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RESILIENCE AND OCCUPATIONAL WELL-BEING OF TEACHERS IN THE DIVISION OF TAGUM CITY

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ABSTRACT
The study aimed to assess the extent of teachers' resilience and occupational well-being, examine the relationship between these variables, and determine which domains of resilience significantly influence occupational well-being. A quantitative, descriptive-correlational research design was employed involving 290 public elementary school teachers. The respondents completed two standardized questionnaires measuring resilience and occupational well-being. Data were analyzed using mean and standard deviation to determine the extent of the variables, Pearson's r to test the significance of their relationship, and regression analysis to identify which domains of resilience significantly influence occupational well-being. The results revealed that teachers demonstrated extensive levels of both resilience and occupational well-being. A statistically significant relationship was found between the two constructs, indicating that higher resilience is associated with better occupational well-being. Furthermore, all domains of resilience such as personal competence and persistence, spiritual influences, family cohesion, and social skills and peer support were found to significantly influence occupational well-being. These findings suggest that teachers should continue to strengthen both personal and professional resilience by engaging in self-care practices and continuous professional development. Such efforts can enhance motivation, improve job satisfaction, and sustain high levels of instructional performance despite the demands and challenges of the teaching profession.

KEYWORDS: *resilience; occupational well-being; Division of Tagum City*

INTRODUCTION

Teacher resilience and occupational well-being are two important aspects that are crucial for teachers to perform their duties effectively. Resilience refers to their capacity to adjust and recover from obstacles and stressors they face at work, while occupational well-being refers to teachers' general job satisfaction and contentment. The longevity of a teacher's career, job happiness, and performance are all greatly impacted by these two factors. Teachers with higher levels of resilience are more likely to be satisfied with their professions, have a better work-life balance, and are less likely to burn out, according to international studies. Similarly, teachers who have a higher level of occupational well-being report lower levels of stress and greater job satisfaction. However, despite their importance, teacher resilience and occupational well-being are often neglected, and teachers are faced with numerous challenges and stressors that threaten their well-being (Liu, et al., 2019).

The demands placed on educators worldwide have intensified in recent years, highlighting the critical importance of teacher resilience and occupational well-being. Teachers navigate increasingly complex environments, from diverse classrooms to evolving administrative and emotional demands, making their capacity to adapt and thrive essential for both their personal flourishing and the effectiveness of educational systems (Jeong and Choi, 2020). The international context reveals a growing recognition of these issues, with numerous studies exploring the multifaceted factors influencing teacher well-being and resilience across different cultures and educational systems. While personal attributes like self-efficacy, emotional regulation, and positive attitudes contribute significantly to resilience, contextual factors such as encouraging leadership, teamwork, adequate resources, and chances for professional growth are equally important (Daniilidou and Platsidou, 2024); Çetiner and Levent, 2024;).

Teacher resilience and occupational well-being have become increasingly important issues in the Philippines, as teachers face numerous challenges and stressors in their work environment. According to research, teacher burnout is a major issue in the nation, resulting in lower job satisfaction and higher turnover rates (Ladip et al., 2020). In line with studies, teacher resilience is essential for reducing the negative effects of stress and fostering professional well-being among Filipino educators. A study by Banzuela, et al. (2019) found that teachers with higher levels of resilience reported lower levels of burnout and greater job satisfaction. Further, it was found that teacher resilience

was associated with occupational well-being, and that interventions could improve the well-being of teachers in the Philippines. Further, studies indicate that while Filipino teachers generally exhibit moderate to high levels of resilience, they also face significant stressors such as heavy workloads, limited resources, and the challenges posed by evolving curricula, including the recent MATATAG curriculum (Al Mamun et al., 2024; Patan and Patan, 2025). Pushing teachers to adapt to new learning modalities with varying degrees of preparedness and technological access further exacerbated these challenges, highlighting the need for robust support systems (Patan and Patan, 2025;).

The resilience and occupational well-being of teachers in Tagum City are vital to sustaining educational quality and student achievement. Teachers in the city face increasing challenges such as diverse learner needs, large class sizes, limited instructional resources, and the continuous demands of curriculum reforms. These stressors can strain their ability to maintain emotional balance, motivation, and job satisfaction. Resilience, the capacity to adapt to changing educational conditions and remain committed to professional duties plays a pivotal role in safeguarding teachers' occupational well-being. However, emerging reports of teacher burnout, declining morale, and mental health concerns among educators in Tagum City indicate an urgent need to strengthen support systems that promote resilience and holistic well-being. Addressing this issue is crucial not only for sustaining teacher retention and effectiveness but also for ensuring a positive and stable learning environment for students (Tarraya, 2023; Bautista et al., 2022).

THE STUDY'S OBJECTIVES

The study investigated the relationship between resilience and occupational well-being among elementary teachers in Tagum City. Specifically, it sought to:

1. Determine the extent of teachers' resilience in terms of Personal competencies and persistence; Spiritual influences; Family cohesion; and Social skills and peer support.
2. Assess the extent of teachers' occupational well-being in terms of: Work satisfaction; Organizational respect for employees; Employer care; and Intrusion of work into private life.
3. Establish whether a significant relationship exists between teachers' resilience and their occupational well-being.
4. Identify which domains of teachers' resilience significantly influence their occupational well-being.

METHODOLOGY

This chapter presents the methodology used to investigate the resilience and occupational well-being of teachers. The discussion includes the employed methodology, data sources, data collection instruments, sampling method, procedures of the study, statistical analysis, and ethical considerations.

Method Used

The research utilized a quantitative research design utilizing the descriptive correlational methodology and answered specific research questions and described characteristics such as resilience and occupational well-being. The chosen method was suitable for examining the influence of resilience and occupational well-being and their relationship.

The quantitative research design was a fitting methodology for investigating the research variables. This approach was rooted in the systematic gathering and rigorous analysis of quantitative data, which was crucial for testing the hypotheses and definitively answering the research questions. By employing quantitative methods, the researcher can precisely measure and observe the constructs within their authentic, natural environments. This was particularly advantageous as it allowed for the examination of phenomena without the need for manipulation of any variables, thereby preserving the integrity and ecological validity of the research findings (Frydenberg et al., 2019).

The descriptive aspect of this research design aimed to capture the current state of both resilience and occupational well-being, as they manifest within the specified educational context. This descriptive objective was fundamental for establishing a baseline understanding of these constructs among the study population before exploring their interrelationships. This approach aligned seamlessly with the methodology highlighted by researchers who advocated for a thorough characterization of variables as they naturally exist within a given population, particularly when providing a comprehensive snapshot of complex phenomena (Taber, 2021) The correlational research technique was an appropriate and effective design for investigating the intricate relationship between resilience and occupational well-being. This approach was uniquely suited for this study as it precisely enabled the researcher to examine both the magnitude and the direction of the relationship between these two essential variables. By measuring both resilience and occupational well-being quantitatively, the researcher gained the

capacity to employ statistical techniques. These techniques allowed for a clear determination of whether there exists a positive, negative, or a neutral correlation among the study's respondents (Ghaffari et al., 2018).

Sources of Data

The respondents for this study consisted of 290 out of 1178 elementary teachers currently employed under the Tagum City Division. The sample size was calculated via Slovin's algorithm, shown as $n = N / (1 + N(e^2))$, where e represents the margin of error set at 5% ($e = 0.05$). This method ensured that the sample is both statistically significant and reflective of the larger population, upholding the requisite level of precision and dependability in the results.

To increase the sample's representativeness, elementary educators possessing a minimum of five (5) years of teaching experience were chosen from diverse public elementary schools within the Tagum City Division, capturing a wide range of teaching experiences, backgrounds, and challenges.

To enhance the representativeness of the sample, educators from multiple public schools within the Tagum City Division were incorporated, facilitating a range of teaching experiences, backgrounds, and challenges. This diversity contributes to the broader applicability and generalizability of the study's results.

Data Gathering Instrument

A structured questionnaire served as the principal instrument for data collection, aimed at assessing teacher resilience and occupational well-being. The questionnaire had closed-ended questions using Likert-scale items to measure views and experiences. This study employed an

adapted survey questionnaire for data gathering. The questionnaire utilized in this endeavor was separated into two sets. The initial set concentrated on the extent of teacher resilience. The second set concentrated on the extent of occupational well-being.

Teacher Resilience Scale. This measure, created by Daniilidou and Platsidou (2018), is intended for assessing both the internal and external protective factors influencing teachers' resilience levels. The instrument comprised 26 parts. It comprises four indicators: personal competence and persistence (9 things), spiritual influences (3 items), family cohesion (6 items), and social skills and peer support (8 items).

For the Teacher Resilience Scale, a pilot test was administered with a cohort of teachers similar to the study's sample to evaluate its reliability and validity. The results of the pilot test showed a Cronbach's alpha value of 0.82, showing a substantial degree of internal consistency across the 26 items. This indicates that the questionnaire is dependable for measuring the four indicators of teacher resilience. The implication of this result is that the instrument effectively captures the teachers' perceptions and experiences related to resilience, which is critical for the overall study. Below was the grading scale of the extent of teacher resilience.

Mean Interval	Descriptive Level	Descriptive Interpretation
4.20 - 5.00	Very Extensive	Teacher resilience is always evident.
3.40 - 4.19	Extensive	Teacher resilience is oftentimes evident.
2.60 - 3.39	Moderately Extensive	Teacher resilience is occasionally evident.
1.80 - 2.59	Less Extensive	Teacher resilience is seldom evident.
1.00 – 1.79	Not Extensive	Teacher resilience is never evident.

Occupational Well-Being Scale (OWS). This is developed by Parker and Hyett (2011) and was designed to capture the respondents' judgments to which extent they viewed their work based on the salient workplace components. The instrument comprised 31 items. It comprises four indicators, specifically: Work Satisfaction (10 items), Organization Respect for the Employee (7 items), Employer Care (7 items), and Intrusion of Work Into Private Life (7 items).

For the Occupational Well-Being Scale, a pilot test was performed with a cohort of teachers analogous to the study's sample to evaluate its reliability and validity. The pilot test findings revealed a Cronbach's alpha of 0.84, signifying a high degree of internal consistency among the 31 items. This indicates that the questionnaire is dependable for assessing the four factors of occupational well-being. The implication of this result is that the instrument effectively captures the teachers' perceptions and experiences related to occupational well-being, which is critical for the overall study. Below was the grading scale of the extent of teachers' occupational well-being.

Mean Interval	Descriptive Level	Descriptive Interpretation
4.20 - 5.00	Very Extensive	Teacher occupational well-being is always evident
3.40 - 4.19	Extensive	Teacher occupational well-being is oftentimes evident.
2.60 - 3.39	Moderately Extensive	Teacher occupational well-being is occasionally evident.
1.80 - 2.59	Less Extensive	Teacher occupational well-being is seldom evident.
1.00 – 1.79	Not Extensive	Teacher occupational well-being is never evident.

The tools used in this study will be carefully contextualized to align with the specific objectives and setting of the research. To ensure clarity, relevance, and construct validity, the researcher will incorporate all feedback and recommendations provided by the research adviser, panel members, and expert validators. This iterative refinement process aims to enhance the overall quality and appropriateness of the tools for accurately measuring the intended variables within the local context.

Sampling Technique

A simple random sampling technique was employed to ensure fair and unbiased representation of teachers across various teaching levels and school classifications within the Tagum City Division. This approach supports the study's objective of obtaining a comprehensive understanding of teachers' resilience and its relationship with occupational well-being across diverse educational contexts. By giving each teacher an equal opportunity to be chosen, the method enhances the validity and generalizability of the findings.

Simple random sampling strengthens the representativeness of the sample by providing each member of the population an equal chance of selection, thereby minimizing sampling bias. This method ensured that variations among key subgroups are proportionately reflected, enhancing the accuracy, precision, and generalizability of the research outcomes. Such an approach is particularly valuable in educational research, where population diversity must be adequately captured to produce valid and reliable conclusions (Creswell and Creswell, 2018; Taherdoost, 2019).

By focusing the Division of Tagum City, this study offered context-specific insights into the dynamics of teacher resilience and occupational well-being. Localized research of this kind was essential for understanding how contextual factors shape teachers' experiences. (Gu and Day, 2020; Fernandez-Batanero et al., 2022).

The use of Slovin's formula for determining sample size remained a widely accepted method in educational and social science research. It offered a practical approach to sampling when the total population was known but limited resources prevent a full census. Scholars such as Apuke (2018) and Davis (2021) have emphasized the methodological soundness of Slovin's formula in ensuring statistical validity while maintaining feasibility in field-based studies.

Procedure of the Study

The data gathering procedure of this study followed a systematic and ethically guided procedure to guarantee the preciseness, reliability, and integrity of the research outcomes. It involved securing the Ethics Compliance Certificate, obtaining an endorsement from the Dean, requesting a permit from the Schools Division Superintendent (SDS), coordinating with school principals, and the distribution and retrieval of research questionnaires.

Ethics Compliance Certificate. Before the execution of the study, the researcher secured an Ethics Compliance Certificate on January 5, 2026. This ensured that the study complied with recognized ethical norms for research involving individuals. The ethics review verified that the rights, dignity, and security of the participants were safeguarded during the research procedure. Ethical principles such as voluntary participation, informed consent, confidentiality, and proper data handling were strictly observed in compliance with the Data Privacy Act of 2012. The issuance of the certificate signified that the study met all ethical requirements and was approved to proceed.

Endorsement Letter from the Dean. Following the approval of the ethics committee, the researcher obtained an endorsement letter from the Dean of the Graduate School of Rizal Memorial Colleges, Inc. on January 22, 2026. This endorsement confirmed that the study had undergone proper academic review and was aligned with the requirements of the graduate program. It further certified that the research was legitimate, methodologically sound, and appropriate for implementation. The endorsement served as official institutional support in requesting permission from the Schools Division Office.

Permit to Conduct the Study from the Schools Division Superintendent (SDS). With the endorsement letter, the researcher submitted a formal request for a Permit to Conduct the Study to the Schools Division Superintendent (SDS) of the Division of Tagum City on January 28, 2026. The request included the study's title, objectives, target respondents, and data collection procedures, along with supporting documents such as the research instrument

and endorsement letter. Upon approval, the permit granted official authorization to conduct the study in the selected schools within the division.

Letter to the Principals. Upon securing the endorsement letter, the researcher sent formal letters to the school principals of the identified schools in Tagum City from February 18 to March 5, 2026. The letters outlined the purpose of the study, the target respondents, and the data collection procedures. Coordination with the school heads was conducted to schedule the administration and retrieval of questionnaires without disrupting regular school activities. Their cooperation ensured effective communication and a smooth data collection process. A summary of the participating schools, number of respondents, and dates of data collection is presented in the subsequent table.

Distribution and Retrieval of Questionnaires. The validated survey questionnaires on teachers' resilience and occupational well-being were distributed to 290 elementary teachers who met the inclusion criteria in the Division of Tagum City. Prior the administration, respondents were informed on the research objectives and ethical principles, including voluntary engagement, secrecy, and freedom to withdraw at any moment without penalties. Informed consent was secured before data collection. The questionnaires were administered and sufficient time was provided for completion. Retrieval of all questionnaires was conducted within the agreed period from February 19 to March 9, 2026. After collection, responses were carefully organized, tabulated, and prepared for statistical analysis. These procedures ensured the validity, reliability, and integrity of the data while maintaining the confidentiality and comfort of all participants.

Statistical Treatment

To answer the specific research inquiries and evaluate the proposed hypotheses, appropriate statistical tools were employed in the data analysis phase of this study:

*Weighted Mean***,** a primary method which was applied to determine the extent of teachers' resilience and occupational well-being. The mean scores were used to present the level of each domain within the two variables, allowing for a comprehensive summary of participants' responses. This approach facilitates the identification of central tendencies and patterns across indicators, thereby providing an overall picture of the participants' perceptions (Bluman, 2018).

Standard Deviation is used to describe the extent to which data values in a dataset vary or deviate from the mean, providing an indication of the dataset's overall dispersion. It is calculated as the square root of the variance, allowing the result to be expressed in the same unit as the original data, which makes interpretation more meaningful. (Bhandari, 2020). In a study, it is used to determine the extent of variability or consistency in participants' responses to measures of resilience and well-being, thereby helping researchers understand how similarly or differently individuals experience these constructs within a given group. This measure is particularly important in interpreting the reliability of the mean scores and in identifying patterns or inequalities within the sample, thereby providing a clearer basis for comparison, intervention planning, and further statistical analysis (El Omda & Sergent, 2024).

Pearson Product-Moment Correlation Coefficient (r) was employed to address the third research question "Is there a significant relationship between teacher resilience and occupational well-being?". This statistical tool was appropriate for measuring the extent and direction of a linear correlation between two continuous variables. This study aimed to ascertain whether a statistically significant correlation exists between levels of teacher resilience and occupational well-being. A conventional significance level (typically $p < 0.05$) was applied to assess the statistical significance of the correlation. Pearson's r was suitable for this analysis as both variables were expected to be measured on interval or ratio scales and meet the assumptions of normality and linearity (Privitera, 2020).

Simple Linear Regression Analysis was employed to address the fourth research question "Which domain of teacher resilience significantly influences occupational well-being?". This statistical technique examined the predictive relationship between a single independent variable (a specific domain of teacher resilience) and a dependent variable (occupational well-being). By analyzing each domain separately, the study identified which aspect of resilience most strongly affects teachers' occupational well-being. A significance criterion of $p < 0.05$ was utilized to ascertain the statistical importance of each predictor (Tabachnick & Fidell, 2021)

Ethical Consideration

In conducting this study, the researcher maintained the highest ethical standards to ensure the safety, dignity, and well-being of all respondents. The following considerations guided this research to uphold integrity and respect throughout the study.

Social Value. This study sought to produce meaningful insights that can directly enhance the well-being and resilience of public elementary school educators in the Division of Tagum City. By examining how resilience influences occupational well-being, the findings will inform DepEd officials, school administrators, and policymakers in formulating evidence-based programs and interventions that strengthen teacher support systems. The study also aligns with the Philippine Professional Standards for Teachers (PPST), which emphasize teachers' holistic development, well-being, and professional growth as vital components of effective teaching and learning. Strengthening teacher resilience and well-being is particularly urgent in Tagum City, where educators face increasing challenges such as workload pressures, curriculum reforms, and classroom diversity that directly impact teaching effectiveness and student outcomes.

Informed Consent and Assent. Before participating in the study, every teacher-respondent received clear, detailed, and easy-to-understand information about the research objectives, procedures, potential risks, and anticipated benefits. The researcher personally explained these details, ensuring that participants fully understand their involvement. Teachers were encouraged to pose questions and mandated to sign an informed consent document affirming their voluntary involvement. They were also apprised of their right to withdraw at any moment without incurring penalties or adverse repercussions. This process upholds the principle of respect for persons, ensuring that participants' rights, dignity, and autonomy are protected throughout the study.

Vulnerability of Research Respondents. Although public school teachers were not inherently considered a vulnerable population, the hierarchical nature of the school system where teachers reported to principals and supervisors created perceived pressure to participate. To prevent this, the researcher emphasized that participation was entirely voluntary and that responses did not affect the teachers' employment status, performance evaluations, or professional relationships. Anonymity and confidentiality were strictly upheld, and no administrators or supervisors have access to individual responses. This approach aims to provide a safe and non-threatening environment that encourages honest participation.

Privacy and Confidentiality. In accordance with the Data Privacy Act of 2012 (Republic Act No. 10173), all data collected were treated with strict confidentiality. The researcher assigned numerical codes instead of names to maintain anonymity. Data was kept in encrypted, password-protected folders accessed strictly by the researcher. No personal identifiers appeared in reports, presentations, or publications. Additionally, clear data handling protocols including secure storage, restricted access, and ethical disposal were followed to safeguard respondents' privacy and trust.

Risk, Benefits, and Safety. This study involved minimal risk. However, reflecting on experiences related to resilience and occupational well-being may cause mild emotional discomfort for some teachers. To address this, the researcher fostered an empathetic and respectful atmosphere during data collection and remind participants that they may skip any question that makes them uncomfortable. Despite these minimal risks, the benefits are substantial. The study aimed to generate insights that helped improve teacher support systems, inform wellness initiatives, and promote positive work environments across schools in Tagum City. Prioritizing respondents' emotional comfort and psychological safety will be crucial during the research process.

Justice. To uphold fairness and equity, the researcher ensured inclusive participation by selecting respondents from various public elementary schools within the Division of Tagum City covering urban and rural areas. This inclusive approach guaranteed that the perspectives of teachers from different contexts and backgrounds are represented. Such diversity strengthens the validity of the study and adheres to the ethical principle of justice, guaranteeing that all groups benefit from the findings and that no segment of the teaching population is excluded. *Transparency.* The researcher maintained open and consistent communication with all stakeholders. Before data collection, school heads, teachers, and DepEd officials were thoroughly briefed about the study's objectives, procedures, and potential benefits. Upon completion, the researcher shared summarized findings with the Division Office and participating schools through accessible presentations or reports. This ensured that the research process remains transparent and that the results are utilized to support teacher development initiatives in Tagum City.

Qualification of the Researcher. The researcher possessed the necessary academic background and training in research methodology and ethical standards. Having undergone professional preparation in educational research and participated in ethics training workshops, the researcher was equipped to conduct the study with integrity and competence. Regular consultation with an academic adviser and adherence to institutional and DepEd research ethics protocols will ensure that the study meets the highest standards of scholarly and ethical conduct.

Conflict of Interest. The researcher declared no financial or institutional conflict of interest that could influence the conduct or outcome of this study. The research was carried out independently and was not funded by any external organization. The researcher remained neutral and objective throughout all stages of data collection and analysis. Should any potential conflict arise, it was immediately disclosed to uphold transparency and the integrity of the research process.

Adequacy of Facilities. Data collection were conducted in designated areas within participating schools that are quiet, safe, and conducive to concentration. The researcher ensured that the chosen settings respect participants' time and comfort, minimizing disruptions to regular school operations. Furthermore, secure digital facilities were used for storing and analyzing data to guarantee accuracy, reliability, and confidentiality.

Community Involvement. The researcher recognized the importance of collaboration with the educational community. Therefore, school administrators, teacher representatives, and DepEd officials from the Division of Tagum City were engaged throughout the study. Their feedback helped ensure that the research design and outcomes align with the actual needs and priorities of local educators. By involving the community, the study aims to generate findings that are not only academically valuable but also practically applicable in promoting teacher resilience and well-being within the public school system of Tagum City.

By rigorously following these ethical norms, the researcher aims to uphold the rights, well-being, and dignity of all respondents while ensuring this study produces valuable insights for enhancing teacher resilience and well-being.

Results

This chapter addresses the study's objectives, covering: (a) teacher resilience, (b) occupational well-being, (c) the relationship between resilience and well-being, and (d) regression analysis on the influence of resilience.

Extent of Teacher Resilience

Personal Competencies and Persistence

Table 1 shows an overall mean of **4.03** (SD = 0.69), interpreted as **Extensive**. Teachers scored highest on being undeterred by failure, working hard to achieve goals, and viewing themselves as strong individuals. This suggests that educators consistently demonstrate determination, perseverance, and adaptive personal competencies (Salvo et al., 2025; Paradies, 2023; Zhang & Luo, 2023).

Spiritual Influences

Table 2 reports a mean of **4.10** (SD = 0.78), indicating that teachers often draw resilience from spiritual beliefs, including trust in God, faith in destiny, and intuition. Spirituality provides guidance, purpose, and confidence in overcoming challenges (Saelee & Katenga, 2023; Gida & Karsl, 2023; Moen et al., 2024).

Family Cohesion

Table 3 shows a mean of **4.12** (SD = 0.79). Strong family bonds, happiness, and coherence support teachers' resilience by providing emotional stability, motivation, and a sense of belonging (Crespo & Relvas, 2024; Tay et al., 2020; Saputri & Risnawati, 2024).

Social Skills and Peer Support

Table 4 reports a mean of **4.11** (SD = 0.78). Positive interactions with colleagues and peer support enhance resilience, reduce stress, and strengthen coping strategies (Azpiazu et al., 2024; Adeoye et al., 2025; Borode et al., 2022).

Summary of Teacher Resilience

Table 5 shows an overall mean of **4.09** (SD = 0.76), confirming that resilience is consistently evident across all dimensions. Family cohesion (4.12) and social skills (4.11) are the strongest contributors, followed by spiritual influences (4.10) and personal competencies (4.03) (Daniilidou, 2024; Salvo-Garrido et al., 2025).

Extent of Occupational Well-Being

Work Satisfaction

Table 6 shows a mean of **4.11** (SD = 0.82), indicating that teachers frequently experience fulfillment, autonomy, and purpose in their work. Autonomy and meaningful work enhance motivation, commitment, and resilience (Chen et al., 2025; Tipwong et al., 2024; Ha et al., 2025).

Organization Respect for Employees
Table 7 reports a mean of **4.13** (SD = 0.78). Teachers perceive their organization as respectful and trustworthy, enhancing occupational well-being through value alignment and supportive leadership (Xu & Pang, 2024; Gu et al., 2024; Sujana, 2025).

Employer Care
Table 8 shows a mean of **4.12** (SD = 0.81). Teachers feel valued and supported by empathetic and caring leadership, promoting job satisfaction, security, and professional engagement (Jiménez-Bucarey et al., 2025; Li et al., 2025).

Intrusion of Work into Private Life
Table 9 shows a mean of **4.09** (SD = 0.83), indicating work demands still impact personal life, suggesting a need for improved work-life balance (Jerrim & Sims, 2021; Zhao et al., 2022; Eden, 2025).

Summary of Occupational Well-Being
Table 10 shows an overall mean of **4.11** (SD = 0.81), with all indicators rated extensive. Organizational respect (4.13) and employer care (4.12) were strongest, followed by work satisfaction (4.11) and intrusion of work (4.09).

Relationship Between Resilience and Occupational Well-Being
Table 11 shows a significant positive correlation (**$R = 0.804$, $p < 0.05$**) between resilience and occupational well-being. Each dimension—personal competencies (r = 0.781), spiritual influences (r = 0.793), family cohesion (r = 0.846), and social skills/peer support (r = 0.795)—positively correlates with occupational well-being. This indicates that higher resilience is associated with better occupational outcomes (Yang et al., 2025; Cho et al., 2021).

Influence of Resilience on Occupational Well-Being
Regression analysis (Table 12) shows that resilience significantly predicts occupational well-being (**$R^2 = 0.718$, $p < 0.05$**). The strongest predictor was **family cohesion** (B = 0.283), followed by **spiritual influences** (B = 0.211), **social skills/peer support** (B = 0.171), and **personal competencies/persistence** (B = 0.148). This demonstrates that resilience, through personal, spiritual, family, and social dimensions, is a key determinant of occupational well-being (Maddi, 2006; Bandura; SDT; Kim & Burić, 2022).

Summary
The primary objective of the study was to ascertain the importance of the correlation between resilience and occupational well-being. The study was conducted in the Division of Tagum City with 290 elementary teachers as respondents with at least five years of teaching experience. A descriptive correlational research method was employed using adopted research equipment. The instruments were evaluated by a panel of specialists and underwent pilot testing prior to their administration. The statistical tools employed for data analysis were weighted mean, standard deviation, Pearson product-moment correlation, and regression analysis. The hypotheses in this study were evaluated at a significance level of 0.05. The following summarizes the key findings of the study:

1. The extent of teachers' resilience is found to be extensive. The findings indicate that resilience is strongly reinforced by supportive relationships, social connectedness, spiritual grounding, and personal determination. High mean scores across family cohesion, social skills and peer support, spiritual influences, and personal competencies suggest that teachers derive strength from both external support systems and internal capacities. This balanced foundation enables them to effectively cope with challenges, sustain motivation, and preserve their well-being. Overall, the results affirm that resilience is a well-established and consistently demonstrated attribute in both the professional and personal lives of teachers.
2. The extent of teachers' occupational well-being is found to be extensive. The results indicate that teachers generally experience high levels of well-being, as reflected in consistently high ratings across all four indicators. The highest mean in organizational respect for employees, followed by employer care and work satisfaction, suggests that teachers feel valued, supported, and fulfilled in their roles. However, the high rating in the intrusion of work into private life implies that, despite a positive professional environment, work demands continue to encroach on personal time and may contribute to stress. Overall, the findings highlight a supportive organizational climate that promotes satisfaction and respect, while also emphasizing the need to strengthen work–life balance among teachers..
3. There is a significant relationship between resilience and occupational well-being. This indicates that teachers who exhibit higher levels of resilience are more likely to experience enhanced occupational well-being, underscoring resilience as a vital factor in sustaining their physical, emotional, and psychological health in the workplace. The findings suggest that the ability to adapt to challenges, manage stress, and

recover from setbacks contributes positively to teachers' overall well-being. Consequently, strengthening resilience through supportive school environments, coping skills development, and wellness programs is essential to further enhance teachers' job satisfaction, effectiveness, and long-term professional sustainability.

4. All domains of resilience significantly influence occupational well-being. The findings reveal that personal competence and persistence, spiritual influences, family cohesion, and social skills and peer support are significant predictors of teachers' occupational well-being. This indicates that resilience operates through a combination of personal strengths, spiritual grounding, and social support systems in enhancing well-being in the workplace. The results are consistent with established theoretical frameworks, including the theory of psychological resilience, social cognitive theory, and self-determination theory, which emphasize the role of internal and external resources in promoting positive work outcomes. Overall, the findings underscore the critical role of resilience as a multidimensional construct in shaping and sustaining the occupational well-being of teachers.

Conclusions

The following conclusions were made in light of the study's findings:

1. The study establishes that teachers demonstrate an extensive level of resilience, grounded in a dynamic interplay of personal strength and social support systems. The consistently high ratings across family cohesion, peer support, spiritual influence, and personal competencies confirm that resilience is not incidental but a deeply embedded and stable attribute among teachers. This multidimensional resilience equips them to effectively navigate professional demands, maintain motivation, and sustain overall well-being despite the inherent challenges of the teaching profession.
2. Similarly, the findings affirm that teachers experience an extensive level of occupational well-being, characterized by strong perceptions of organizational respect, employer care, and work satisfaction. These results reflect a generally positive and supportive work environment that fosters fulfillment and professional value. However, the persistent intrusion of work into teachers' personal lives highlights a critical tension—while institutional support is strong, work–life balance remains an area requiring deliberate and sustained attention.
3. Moreover, the study provides compelling evidence of a significant and positive relationship between resilience and occupational well-being, confirming that resilience is a key determinant of teachers' holistic health in the workplace. Teachers who are more resilient are better positioned to manage stress, adapt to challenges, and maintain psychological stability, thereby enhancing their overall occupational functioning and satisfaction.
4. Finally, the results demonstrate that all domains of resilience significantly predict occupational well-being, underscoring resilience as a comprehensive and multidimensional construct. Personal competence, persistence, spiritual grounding, family cohesion, and social support collectively shape teachers' well-being outcomes. This reinforces the conclusion that strengthening both internal capacities and external support mechanisms is essential in promoting sustainable teacher well-being. Overall, the study highlights resilience as a critical foundation for sustaining a healthy, effective, and enduring teaching workforce.

Recommendations

Based on the study's findings, the following recommendations were made:

For the Higher Officials in the Department of Education, it is recommended that comprehensive policies and initiatives that consciously improve teachers' resilience and professional well-being be institutionalized. This may include the integration of systematic mental health support services, workload management policies, and continuous professional development initiatives that emphasize stress management, emotional regulation, and adaptive coping strategies. Allocating adequate resources, strengthening psychosocial support systems, and embedding teacher well-being indicators into school performance monitoring can help create a sustainable work environment that promotes long-term teacher effectiveness, retention, and instructional quality across the Division of Tagum City.

For Teachers, they are encouraged to actively cultivate personal and professional resilience by engaging in self-care practices, peer collaboration, and continuous learning opportunities that enhance emotional well-being and work engagement. Developing positive coping mechanisms, seeking support when experiencing occupational stress, and participating in wellness and professional development programs may help teachers better manage the demands of the profession. Strengthening resilience can empower teachers to maintain motivation, improve job satisfaction, and sustain high levels of instructional performance despite workplace challenges

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For School Principals, they should adopt leadership practices that prioritize teacher well-being by fostering a supportive, collaborative, and empowering school culture. This includes providing constructive feedback, recognizing teachers' efforts, promoting work-life balance, and ensuring open communication within the school community. By implementing school-based wellness initiatives and creating safe spaces for professional dialogue, principals can strengthen teachers' resilience and occupational well-being, which in turn positively influences school performance and organizational climate.

For Future Researchers, they are urged to augment this work by exploring supplementary variables such as leadership styles, organizational support, work demands, and personal coping strategies that may influence teachers' resilience and occupational well-being. Conducting longitudinal studies or mixed-methods research across different divisions and educational contexts may provide deeper insights into causal relationships and long-term effects. Further research may also examine intervention-based programs to determine effective strategies for enhancing teacher resilience and sustaining occupational well-being in the education sector.

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