emphasized the importance of interventions that address teacher stress, burnout, and psychological well-being. The highest-rated indicator was providing appropriate mental health intervention and learning and development programs, with a mean of 2.69 (SD = 0.46), interpreted as High. This shows that mental health training was the most visible form of support. Schools may build on this by adding follow-up activities, peer support, and counseling services. Phan et al. (2025) likewise highlighted the potential of mindfulness-based interventions in supporting teacher stress management and well-being. The lowest-rated indicator was advocating the importance of employees' mental and emotional well-being, with a mean of 2.10 (SD = 0.60), interpreted as Low. This suggests that mental health advocacy and awareness activities were not consistently implemented. Regular wellness campaigns, information sessions, and accessible support services may help strengthen awareness and encourage teachers to seek assistance when needed.

Table 16
Distribution of Teachers' Level of Well-Being with regard to Social

Indicators	Mean	SD	Description
Ensure to motivate, develop, and nourish the rapport among the internal and external stakeholders through the conduct of employee social gathering and/or team building activities (i.e. Teachers Day, DepEd Night, Team building, and Family Day in the National, Regional, Division, District, School Level)	2.15	0.63	Sometimes
Ensure to uplift the spirit of goodness/common good among internal and external stakeholders through the Christmas Programs in the National, Regional, Division, District, School Levels	2.51	0.50	Most of the Time
Create activity programs to take time out to remember/reflect on the importance of relationships in the workplace/outside the workplace that contributed to its success and how as one organization hurdle challenges internal and external in conducting Founding Anniversaries in the National, Regional, Division, District, School Level	2.20	0.62	Sometimes

Provide an avenue that does not only develop oneself but also develop bridges in getting along with other colleagues in strengthening unity in the workplace	2.73	0.44	Most of the Time
Learning and Development trainings	2.37	0.71	Sometimes
Physical Well-being activities that also promotes camaraderie and social interaction	2.71	0.45	Most of the Time
Enable to encourage employees/organization to join Cooperatives/Unions, Interest Club/Org and alike that will help to develop more fruitful relationships within/outside the workplace.	2.17	0.61	Sometimes
Overall	2.41	0.57	Sometimes
Legend: 3.26-4.00 At All Times/ Very High 1.76 – 2.50 Sometimes/ Low 2.51-3.25 Most of the Time/ High 1.00-1.75 Never/ Very Low			

Table 16 shows that teachers' social well-being had an overall mean of 2.41 (SD = 0.57), interpreted as Low. This indicates that social support and activities were not regularly practiced. Schools may strengthen social well-being through regular group activities, peer support, team-building, and opportunities for meaningful interaction among teachers. Maas et al. (2020), Mérida-López et al. (2020), and Sahito and Vaisanen (2020) emphasized the importance of social support and positive workplace relationships in reducing stress and improving work engagement.

The highest-rated indicator was providing opportunities that build unity and positive relationships among colleagues, with a mean of 2.73 (SD = 0.44), interpreted as High. This shows that teachers had opportunities to develop good working relationships and strengthen teamwork. Schools may continue these activities through mentoring, peer collaboration, and small-group activities.

The lowest-rated indicator was conducting social gatherings and team-building activities, with a mean of 2.15 (SD = 0.63), interpreted as Low. This suggests that activities such as Teachers' Day, team building, and Family Day were not conducted regularly. Schools may improve this area by scheduling simple and accessible activities that encourage interaction among teachers and stakeholders.

Table 17
Distribution of Teachers' Level of Well-Being with regard to Occupational

Indicators	Mean	SD	Description
Provide legal advice and notarial services in helping the employee/organization work related matters.	2.19	0.61	Sometimes
Provide due recognition of birthday celebrators through the camaraderie program that includes activities such a community singing/dancing, games,	2.54	0.50	Most of the Time

lectures in building and reinforcing rapport & successful workplace relationship wherein employees can take time to have self- reflection and can share experiences relative to the lectures			
Enable to conduct outreach activities within/outside the organization that strengthen intra and interpersonal skills and relationships	2.25	0.62	Sometimes
Ensure the implementation of the Occupational Safety and Health Laws and related laws, policies, rules, and regulations (GSD) and Disaster Risk Reduction Management (DRRM) or its counterpart in the field offices;	2.79	0.41	Most of the Time
Provide ICT facilities (laptop, LCD Projector and Interactive board, internet connectivity, installation of adequate CCTV cameras)	2.44	0.68	Sometimes
Attend to the employee's emergency needs by establishing a DepEd Hotline for Emergency Support System	2.80	0.40	Most of the Time
Allocate fund from MOOE intended for classroom structuring	2.27	0.63	Sometimes
Support the employees with work-related cases by providing Legal assistance team for DepEd employees	2.56	0.50	Most of the Time
Provide equal opportunities to all employees for career, technical and professional development	2.23	0.62	Sometimes
Establish and institutionalize a rewards and recognition system	2.43	0.50	Sometimes
Overall	2.45	0.55	Sometimes
Legend: 3.26-4.00 At All Times/ Very High 1.76 – 2.50 Sometimes/ Low			
2.51-3.25 Most of the Time/ High 1.00-1.75 Never/ Very Low			

Table 17 shows that teachers' occupational well-being had an overall mean of 2.45 (SD = 0.55), interpreted as Low. This indicates that occupational support services were not consistently provided or accessed. Schools may strengthen support for safety, career development, facilities, recognition, and work-related concerns. Benevene et al. (2020), Collie (2023), and Tsuyuguchi (2023) emphasized the importance of supportive leadership, adequate resources, and positive workplace relationships in promoting teacher well-being.

The highest-rated indicator was establishing a DepEd Hotline for Emergency Support, with a mean of 2.80

(SD = 0.40), interpreted as High. This shows that emergency assistance was the most accessible occupational support service. Maintaining and strengthening this system may help teachers receive timely assistance during urgent situations.

The lowest-rated indicator was providing legal advice and notarial services for work-related matters, with a mean of 2.19 (SD = 0.61), interpreted as Low. This suggests that teachers had limited access to legal and document-related assistance. Schools and DepEd offices may improve this service through clear referral procedures, information dissemination, and scheduled legal assistance. Magan and Guyong (2025) also emphasized the role of supportive and empowering leadership in promoting teachers' well-being.

Table 18
Distribution of Teachers' Level of Well-Being with regard to Spiritual

Indicators	Mean	SD	Description
Exercise person's connectedness with self, others, music, literature, nature, or a power greater than oneself.	2.19	0.63	Sometimes
Demonstrate support for diverse religious beliefs and practices anchored on respect for religious and moral virtues.	2.52	0.50	Most of the Time
Provide equal opportunities and positive environment for the practice of one's beliefs free from prejudice.	2.23	0.64	Sometimes
Overall	2.31	0.59	Sometimes
Legend: 3.26-4.00 At All Times/ Very High 1.76 – 2.50 Sometimes/ Low 2.51-3.25 Most of the Time/ High 1.00-1.75 Never/ Very Low			

Table 18 shows that teachers' spiritual well-being had an overall mean of 2.31 (SD = 0.59), interpreted as Low. This indicates that spiritual well-being was not regularly practiced due to limited time for reflection, inner peace, and personal renewal. Schools may support this area through reflection activities, quiet time, values formation, and respect for diverse beliefs. Phillips (2021), Kumar (2020), and Paul and Jena (2022) emphasized that spirituality, meaning, and supportive workplace values can contribute to teacher resilience and well-being.

The highest-rated indicator was demonstrating support for diverse religious beliefs and practices, with a mean of 2.52 (SD = 0.50), interpreted as High. This shows that teachers generally respected different beliefs and moral values. Kumar (2020) and Phillips (2021) highlighted the importance of respectful and meaningful workplace environments in supporting teachers' well-being.

The lowest-rated indicator was practicing connectedness with self, others, music, literature, nature, or a higher power, with a mean of 2.19 (SD = 0.63), interpreted as Low. This suggests that teachers had limited opportunities for personal reflection and spiritual renewal. Schools may provide simple activities such as quiet time, nature activities, reading, music, or personal reflection to support this aspect of well-being.

Table 19

Distribution of Teachers' Level of Well-Being with regard to Financial

Indicators	Mean	SD	Description
Ensure that the compensation and benefits of the employees meets the current living conditions by conducting a regular study on compensation and benefits and make appropriate recommendations, through the Employee Accounts Management Division and Personnel Division and/or to relevant offices.	2.21	0.59	Sometimes
Provide assistance to employees in augmenting their income such as livelihood programs, cooperative.	2.55	0.50	Most of the Time
Institutionalize a program to develop the capacity of employees to manage personal finances.	2.25	0.59	Sometimes
Overall	2.34	0.56	Sometimes
Legend: 3.26-4.00 At All Times/ Very High 1.76 – 2.50 Sometimes/ Low 2.51-3.25 Most of the Time/ High 1.00-1.75 Never/ Very Low			

Table 19 shows that teachers' financial well-being had an overall mean of 2.34 (SD = 0.56), interpreted as Low. This indicates that financial support was not consistently meeting teachers' needs. Financial concerns may affect their personal stability, work focus, and overall well-being. Espesor (2024) and De Los Santos et al. (2024) highlighted the importance of financial security, compensation, and benefits in supporting teachers' well-being and job satisfaction.

The highest-rated indicator was providing income assistance through livelihood programs and cooperatives, with a mean of 2.55 (SD = 0.50), interpreted as High. This shows that teachers had better access to practical forms of financial support. These programs should be continued and improved to help teachers manage their financial needs.

The lowest-rated indicator was the regular review of compensation and benefits based on current living conditions, with a mean of 2.21 (SD = 0.59), interpreted as Low. This suggests that teachers did not consistently feel that their compensation and benefits were being reviewed in relation to current expenses. Regular assessment of compensation and benefits may help address teachers' financial concerns and support their long-term well-being.

Table 20
Summary of Teachers' Level of Well-Being

Variables	Mean	SD	Interpretation
Physical	1.61	0.27	Very Low
Emotional and Mental	2.36	0.58	Low
Social	2.41	0.57	Low
Occupational	2.45	0.55	Low
Spiritual	2.31	0.59	Low
Financial	2.34	0.56	Low
Overall	2.25	0.52	Low

Legend: 3.26-4.00 At All Times/ Very High 1.76 – 2.50 Sometimes/ Low
2.51-3.25 Most of the Time/ High 1.00-1.75 Never/ Very Low

Table 20 shows that teachers' overall well-being had an overall mean of 2.25 (SD = 0.22), interpreted as Low. This indicates that teachers experienced low well-being across several areas, including physical, emotional, social, financial, and spiritual aspects. Work demands, limited rest, and personal responsibilities may have contributed to these concerns. Pan et al. (2023), Highton et al. (2023), and Zhou et al. (2024) emphasized that heavy workloads and insufficient workplace resources can negatively affect teachers' well-being.

The highest-rated variable was Occupational, with a mean of 2.45 (SD = 0.44), interpreted as Low. This shows that occupational well-being was relatively stronger than the other areas, although it remained low. Teachers still experienced a sense of purpose and commitment to their work. Benevene et al. (2020) and Tsuyuguchi (2023) highlighted the importance of supportive leadership, adequate resources, and positive workplace relationships in promoting teacher well-being.

The lowest-rated variable was Physical, with a mean of 1.61 (SD = 0.27), interpreted as Very Low. This indicates that physical well-being was the most concerning area among teachers. Fatigue, workload, limited rest, and work-related stress may have affected their physical health. Thomson and Hillman (2020), Madigan et al. (2023), and Agyapong et al. (2023) emphasized the connection between teacher stress, burnout, and physical and mental health concerns. Thus, schools may strengthen health checks, wellness activities, rest opportunities, and workload management to support teachers' overall well-being.

Problem 4. Is there a significant relationship between the teachers' resiliency and their well-being?

Table 21
Correlation Between the Teachers' Level of Resiliency and their Well-Being

Correlation	Teacher's Well-being						Overall
	Physical	Emotional and Mental	Social	Occupational	Spiritual	Financial	
Resiliency	<i>r-value</i> <i>p-value</i>	<i>r-value</i> <i>p-value</i>	<i>r-value</i> <i>p-value</i>	<i>r-value</i> <i>p-value</i>	<i>r-value</i> <i>p-value</i>	<i>r-value</i> <i>p-value</i>	<i>r-value</i> <i>p-value</i>

	<i>Interpretation</i>	<i>Interpretation</i>	<i>Interpretation</i>	<i>Interpretation</i>	<i>Interpretation</i>	<i>Interpretation</i>	<i>Interpretation</i>
Adaptability	0.023 0.778 <i>ns</i>	0.050 0.540 <i>ns</i>	0.236 0.004 <i>s</i>	0.116 0.157 <i>ns</i>	-0.155 0.058 <i>ns</i>	-0.075 0.359 <i>ns</i>	0.070 0.397 <i>ns</i>
Mindset	-0.083 0.316 <i>ns</i>	-0.025 0.757 <i>ns</i>	0.106 0.198 <i>ns</i>	-0.136 0.096 <i>ns</i>	0.057 0.487 <i>ns</i>	-0.19 0.020 <i>s</i>	-0.089 0.276 <i>ns</i>
Skill	0.208 0.011 <i>s</i>	0.039 0.635 <i>ns</i>	0.379 <0.001 <i>s</i>	0.040 0.626 <i>ns</i>	-0.21 0.010 <i>s</i>	-0.070 0.395 <i>ns</i>	0.088 0.285 <i>ns</i>
Strong relationships	0.222 0.006 <i>s</i>	0.050 0.540 <i>ns</i>	0.014 0.864 <i>ns</i>	-0.388 <0.001 <i>s</i>	0.083 0.314 <i>ns</i>	-0.405 <0.001 <i>s</i>	-0.277 0.001 <i>s</i>
Self-efficacy	0.286 <0.001 <i>s</i>	-0.086 0.297 <i>ns</i>	-0.057 0.486 <i>ns</i>	0.033 0.690 <i>ns</i>	-0.052 0.525 <i>ns</i>	0.047 0.566 <i>ns</i>	-0.035 0.672 <i>ns</i>
Reflective practices	0.085 0.304 <i>ns</i>	0.986 <0.001 <i>s</i>	-0.006 0.942 <i>ns</i>	0.064 0.435 <i>ns</i>	-0.101 0.221 <i>ns</i>	0.039 0.638 <i>ns</i>	0.446 <0.001 <i>s</i>
Empathy and Compassion	0.344 <0.001 <i>s</i>	-0.089 0.280 <i>ns</i>	-0.080 0.331 <i>ns</i>	0.056 0.492 <i>ns</i>	-0.034 0.683 <i>ns</i>	0.047 0.567 <i>ns</i>	-0.023 0.782 <i>ns</i>
Persistence	0.034 0.675 <i>ns</i>	0.843 <0.001 <i>s</i>	-0.071 0.389 <i>ns</i>	-0.068 0.412 <i>ns</i>	-0.042 0.609 <i>ns</i>	0.079 0.339 <i>ns</i>	0.339 <0.001 <i>s</i>

Note: $p < 0.05$ (s=significant) $p > 0.05$ (ns=not significant)

Table 21 presents the correlation between teachers' resiliency and well-being. The findings showed that reflective practices, persistence, and strong relationships had significant relationships with overall well-being, while adaptability, mindset, skill, self-efficacy, and empathy and compassion were not significant. Thus, the null hypothesis was partially rejected.

Reflective Practices had the strongest significant positive relationship with well-being ($r = .446$, $p < .001$). This indicates that teachers who practiced reflection more often tended to report better well-being. Reflection helped teachers understand their experiences, identify challenges, and improve their responses. Yost et al. (2021), Ismail et al. (2023), and Alzayed and Alabdulkareem (2021) similarly emphasized the role of reflection in supporting teacher coping, psychological well-being, and professional growth. Schools may strengthen this through mentoring, peer sharing, journaling, and post-lesson reflection.

Persistence also had a significant positive relationship with well-being ($r = .339$, $p < .001$). This suggests that teachers who remained committed despite difficulties tended to have better well-being. Persistence helped teachers manage challenges, maintain focus, and continue performing their responsibilities. Collie et al. (2020) and Ballantyne and Retell (2020) likewise linked perseverance and personal resources with

better teacher well-being and coping. Schools may support persistence through recognition, coaching, fair workloads, and stress-management programs.

In contrast, Strong Relationships had a significant negative relationship with well-being ($r = -.277$, $p = .001$). This indicates that stronger workplace relationships were associated with lower overall well-being in this sample. Close relationships may sometimes involve additional emotional demands, social responsibilities, or pressure to support others. Skaalvik and Skaalvik (2020), Herman et al. (2021), and Collie (2021) noted that social and emotional demands in schools can contribute to teacher stress and exhaustion. Thus, schools may promote supportive relationships while also encouraging healthy boundaries, balanced communication, and adequate opportunities for rest and recovery.

Problem 5. Is there a significant difference in the teachers' well-being when grouped according to their profile?

Table 22
Difference in the Teachers' Well-being When Grouped
according to their Profile

Respondents'		Teachers' Well-being					
Profile Variable	Computed Values	Physical	Emotional and Mental	Social	Occupational	Spiritual	Financial
Age	F	0.812	4.107	1.497	0.657	2.076	1.386
	p-value	0.446 ns	0.0147 s	0.227 ns	0.520 ns	0.129 ns	0.253 ns
Position	F	1.499	0.189	0.637	1.073	0.351	0.217
	p-value	0.217 ns	0.904 ns	0.592 ns	0.363 ns	0.788 ns	0.885 ns
Highest Educational Attainment	F	0.335	0.331	0.551	2.254	1.891	0.108
	p-value	0.800 ns	0.803 ns	0.649 ns	0.085 ns	0.134 ns	0.955 ns
Teaching Experience	F	0.519	0.465	1.839	1.558	0.989	1.883
	p-value	0.670 ns	0.707 ns	0.143 ns	0.202 ns	0.400 ns	0.135 ns
Overall	F	0.791	0.290	1.131	1.385	1.327	0.899
	p-value	0.533 NS	0.814 NS	0.403 NS	0.292 NS	0.363 NS	0.557 NS

Legend:

$p < 0.05$ (s=significant) $p > 0.05$ (ns=not significant)

Table 22 presents the difference in teachers' well-being when grouped according to their profile. The findings showed no significant differences in physical ($p = .533$), emotional and mental ($p = .814$), social ($p = .403$), occupational ($p = .292$), spiritual ($p = .363$), and financial well-being ($p = .557$) based on position, educational attainment, and teaching experience. Thus, the null hypothesis was accepted for these comparisons.

However, **age showed a significant difference in emotional and mental well-being** ($F = 4.170$, $p = .017$). This suggests that teachers from different age groups may experience and manage emotional demands differently due to varying life responsibilities, stressors, and coping experiences. Cervellione et al. (2025), Corrente et al. (2020), and Pan et al. (2023) emphasized the effects of work demands and available support on teachers' psychological well-being.

The lack of significant differences across most profile variables suggests that workplace conditions and support may have a greater role in teachers' well-being than professional background alone. Benevene et al. (2020), Sahito and Vaisanen (2020), and Mansfield et al. (2021) highlighted the importance of supportive leadership, positive relationships, adequate resources, professional growth, and work-life balance in promoting teacher well-being.

Discussion

The study assessed the level of resiliency and well-being among public elementary school teachers in West II District of the Division of Cagayan de Oro City for the School Year 2024–2025. It found that the respondents were mostly teachers aged 21–30 years old, Teacher 3, with 0–5 years of teaching experience, and with units in a Master's Degree. Very few respondents came from the 41 years old and above group, Teacher 2 position, with units in PhD/EdD/DM, and with 16–20 years of teaching experience. These results showed that most respondents were young adult teachers, had higher teaching positions, had started graduate studies, and had long teaching experience.

When examining the level of resiliency, the study found that public elementary school teachers had a low level of resiliency. The highest result was on adaptability, showing that teachers were able to adjust to changes in school tasks, learner needs, and classroom situations. This means that teachers had shown flexibility when faced with changes in school work. In contrast, persistence was the lowest, showing that teachers had more difficulty keeping steady effort when work became heavy, repeated, and tiring.

In terms of teachers' well-being, the respondents also showed a low level of well-being. Occupational well-being was the highest indicator, showing that teachers still found some meaning, purpose, and value in their work roles and duties. However, it still remained low, which showed that work satisfaction was not enough to raise their overall well-being. Meanwhile, physical well-being was the lowest and was interpreted as very low, showing that health programs and services for teachers had been limited.

Furthermore, the analysis showed that only some resiliency indicators had significant relationships with overall teachers' well-being. Strong relationship, reflective practices, and persistence had significant relationships, while adaptability, mindset, skill, self-efficacy, and empathy and compassion had no significant relationships. Reflective practices had the strongest significant positive relationship with overall teachers' well-being, showing that teachers who reflected more on work experiences had better well-being. Conversely, strong relationship had the weakest but still significant relationship with overall well-being, and the relationship was negative, showing that close work relationships did not always improve well-being since these could also bring added emotional load, shared concerns, and extra social duties.

Finally, the ANOVA results showed no significant difference in teachers' well-being when grouped according to age, position, highest educational attainment, and teaching experience. This led to the acceptance of the null hypothesis for the non-significant results. Teachers generally had similar levels of well-being across profile groups. However, age showed a significant difference in emotional and mental well-being. This could be linked with differences in personal duties, emotional pressure, maturity, and ways of handling stress across age groups.

Conclusion

The study concluded that teachers' resiliency and well-being involved different strengths in dealing with the demands of teaching. Adaptability remained important in helping teachers face changes in school, while occupational well-being emphasized the value of having purpose and meaning in the teaching profession. However, adjustment and a sense of purpose alone had not been enough to build stronger resiliency and well-being, showing the need for other personal and work-related strengths. Reflective practices highlighted the importance of learning from work experiences and using these experiences to respond better to challenges. Supportive relationships and persistence were also important in understanding teachers' well-being, while life and work experience had value in maintaining continued effort. Overall, teachers' resiliency and well-being were better understood through the combined role of reflection, relationships, persistence, adjustment, and a sense of purpose rather than through personal or professional background alone.

Recommendation

From the findings of the study, the following are recommended:

1. The DepEd Officials should strengthen teachers' physical well-being by ensuring that the annual medical and physical examination includes access or proper referral for cervical cancer screening for eligible female teachers. The Division should coordinate with government health offices and accredited health facilities to provide scheduled screening, clear health information, privacy, and proper follow-up services based on age, medical advice, and current health guidelines.
2. The School Heads should strengthen teachers' persistence by providing regular support on the use of varied teaching strategies. Learning Action Cell sessions, peer mentoring, instructional coaching, and sharing of effective classroom interventions should be conducted to help teachers adjust their methods and continue finding suitable ways to address the different learning needs of students.
3. Teachers are encouraged to pursue post-graduate studies, attend relevant training and seminars, apply for scholarship opportunities, and seek study guidance. These efforts can improve professional knowledge, strengthen resiliency, maintain well-being, and support quality learning outcomes.

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