

Teachers' Well-Being and Resilience in Education Emergencies: Innovative HRD Strategies

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Abstract. This study examined the well-being and resilience of public school teachers in the Schools Division of Bulacan, focusing on their perspectives, self-management, support systems, sense of meaningfulness, and professional competencies. Grounded in the Aligning Well-being and Resilience in Education (AWaRE) model, the conceptual framework drove the analysis by examining the intricate dynamics between individual resilience and systemic well-being factors during education emergencies. To achieve this purpose, the researchers conducted mixed-methods research employing an explanatory sequential design, in which quantitative data were collected first, followed by qualitative data collection and analysis. To understand the lived experiences, quantitative and qualitative data were triangulated. The findings revealed that, although teachers' workplace culture, self-management, and congruence of personal and institutional values are high, areas requiring improvement include decision-making, influence, and resources for professional development. Descriptive analysis showed that Self-Care was the highest well-being dimension ($M = 3.865$, Highly Satisfied), while Support recorded the lowest mean ($M = 3.436$, Highly Satisfied). Among resilience dimensions, Interrelationship scored highest ($M = 3.833$, Highly Resilient) and Intrarelationship scored lowest ($M = 3.636$, Highly Resilient). Throughout the data collection and analysis processes, the interdependence of different dimensions was emphasized by significant and tangible correlation coefficients between specific variable dimensions and enhancement indicators. Significant positive correlations ($p < .05$) were confirmed between most well-being and resilience dimensions, with the exception of Self-Care and Self-Reliance ($p = .379$) and Self-Management and Interrelationship ($p = .329$), which were non-significant. Additionally, changes to several beliefs about the role of emotional support networks and reflective practices highlighted their importance. Guided by the AWaRE model's focus on both individual and systemic capacities, these analytical insights directly informed the proposed Human Resource Development (HRD) program. A comprehensive HRD program was suggested, which provided for mental support, peer mentoring, and constructive changes to workload management, enabling teachers to be more resilient. Consequently, enhancing teacher well-being and resilience is pivotal in maintaining the quality of education during crisis periods. Recommended measures involve the creation and implementation of targeted support systems that focus on the structures and relationships within the workplace.

Keywords: Academic Performance; Creating Presentation; Internet Navigation; Technological Skills; Video Editing; Word Processing

Introduction

Teacher well-being and resilience have become critical global concerns in education, particularly during emergencies such as pandemics, armed conflicts, and natural disasters. These crises profoundly disrupt educational systems, placing unprecedented demands on teachers who must maintain instructional quality while simultaneously navigating emotional, psychological, and logistical challenges. UNESCO (2022) underscores the pivotal role educators play during critical times, often at the expense of their own mental well-being. During the COVID-19 pandemic, teachers worldwide experienced burnout, anxiety, and emotional exhaustion at alarming rates (Sokal et al., 2021). The World Bank (2023) similarly highlights the essential need for comprehensive mental health and professional development support mechanisms to preserve teacher efficacy in times of crisis, emphasizing that teacher well-being is not merely a welfare concern but a critical determinant of educational quality and student outcomes.

The constructs of teacher well-being and resilience, while distinct, are theoretically and empirically interrelated. Teacher well-being has been conceptualized as a multidimensional construct encompassing psychological, social, cognitive, and physical dimensions that enable educators to thrive in their professional roles (Collie, 2023). Resilience, on the other hand, refers to the dynamic capacity to recover from adversity, adapt to challenging circumstances, and maintain professional effectiveness despite systemic pressures (Gu & Day, 2023). Beltman et al. (2011) demonstrated that resilience in teaching is not a fixed trait, but a developmental process shaped by the interplay between individual agency and the broader professional ecosystem. Aguilar (2021) further argued that resilient educators actively cultivate habits of mind and relational practices that transform adversity into professional growth, underscoring the contextually embedded nature of resilience. Riasnugrahani et al. (2024) identified a dual pathway through which well-being and resilience reinforce each other: positive well-being states increase individuals' adaptive resources, which in turn strengthen their capacity to sustain well-being under stress. Understanding both constructs and their dynamic relationship is therefore essential for designing HRD interventions that strengthen the full spectrum of teacher professional health, particularly in high-demand educational environments.

In the Philippines, teacher well-being remains a significant concern, particularly in disaster-vulnerable regions. Many educators report heightened stress from emergency remote teaching, increased administrative workloads, and inadequate mental health resources (Department of Education [DepEd], 2022). While institutional policies exist, implementation gaps persist, especially in mental health programs for teachers during recurring education emergencies (Lopez-Angulo et al., 2023). The absence of systemic, context-specific mental health programs for Filipino educators creates an urgent need for innovative, evidence-based Human Resource Development (HRD) interventions that can be sustained across varying emergency conditions.

The Schools Division Office (SDO) of Bulacan is among the largest and most diverse provincial school divisions in Region III of the Philippines, serving learners across six educational districts that span urban, semi-urban, and rural communities. Master teachers in this division occupy a uniquely critical position within the educational hierarchy: they are expected to serve not only as instructional leaders and model practitioners within their schools but also as professional development facilitators and mentors for less experienced colleagues. This dual role -- combining high instructional responsibility with institutional leadership functions renders master teachers particularly susceptible to professional stress and burnout, especially during education emergencies that multiply administrative demands while disrupting established instructional routines (Flores, 2020). Teacher shortages documented across Philippine public schools further compound these pressures, as master teachers are frequently called upon to absorb additional responsibilities when staffing levels are inadequate (Stafford-Brizard, 2021). Despite their strategic importance to the quality of Philippine public education, master teachers remain underrepresented in well-being and resilience research, with most prior studies focusing on classroom teachers rather than teacher-leaders. This study specifically targets master teachers to address this representational gap and generate findings with direct applicability to instructional leadership development and mental health programming in the Philippine public-school context.

This study addresses that gap by analyzing how resilience strategies can be integrated into HRD frameworks in the Philippine public-school context. Grounded in the Aligning Well-being and Resilience in Education (AWaRE) model and the Aure Model, the study investigates the lived experiences of public-school master teachers in the Schools Division Office of Bulacan, Philippines. The AWaRE model conceptually integrates teacher well-being and resilience, emphasizing the interplay between positive appraisal, emotion regulation, and holistic resilience capacity (Beltman et al., 2011). The study ultimately aims to provide evidence-based guidance on mental health support to inform policymakers, human resource professionals, and school administrators on sustainable strategies to strengthen teacher resilience during educational emergencies. Specifically, it examines: (1) the level of teacher well-being across seven dimensions; (2) the level of teacher resilience across six dimensions; (3) the relationship between well-being and resilience; (4) teachers' qualitative experiences of well-being and stress; and (5) the development of an innovative HRD framework based on integrated findings.

The significance of this study extends across multiple levels of the Philippine educational system. At the individual level, findings illuminate the specific well-being needs and resilience resources of master teachers, enabling more targeted and responsive psychosocial support programming. At the institutional level, the HRW-T framework provides school heads, HRD officers, and division supervisors with an actionable blueprint for embedding mental health and resilience support into standard professional development activities, rather than treating it solely as an emergency response. At the policy level, the study contributes evidence to ongoing DepEd initiatives related to teacher wellness by identifying the structural, relational, and individual conditions that most powerfully sustain teacher efficacy during education emergencies. The study likewise contributes to the international HRD and educational psychology literature by providing empirically grounded evidence from a developing country context, where teacher mental health research remains comparatively sparse given the scale of the challenges educators face (Wang and Derakhshan, 2023). By integrating quantitative rigor with

qualitative depth, this mixed-methods study aims to produce findings that are both generalizable and contextually rich, qualities essential for translating research into practical, culturally responsive HRD solutions for the Filipino teaching workforce.

Research Questions

This study aimed to examine the well-being and resilience of public-school teachers in the Schools Division Office of Bulacan. Additionally, it aimed to explore teachers' experiences of well-being and resilience, and to develop meaningful human resource development strategies to support teachers in addressing the major problems affecting their mental health.

Specifically, it sought answers to the following questions:

1. How do public school teachers describe their well-being based on the following aspects:
 - 1.1 perspective;
 - 1.2 self-management;
 - 1.3 supports;
 - 1.4 meaningfulness;
 - 1.5 self-care;
 - 1.6 practice competence; and
 - 1.7 professional development?
2. How may the extent of resilience of public-school teachers be described in terms of:
 - 2.1 self-reliance;
 - 2.2 positive outlook;
 - 2.3 determination;
 - 2.4 adequacy;
 - 2.5 interrelationship; and
 - 2.6 Intrarelationship?
3. Is there a significant relationship between the well-being and resilience of public-school teachers?
4. How can the experiences of public-school teachers in terms of well-being and resilience be explored in terms of the following HRD strategies?
 - 4.1 training and development programs;
 - 4.2 career growth opportunities;
 - 4.3 mentoring and coaching support;
 - 4.4 work environment and organizational support;
 - 4.5 policies and programs for teacher well-being; and
 - 4.6 access to resources and professional learning networks?
5. How can Human Resource Development strategies be optimized to address the mental health challenges faced by public school teachers directly?

Scope and Delimitation of the Study

This study aimed to investigate the nature and level of well-being and resilience among public school teachers in the Schools Division Office of Bulacan. The scope of this research recognized the concept of well-being, encompassing perspective, self-management, support, meaningfulness, self-care, practice competence, and professional development, as well as the resilience of public-school teachers, which includes self-reliance, a positive outlook, determination, adequacy, interrelationships, and intrarelationships. Furthermore, this study aimed to understand the situated context of teachers, particularly their well-being and resilience, to develop appropriate human resource development strategies that enable them to cope with significant mental health stressors. With this, the primary objectives of the study were to highlight the critical issues influencing teachers' mental health and provide insights that could contribute to improving teachers' morale and human resource development strategies, equipping them to withstand the emotional challenges posed by education in the post-COVID-19 context. The research was conducted in two administrative quarters, specifically the third and fourth quarters of the 2023-2024 school year, across the six educational centers in Bulacan and its surrounding districts. The study's geographical distribution enabled an overall picture of the situation and experiences of teachers across the different districts within the division. Additionally, the timing of the research allowed data collection when most teachers had relatively busy teaching schedules, providing a realistic, more recent perspective on teachers' well-being and resilience. The participants in the study were master teachers from elementary and secondary public schools who had taught in those schools for 3 or more years. The selection of these teachers was conducted using a complete-population sampling technique, yielding a representative sample of the active study participants. The study employed an explanatory sequential mixed-methods design, integrating quantitative and qualitative aspects to enhance the depth of the analysis. This approach was effective in achieving an in-depth understanding of the problems, and it was expected that the

conclusions drawn from the study would be robust enough to inform teachers of new ways of delivering mental health support to teachers.

Literature Review

Education Emergencies and Workplace Stressors

Education emergencies, comprising natural disasters, armed conflicts, and public health crises such as the COVID-19 pandemic, profoundly disrupt educational institutions and teacher workplace environments. During crises, educators are tasked with maintaining instructional continuity while simultaneously managing unprecedented personal, emotional, and logistical challenges. Scholarly work on emergency education emphasizes that teachers act as critical first responders in sustaining learning environments, often at the direct expense of their own mental health. Sudden transitions to remote or modular instruction, heightened administrative demands, and fluctuating instructional expectations often lead to emotional exhaustion, anxiety, and professional burnout (Bullo et al., 2023; Daniel & Van Bergen, 2023). Furthermore, Shohel et al. (2022) observe that while policy frameworks exist to address emergency responses, significant gaps remain in institutionalizing long-term mental health and psychosocial support for educators. In disaster-prone and resource-constrained settings, the lack of accessible psychological resources exacerbates teacher attrition, underscoring the need for structured organizational support during prolonged crises (Daniel & Van Bergen, 2023; Shohel et al., 2022).

Teachers' Well-Being

Teacher well-being encompasses multi-dimensional personal, professional, and institutional factors that collectively influence an educator's physical health, job satisfaction, and instructional performance. Within the AWaRE framework proposed by Hascher et al. (2021), teacher well-being is defined through seven interrelated dimensions: perspective, self-management, institutional and social supports, meaningfulness, self-care, practice competence, and professional development. The cognitive dimension of perspective reflects an educator's work attitude and outlook; positive reframing directly strengthens personal coping capacities when navigating high-stress work environments. Self-management involves regulating emotions, time, and personal boundaries, where uninterrupted focus and autonomy enhance workplace satisfaction. Organizational, institutional, and social supports—including clear policies, transparent expectations, and accessible peer debriefing—buffer against workplace anxiety (Day & Gu, 2013; Hascher et al., 2021). Meaningfulness refers to the alignment between an educator's intrinsic values and institutional goals, fostering a sense of belonging and job commitment. Finally, active self-care, mastery of practice competence, and access to continuous professional development empower teachers to maintain professional efficacy and prevent exhaustion during changing educational demands (Day & Gu, 2013).

Teachers' Resilience

Resilience refers to an educator's dynamic capacity to adapt, recover, and sustain professional efficacy despite exposure to persistent stress or severe adversity (Day & Gu, 2013; Hascher et al., 2021). Under the AWaRE framework and supporting literature, teacher resilience is evaluated through six core operational indicators: self-reliance, positive outlook, determination, adequacy, interrelationship, and intrarerelationship. Self-reliance represents independent problem-solving and self-trust, enabling educators to handle unexpected instructional challenges without constant external validation. A positive outlook involves sustaining constructive optimism and professional passion, which directly mitigates stress and supports long-term career perseverance (Day & Gu, 2013). Determination reflects goal persistence and dependability under pressure, serving as a critical stabilizing factor during school-wide crises. Adequacy entails leveraging experience, reflective learning, and classroom organization to address operational demands effectively. Lastly, interrelationship (seeking mentorship and peer support within the school setting) and intrarerelationship (drawing emotional support from family and personal social circles) act as essential buffers against emotional strain and job-induced burnout (Day & Gu, 2013; Hascher et al., 2021).

Relationship Between Teachers' Well-Being and Resilience

Empirical and theoretical literature demonstrates a strong, reciprocal relationship between teacher well-being and resilience (Day & Gu, 2013; Hascher et al., 2021). Hascher et al. (2021) conceptualize well-being and resilience not as isolated traits, but as an interactive feedback system in which psychological well-being serves both as an outcome and a foundational resource for resilient adaptation. High levels of well-being supported by institutional resources, practice competence, and positive cognitive perspectives expand an educator's capacity to navigate crisis events. Conversely, strong resilience mechanisms (such as self-reliance,

positive outlook, and relational support) allow teachers to protect, restore, and maintain their psychological well-being when confronting acute emergency conditions (Day & Gu, 2013; Daniel & Van Bergen, 2023).

Innovative Human Resource Development (HRD) Strategies for Mental Health Support

To effectively bridge the gap between emergency policy frameworks and real-world teacher support, recent literature highlights the need for innovative, integrated Human Resource Development (HRD) interventions. A major HRD strategy involves trauma-informed professional development, which equips educators with trauma-sensitive pedagogical toolkits to manage classroom disruptions while protecting their own mental health (Brunzell et al., 2016). Additionally, embedding mindfulness and emotion regulation training into ongoing professional learning builds internal coping mechanisms and maintains optimism during periods of crisis (Brunzell et al., 2016; Daniel & Van Bergen, 2023). Establishing community and digital peer support networks provides structured outlets for collaborative debriefing, significantly reducing social and professional isolation during emergency remote-teaching phases (Shohel et al., 2022). Finally, sustainable HRD frameworks require systemic reforms to workload and policies, including flexible scheduling, administrative debriefing sessions, transparent crisis guidelines, and structured wellness initiatives to foster a resilient educational workforce (Bullo et al., 2023; Day & Gu, 2013).

Methodology

Research Design

This study investigated the well-being and resilience of public-school teachers in the Schools Division Office of Bulacan, employing an explanatory sequential mixed-methods research design. It sought to understand teachers' experiences and challenges related to mental health and resilience, with the ultimate goal of developing innovative and responsive human resource development strategies tailored to their needs. The research was grounded in the recognition that teacher well-being and resilience are crucial factors in sustaining high-quality education. By examining aspects such as perspective, self-care, and professional development for well-being, along with self-reliance and positive outlook for resilience, the study aimed to uncover the pressing issues public school teachers face. Exploring their lived experiences provided deeper insights into the psychological and professional struggles they encounter, justifying the need for targeted support interventions. Grounded in the methodological frameworks established by Creswell and Plano Clark (2007) and Creswell and Creswell (2017), the study employed a two-phase approach. In the quantitative phase, descriptive and correlational designs were used to assess indicators of well-being and resilience and to examine their relationships. This was followed by qualitative data collection through focus group discussions, which captured teachers' collective experiences and perceptions. Findings from both phases informed the formulation of comprehensive human resource development strategies to enhance teacher support systems and promote mental health and resilience.

Sampling Design

The study implemented a dual-stage sampling strategy aligned with its sequential mixed-methods structure. The quantitative phase used total population sampling (complete enumeration) to target all active public elementary and secondary school Master Teachers (N = 1,073) across the Six Educational Districts (EDDIS) of SDO Bulacan. Total population sampling was chosen to eliminate sampling bias and maximize statistical power across district subgroups. In contrast, the qualitative phase employed criterion-based purposive sampling to recruit participants (n = 53) from the primary survey cohort. This deliberate selection guaranteed that qualitative informants possessed direct, rich experience in managing emergency instructional delivery, mentoring junior faculty, and navigating occupational stress during crises.

Research Locale

Geographically and administratively, the research was conducted within the Schools Division Office (SDO) of Bulacan, situated in Region III (Central Luzon), Philippines. SDO Bulacan encompasses public elementary, junior high, and senior high schools distributed across six administrative educational districts. Bulacan provides a highly relevant research setting due to its systemic exposure to recurring natural hazards—such as typhoons and severe seasonal flooding—and its historical trajectory through post-pandemic emergency distance learning modes. Master Teachers in this division operate under elevated professional demands, continuously balancing classroom instructional management with administrative crisis response and student psychosocial welfare.

Research Participants

The participants in the quantitative phase of the study comprised master teachers from public elementary and secondary schools under the Schools Division Office of Bulacan, Philippines. Total population sampling was employed to include all eligible master teachers in the six educational districts. Of the total population of 1,073 master teachers, 1,000 participated in the quantitative phase, representing a high overall participation rate of 93.2%. Specifically, District I had 204 participants out of 220 master teachers (92.7%), District II had 71 out of 74 (95.9%), District III had 195 out of 212 (92.0%), District IV had 126 out of 134 (94.0%), District V had 198 out of 216 (91.7%), and District VI had 206 out of 217 (94.9%). The remaining 73 master teachers were not included in the primary quantitative analysis because 43 were newly promoted at the time of the study and were excluded based on the study's eligibility criteria, while 30 were reserved for pilot testing of the research instruments. For the qualitative phase, 53 master teachers participated in focus group discussions (FGDs), with representation from all six educational districts: 13 from District I, seven from District II, nine from District III, 12 from District IV, eight from District V, and four from District VI. The FGD participants were purposively selected based on predefined eligibility and diversity criteria relevant to the study objectives, including firsthand experience in responding to educational emergencies such as natural disasters, pandemics, and other forms of educational disruption; representation across elementary, junior high school, and senior high school settings and different subject areas; geographical representation across the six educational districts; at least three years of teaching experience; participation in professional development activities; experience in formal or informal leadership roles, such as department heads or mentors; and willingness to openly share professional experiences and perspectives. Consideration was also given to participants' experiences with maintaining personal and professional well-being, particularly their knowledge of practices and strategies related to resilience and well-being during periods of educational disruption. These criteria were applied to ensure that the qualitative participants could provide information-rich perspectives on the challenges, coping mechanisms, leadership practices, and institutional strategies associated with teacher well-being and resilience during educational emergencies. The inclusion of participants from multiple districts and educational levels further enhanced the diversity of perspectives and provided contextual variation in the qualitative findings. Overall, the participant selection procedures were designed to support the quantitative phase through broad population coverage and the qualitative phase through purposeful selection of information-rich participants, thereby providing complementary evidence for understanding teacher well-being, resilience, and human resource development strategies in the context of educational emergencies.

Research Instrument

This study employed four different instruments to collect both quantitative and qualitative data, aiming to achieve its overall objective and address the research questions. The Teachers' Well-Being Scale is a self-constructed 35-item questionnaire assessing seven core sub-dimensions (5 items per dimension): *Perspective*, *Self-Management*, *Supports*, *Meaningfulness*, *Self-Care*, *Practice Competence*, and *Professional Development*. Items were scored on a 4-point Likert continuum ranging from 1.00 (*Unsatisfied*) to 4.00 (*Highly Satisfied*). Similarly, the Teachers' Resilience Scale is a self-constructed 30-item tool measuring six theoretical sub-dimensions (5 items per dimension): *Self-Reliance*, *Positive Outlook*, *Determination*, *Adequacy*, *Interrelationship*, and *Intrarelationship*, evaluated on a 4-point Likert continuum from 1.00 (*Not Resilient*) to 4.00 (*Highly Resilient*). The qualitative phase was facilitated using a semi-structured Focus Group Discussion Guide designed to explore teachers' lived experiences, coping strategies, workplace stressors, and specific recommendations for training, mentorship, and resource allocation to support HRD framework integration. To establish psychometric validity and technical adequacy, the quantitative instruments underwent rigorous expert evaluation and pre-testing. A validation panel comprising doctoral-level experts in Educational Management, psychometricians, research methodologists, and senior HRD specialists evaluated all test items using a standardized validation tool, refining items for construct precision, non-ambiguity, and contextual accuracy. Following content validation, the instrument was pre-tested on a pilot cohort of $n = 30$ Master Teachers who met the eligibility criteria but were excluded from the primary study. Internal consistency was evaluated using Cronbach's alpha, yielding an overall reliability coefficient of $\alpha = .950$. This value indicates excellent internal consistency ($\alpha > .90$), confirming that the survey items stably and accurately measured well-being and resilience across emergency educational contexts.

Data Gathering Procedure

Data gathering followed a systematic, multi-phase operational protocol to maintain data integrity and strict ethical compliance. Initial authorization was secured via formal institutional clearance from the Don Honorio Ventura State University (DHVSU) Research Ethics Committee, followed by official approval from the Schools Division Superintendent of SDO Bulacan and individual School Principals. Before administration, all prospective respondents received a comprehensive Information Sheet and Informed Consent Form

outlining the study's purpose, voluntary participation, and guaranteed confidentiality. Digital consent was embedded directly into the quantitative survey, which was digitized via Google Forms and distributed through official SDO Bulacan communications channels across administrative quarters 3 and 4 during the 2023–2024 academic year. Following quantitative data collection and cleaning, 53 participants were selected for the qualitative focus group discussions. The FGD sessions were conducted in structured hybrid formats utilizing secure digital conference platforms and private physical venues. With participants' explicit prior consent, all discussions were audio- and video-recorded. Audio recordings were transcribed verbatim and thoroughly anonymized; all personal names, school designations, and institutional markers were removed and replaced with standardized alphanumeric codes (*Informant 1* through *Informant 53*). Raw quantitative files and encrypted qualitative transcripts were stored on password-protected cloud drives accessible exclusively to the primary researcher, fulfilling all institutional ethics requirements and national data privacy regulations.

Results and Discussions

Research Question 1: How do public school teachers describe their well-being based on the following aspects?

Table 1. Descriptive Results of Teachers' Well-Being in Terms of Perspective

	Statement	M	Verbal Description
1.	Looking forward to going to work.	3.505	Highly Satisfied
2.	Feeling at ease at work.	3.836	Highly Satisfied
3.	Enjoying my work with children and families, colleagues, and other professionals.	3.505	Highly Satisfied
4.	Being flexible and open to change.	3.672	Highly Satisfied
5.	Having a workplace culture that cares about children and families.	3.669	Highly Satisfied
	Overall Mean	3.637	Highly Satisfied

Table 1 presents the descriptive results of teachers' well-being from various perspectives. Item number 2 obtained the highest mean response for teachers' well-being, "Feeling at ease at work," with a mean of 3.836 and a verbal description of "Highly Satisfied." This suggests that teachers feel most comfortable and at ease in their work environment. This high level of ease can be attributed to supportive administrative policies, a positive school culture, and effective stress management strategies. The research work of Perrone (2020) suggests that a considerable level of comfort in one's workplace is a crucial condition that facilitates teachers' retention and reduces the likelihood of burnout. Redding (2022) suggests that when teachers are physically and mentally relaxed, normal teaching is not only done but is done effectively.

Consequently, the desired outcomes of students' performance and the overall school environment are positively nurtured. The strongest mean was reported in these items, numbers 1 and 3, "Looking forward to going to work" and "Enjoying my work with children and families, colleagues and other professionals", both with a mean of 3.505, with a verbal description of "Highly Satisfied." Although such constructs fall under partial smiles, they are categorized as highly satisfied, indicating potential for improvement. This raises the question of the factors that may limit teachers' enjoyment and eagerness for work. This may include overworking, having few or no opportunities to advance their career progression in the profession, or receiving little respect and rewards. Ignoring these factors, as proposed by Can (2019), can help alleviate teachers' general sense of unease. Professional development, systems of recognition, and work burden address the patterns of change that these responses indicate. Leal and Baniel (2024) maintain that optimism is characteristic of looking forward to one's work, while enjoyment is a feeling one experiences when interacting with students, staff, or parents, which significantly contributes to improving motivation and satisfaction.

Table 2. Descriptive Results of Teachers' Well-Being in Terms of Self-Management

	Statement	M	Verbal Description
1.	Making quiet time to complete tasks.	3.836	Highly Satisfied
2.	Taking regular breaks during the workday.	3.669	Highly Satisfied
3.	Having a workspace that is comfortable and comforting.	3.669	Highly Satisfied
4.	Influencing decisions affecting my job.	3.505	Highly Satisfied
5.	Maintaining clear personal-professional boundaries.	3.669	Highly Satisfied
	Overall Mean	3.669	Highly Satisfied

Table 2 presents descriptive results on teachers' well-being regarding self-management. Item number 1 received the highest mean response of 3.836, corresponding to the statement "Making quiet time to complete

tasks," which was verbally interpreted as "Highly Satisfied (HS)." This indicates that teachers are more productive if they have quiet time to work. According to a report published in the Journal of Applied Psychology, allowing workers quiet time or uninterrupted work periods enables them to focus on their tasks, resulting in higher-quality outputs. Also, teachers become more creative if given ample time to reflect. Having quiet time provides enough space for colleagues to collaborate on ideas, fostering a culture of innovation in the workplace (Big Shine Worldwide, 2023).

On the other hand, item 4 had the lowest mean response of 3.505, corresponding to "Influencing decisions affecting my job," and was verbally interpreted as "Highly Satisfied (HS)." Although teachers were generally satisfied, there was still room for improvement in their self-management skills, particularly in decision-making, which should be considered. Internal and external factors influence their decision-making, as reflected in their work outputs. Teachers' decision-making process is repetitive and intellectually demanding. They must acknowledge that all plans they set are tentative, and in carrying them out, they should balance the requirements of the curriculum with the situations they encounter in their jobs (Perfecto, 2012).

In general, teachers' responses regarding their well-being in terms of self-management obtained a mean score of 3.670 and were verbally interpreted as "HS or Highly Satisfied" (HS). This data shows that teachers' well-being, as reflected in their self-management skills, is crucial to their becoming more productive. To achieve this, it is essential to have quiet time, take regular breaks, maintain a conducive workspace, consider influences on decision-making, and set personal and professional boundaries.

It implies that the respondents are aware of themselves, leading to a high level of self-management skills. This was also the case with Najjarpour's (2024) notion that self-awareness serves as the foundation of self-management competence.

Table 3. Descriptive Results of Teachers' Well-Being in Terms of Support

	Statement	M	Verbal Description
1.	Having clear policies and procedures that support my work.	3.503	Highly Satisfied
2.	Getting assistance and debriefing from colleagues.	3.500	Highly Satisfied
3.	Having the tools and resources to perform well.	3.336	Highly Satisfied
4.	Laughing and having fun at work.	3.336	Highly Satisfied
5.	Having a personal and social support system.	3.503	Highly Satisfied
	Overall Mean	3.436	Highly Satisfied

Table 3 presents descriptive results on teachers' well-being regarding support. Items 1 and 5 received the highest mean response from the respondents, with a mean of 3.503. This was verbally interpreted as "Highly Satisfied (HS)." It pertains to "Having clear policies and procedures that support my work" and "Having a personal and social support system." The results indicate that teachers feel supported when explicit instructions about their work are provided and when they have a support system from both administrators and peers. Unclear expectations frequently lead to uncertainty; clear instructions can help reduce stress. Employee burnout can result from overworking themselves to satisfy ambiguous or contradictory demands when they are unclear about what is expected of them (Oliveras-Faúndez et al, 2014). Admin (2021) stated that a solid support system can help individuals overcome obstacles, increase productivity, and strengthen both individuals and teams.

Meanwhile, items 3 and 4 got the lowest mean response of 3.336, which is verbally interpreted as "Highly Satisfied (HS)." These two are "Having the tools and resources to perform well" and "Laughing and having fun at work." The results indicate that teacher respondents are satisfied when the department or their school provides the necessary resources to execute their jobs properly. Additionally, they feel supported when they are enjoying their work. According to Zito, Cortese, and Colombo (2019), providing the necessary resources in the workplace fosters positive work experiences, directly influences productivity, and enhances job satisfaction. Moreover, according to Zhang and Henke (2024), engaging in enjoyable activities at work can improve one's physical and mental well-being, potentially leading to increased productivity and a higher standard of living.

Furthermore, the survey yielded an overall mean response of 3.436, corresponding to a verbal description of "Highly Satisfied." It implies that teachers' well-being is improved when they feel supported by the organizations to which they are affiliated. A strong support system can enhance each employee's work quality, as reflected in their institutions' performance. This was also the case with Mughal's (2019) findings, which investigated the relationship between work support and employee performance and found that it is positively correlated. Employees receiving support from their employers tend to perform better.

Table 4. Descriptive Results of Teachers' Well-Being in Terms of Meaningfulness

	Statement	M	Verbal Description
1.	Feeling safe (physically, culturally, and psychologically).	3.336	Highly Satisfied
2.	Work that fits in well with lifestyle.	3.503	Highly Satisfied
3.	Being myself at work.	3.669	Highly Satisfied
4.	Feeling energized to work.	3.505	Highly Satisfied
5.	Values that are aligned with the organization and the profession.	3.669	Highly Satisfied
	Overall Mean	3.536	Highly Satisfied

Table 4 presents descriptive results on teachers' well-being regarding meaningfulness. Items 3 and 5 got the highest mean response of 3.669, which is verbally described as "Highly Satisfied." The two items are "Being myself at work" and "Values that are aligned with the organization and the profession." These findings suggest that teachers at SDO Bulacan are more productive when they can express themselves effectively in the workplace and adhere to the appropriate values that employees should exhibit in their roles. Authentic self-expression has been shown to yield significant positive outcomes for employees' overall well-being, as it allows individuals to align their personal values with their professional roles and to feel more engaged in their work environment (Al-Khouja, 2022). When employees are encouraged to be themselves and express their thoughts, emotions, and identities openly, it fosters a sense of belonging, increases job satisfaction, and enhances motivation. Conversely, when personal expression is restricted or discouraged in the workplace, it can lead to emotional suppression and a growing sense of alienation among employees. This emotional detachment may not only affect their psychological well-being but also erode their sense of belonging and connection to the organization. Over time, such conditions can significantly erode workplace morale, reduce employee engagement, and ultimately lead to lower levels of productivity and job satisfaction (Cavise, 2019).

On the contrary, item 1 obtained the lowest mean response of 3.336 and was verbally interpreted as "Highly Satisfied (HS)," and it was "Feeling safe (physically, culturally, and psychologically)." It indicates that teachers are valued if they are safe in their respective stations. Schools must be safe spaces for educators to discuss their practices freely, take risks with new concepts, experiment, and innovate (Coutts, 2020). In general, the survey obtained an overall mean score of 3.536. It was described verbally as "Highly Satisfied (HS)," implying that teachers in the SDO Bulacan are satisfied with being valued and recognized for their contributions to the department. This act can motivate employees to be more engaged, increase employee retention, foster innovative thinking, and promote collaboration (News Desk, 2024).

Table 5. Descriptive Results of Teachers' Well-Being in Terms of Self-Care

	Statement	M	Verbal Description
1.	Taking time to talk with coworkers.	4.000	Highly Satisfied
2.	Work that meets my needs.	3.831	Highly Satisfied
3.	Having regular breaks from work, including a longer one annually.	4.000	Highly Satisfied
4.	Being fit and healthy.	3.662	Highly Satisfied
5.	Earning sufficient money for my needs.	3.831	Highly Satisfied
	Overall Mean	3.865	Highly Satisfied

Table 5 presents descriptive results on teachers' well-being regarding support. Items 1 and 3 had the highest mean response of 4.000, which was verbally described as "Highly Satisfied (HS)." Teachers are satisfied with the two statements being asked of them: "Taking time to talk with coworkers" and "Having regular breaks from work, including a longer one annually." These results implied that teachers felt supported when they were given time to converse with their colleagues and given enough break time. Constant communication with coworkers fosters a positive working environment and reduces inefficiencies, thereby improving work performance and strengthening human relationships (Coursera Staff, 2023). Moreover, having conversational support empowers employees to provide input and contribute to decision-making within the institution. They become more committed, loyal, and careful of the impact they can have in their workplace (APS, 2022).

Furthermore, according to The Well-being Thesis (2019), research indicates that taking a break can benefit both employees and institutions. It has been demonstrated that longer breaks, mid-breaks, and micro-breaks are all positively associated with productivity and well-being. Employees can improve their performance by taking regular rest. Meanwhile, item number 4 received the lowest mean score of 3.662 but was still rated as "Highly Satisfied (HS)." This item, "Being fit and healthy," indicates that while teachers were generally satisfied, they still recognized the role of physical health in supporting their well-being. A healthy lifestyle has a positive impact on performance and well-being (Kateri, 2021).

The whole survey on teachers' self-care well-being had a mean score of 3.865 and was verbally described as "Highly Satisfied (HS)." Self-care among teachers requires support from different factors. Working relationships, break times, health, and compensation should be prioritized and provided to teachers. Teachers' needs must be one of the key factors to be considered in fostering a supportive and productive work environment. When educational institutions recognize and address both the personal and professional needs of their teachers, they create a culture that values employee well-being, growth, and satisfaction. This includes offering opportunities for continuous learning, mental health support, manageable workloads, and work-life balance. Meeting these needs not only enhances job satisfaction but also strengthens teachers' commitment, passion for teaching, and overall classroom effectiveness. In turn, this support system contributes significantly to sustaining high levels of motivation and productivity (Indeed Editorial Team, 2021).

Table 6. Descriptive Results of Teachers' Well-Being in Terms of Practice Competence

	Statement	M	Verbal Description
1.	Being clear about my role and responsibilities.	3.336	Highly Satisfied
2.	Achieving planned outcomes with those I work with.	3.503	Highly Satisfied
3.	Contributing to prevention, social justice, and social change.	3.669	Highly Satisfied
4.	Working professionally and ethically.	3.505	Highly Satisfied
5.	Being accountable professionally.	3.669	Highly Satisfied
	Overall Mean	3.536	Highly Satisfied

Table 6 presents descriptive results on teachers' well-being in terms of practice competence. Items 3 and 5 garnered a high mean response of 3.669, which is verbally described as "Highly Satisfied (HS)." Item 3 pertains to "contributing to prevention, social justice, and social change," while Item 5 is about "Being accountable professionally." In an organization, each member's voice must be heard for a more inclusive environment. They must demonstrate that everyone plays a vital role in the success of the group across all aspects, particularly within the institution or company (Chen- Carrel, 2021). Moreover, accountability in the workplace fosters a balanced approach among organizational members. It empowers each employee to take action towards achieving their goals. Accountability can build trust, commitment, and a sense of shared responsibility (Stewart et al, 2021).

On the other hand, item number 1 got the lowest mean response of 3.336 and was verbally interpreted as "Highly Satisfied." This refers to "Being clear about my role and responsibilities." Every employee must be informed of their role and responsibilities in their assigned jobs, thereby fostering an organized, more efficient working environment. Additionally, this will enable them to focus and perform more effectively in their careers, resulting in high-quality output (Balzek, 2016)

In summary, the survey yielded an overall mean score of 3.536, which is verbally described as "Highly Satisfied (HS)," indicating that teachers in the SDO Bulacan are considered competent when they contribute to the success of their department. Practicing competence can encourage employees to be more engaged, foster higher employee retention, cultivate innovative thinking, and promote collaboration (News Desk, 2024).

Table 7. Descriptive Results of Teachers' Well-Being in Terms of Professional Development

	Statement	M	Verbal Description
1.	Getting regular helpful supervision.	3.831	Highly Satisfied
2.	Having regular opportunities for learning and development.	3.598	Highly Satisfied
3.	Being professionally connected.	3.629	Highly Satisfied
4.	Getting regular constructive feedback.	3.429	Highly Satisfied
5.	Having goals or direction for my career.	3.629	Highly Satisfied
	Overall Mean	3.623	Highly Satisfied

Table 7 presents descriptive results on teachers' well-being regarding professional development. Item number 1 obtained the highest mean response among the respondents, with a score of 3.831, and was verbally described as "Highly Satisfied (HS)"; it was characterized by "Getting regular helpful supervision." This suggests that part of a teacher's well-being is receiving regular positive feedback from their employer. Supervision had a crucial role in safeguarding a high standard of work performance. It promotes accountability, establishes performance goals, and creates a culture of effective communication, collaboration, and teamwork, thus enhancing job satisfaction and productivity (Casalini, 2023).

Meanwhile, item number 4 received the lowest mean score of 3.429, labeled as "Highly Satisfied (HS)," and pertains to "Getting regular constructive feedback." Although it was considered the lowest among the responses, it still carries a positive connotation, indicating that teachers in SDO Bulacan are generally satisfied

with how their superiors provide constructive feedback on their job performance. Positive feedback can boost employee morale and motivation and improve overall productivity (Amuot, 2024).

Generally, the survey garnered an overall mean response of 3.623, indicating "Highly Satisfied (HS)." This suggests that teachers are generally satisfied with the department's support for their professional development. It implies that teachers are happy with the services provided to them for their personal and professional growth. All organizations must foster a culture of support for professional development, as this enables them to create a happier, more productive workforce. This should be considered one of the institution's or company's core values and beliefs. Once it is established, their employees will feel more comfortable, which will improve their well-being and foster a healthier work environment (Herron, 2024).

Problem 2: How may the extent of resilience of public-school teachers be described in terms of self-reliance, positive outlook, determination, adequacy, interrelationship and Intrarelationship?

Table 8. Descriptive Results of Teachers' Resilience in Terms of Self-Reliance

	Statement	M	Verbal Description
1.	I can handle many tasks independently.	4.000	Highly Resilient
2.	I can handle job difficulties on my own.	3.705	Highly Resilient
3.	I ensure that I complete them to the best of my ability.	3.667	Highly Resilient
4.	I find something to laugh about at work.	3.334	Highly Resilient
5.	My confidence in my abilities helps me get through tough times when dealing with problems at school.	3.503	Highly Resilient
	Overall Mean	3.642	Highly Resilient

Table 8 presents descriptive results on teachers' resiliency in terms of self-reliance. Item number 1 obtained the highest mean response of 4.000 and was verbally interpreted as "Highly Resilient (HR)," which refers to "I can do many tasks on my own." This indicates that teachers from SDO Bulacan are resilient because they possess a high level of self-confidence that enables them to accomplish their tasks independently. They believed that their abilities could empower them to become more resilient in the face of any obstacles (Tribunalo, 2020). They observed that individuals with high self-confidence can easily complete their tasks.

However, item 4 received the lowest mean response (3.334) and was verbally interpreted as "Highly Resilient (HR)." Teacher-respondents stated, "I can usually find something to laugh about at work." This implies that teachers can divert their attention to something they can learn from, thereby alleviating the stress caused by problems encountered while performing their tasks. A person who can turn problems into opportunities is considered reliable. This kind of character can improve their professional lives in varied ways. Additionally, doing this helps the trait keep the person feeling motivated and more productive (Indeed Editorial Team, 2025).

Summarizing the results, the survey yielded an overall mean response of 3.642, indicating a level of "Highly Resilient (HS)." Teachers from the Schools Division Office of Bulacan are considered self-reliant; they possess self-confidence or self-trust that enables them to accomplish their tasks with impressive outcomes, despite obstacles that hinder their fulfillment of duties and responsibilities.

According to Yan et al. (2024), self-reliance is the ability of an employee to complete their job and face any challenges independently without seeking assistance from others, such as colleagues. A self-reliant worker is someone who consistently demonstrates motivation, discipline, and confidence in their ability to accomplish tasks independently and effectively. Such an individual takes initiative without waiting for constant supervision or direction, demonstrating a proactive approach to completing responsibilities. They are highly organized, capable of managing their time and resources efficiently, which enables them to meet deadlines consistently and maintain productivity even under pressure.

Table 9. Descriptive Results of Teachers' Resilience in Terms of Positive Outlook

	Statement	M	Verbal Description
1.	I try not to overthink my workload.	3.836	Highly Resilient
2.	I take things one day at a time.	3.505	Highly Resilient
3.	I keep being interested in my profession.	3.836	Highly Resilient
4.	I am creative in solving problems.	3.672	Highly Resilient
5.	I have enough energy to do my work efficiently.	3.505	Highly Resilient
	Overall Mean	3.671	Highly Resilient

Table 9 presents descriptive results on teachers' resiliency regarding a positive outlook. Item number 3 obtained the highest mean response, which is 3.836, indicating that "I keep being interested in my profession." It was verbally described as "Highly Resilient (HR)." It means that teachers are resilient, maintaining a positive outlook even when their passion for teaching remains undiminished in the face of adversity. According to Jung and Sohn (2022), passion at work is closely linked to positive work outcomes, including job satisfaction.

On the other hand, items 2 and 5 received the lowest mean responses, specifically "I take things one day at a time" and "I have enough energy to do my work efficiently." This was verbally interpreted as "Highly Resilient (HR)." These results imply that teachers have a positive outlook at work when their energy remains consistent, and they prioritize tasks by importance rather than completing them simultaneously. Owens et al. (2016) observed a relationship between energy and a positive outlook toward work; their group found that energy at work can be a useful interpersonal resource for achieving work goals. It provides more job engagement.

In total, the survey obtained a mean score of 3.671, which is verbally described as "Highly Resilient (HR)." Teachers in the SDO Bulacan are identified as more resilient when they have a positive outlook towards their work. According to Forseth (2024), maintaining a positive outlook in the workplace enhances personal well-being, job satisfaction, and overall performance. Additionally, becoming resilient allows workers to maintain a positive outlook on life, making them more hopeful about their futures.

Table 10. Descriptive Results of Teachers' Resilience in Terms of Determination

	Statement	M	Verbal Description
1.	When I make plans, I follow through with them.	3.836	Highly Resilient
2.	I usually do my tasks one way or the other.	3.672	Highly Resilient
3.	I ensure that I complete all important job tasks.	3.667	Highly Resilient
4.	I feel satisfied when I do my work well.	3.836	Highly Resilient
5.	In an emergency at school, I am someone my colleagues can rely on.	3.672	Highly Resilient
	Overall Mean	3.737	Highly Resilient

Table 10 presents descriptive results on teachers' resiliency in terms of determination. With a weighted mean of 3.737 and falling within the Highly Resilient (HR) category, teachers are highly determined to perform their duties to the best of their ability despite challenges. The items "When I make plans, I follow through with them" and "I feel satisfied when I do my work well" reached the highest mean score of 3.836 (HR). This suggests that teachers are highly committed to their goals and feel a sense of fulfillment when they perform their duties effectively. Research by Skaalvik & Skaalvik. (2011) has highlighted that task completion and intrinsic satisfaction are two of the most important aspects of teacher resiliency, helping them to persist in overcoming adversities. Items such as "I can always manage to accomplish my duties somehow" and "If there is an emergency at school, I am someone my colleagues could count on" received scores of 3.672 each (HR). The scores reflect teachers' ability to be flexible and reliable in various circumstances, especially during emergencies. The works of Collie and Martin (2017) emphasize that flexibility and reliability are key characteristics that complement teamwork and foster a caring school environment.

The item "I make sure I complete important job tasks" scored 3.667 (HR), which, though still indicating high resilience, suggests less emphasis than some of the other factors. This could be due to variations in task prioritization or to other external constraints, such as time pressures. Teachers have demonstrated great determination, as evidenced by their ability to deliver under pressure and overcome challenges during professional performances. Determined teachers achieve all their tasks and motivate their students and colleagues with examples of their commitment. As Chen and Lee (2022) note, "teachers who consistently acted by their plans lead to a predictable and therefore a more productive environment." Adaptability and reliability, as reflected in the data, are crucial for managing unforeseen challenges in the school setting. Research conducted by Yang et al (2023) suggests that teacher resilience in supporting the school's purpose during crises enhances the school community as a whole.

Table 11. Descriptive Results of Teachers' Resilience in Terms of Adequacy

	Statement	M	Verbal Description
1.	I recall strategies from previous years that helped me deal with challenges.	3.672	Highly Resilient
2.	I explain my point of view.	3.672	Highly Resilient
3.	The knowledge I have gained from dealing with similar incidents in the past is useful.	3.667	Highly Resilient
4.	Classroom and teaching organization make it easier for me to deal with challenges.	3.836	Highly Resilient
5.	Taking an interest in the personal issues of my students and colleagues helps me to resolve conflicts more easily.	3.503	Highly Resilient
	Overall Mean	3.670	Highly Resilient

Table 12 presents descriptive results on teachers' resiliency in terms of adequacy. It describes how effectively teachers have utilized their experience, knowledge, and organizational strategies to address challenges. The overall mean score of 3.670, categorized as Highly Resilient (HR), indicates that teachers generally feel confident and able to handle professional challenges with ease. The highest-rated item is "Classroom and teaching organization makes it easier for me to deal with the challenges," followed by an average score of 3.836 (HR). This suggests that structured and well-organized classroom settings are a significant factor in teacher resilience.

Items such as "I recall strategies from the experience of previous years to deal with challenges" and "I try through the discussion to explain my point of view through discussion" scored 3.672 each; thus, teachers considered their accrued experience and ability to communicate as being very helpful in tackling challenges. This supports Cigala et al. (2019) assertion that teachers who exhibit stronger reflective practices show higher adaptability in dynamic situations.

The lowest rating among the indicators was for the item "Taking an interest in the personal issues of my students and colleagues helps me to resolve conflicts that arise more easily," with a score of 3.503 (HR). Although it remains in the Highly Resilient range, this score may suggest that personal issues are less frequently addressed due to time constraints or professional boundaries. According to Split et al. (2022), allowing personal issues in professional relationships can enhance trust and conflict resolution. Teachers' ability to handle challenges effectively is closely linked to their capacity to reflect on past experiences, apply learned strategies, and maintain a well-organized teaching environment. Hascher et al. (2021) found that teachers who continue to build on their experiences and adapt to emerging situations are more resilient and perform better. Moreover, reflective practices, such as recalling strategies and applying knowledge from previous incidents, develop problem-solving and decision-making skills (Cigala et al., 2019).

Table 12. Descriptive Results of Teachers' Resilience in Terms of Interrelationship

	Statement	M	Verbal Description
1.	I talk to the school principal, asking for practical and psychological support.	3.667	Highly Resilient
2.	I discuss problems with my colleagues.	3.831	Highly Resilient
3.	I seek advice from more experienced colleagues.	4.000	Highly Resilient
4.	There are people within the school context whom I can turn to for help and support.	3.836	Highly Resilient
5.	I seek guidance and solutions from the school principal when dealing with problems.	3.831	Highly Resilient
	Overall Mean	3.833	Highly Resilient

Table 12 provides an overview of the descriptive findings on teachers' resilience, highlighting their relationships based on various qualities. For instance, it highlights the support derived from other staff members, students, and even their immediate community, as perceived by school heads. The general mean is 3.833, with teachers scoring highly in terms of having relatively good, supportive interrelationships with the schools in which they are engaged. The highest-rated item is "I seek advice from more experienced colleagues," with a mean score of 4.000 (HR). This indicates that teachers place great importance on mentorship and guidance from experienced peers.

Items like "There are people in the school context that I can turn to for help and support" (3.836, HR) and "I discuss problems with my colleagues" (3.831, HR) indicate the helpful role of the school community. According to Beltman et al. (2011), strong peer relationships act as an essential social resource in education, transforming individual struggles into shared professional problem-solving and mitigating occupational stress.

The item "I talked to the school principal asking for practical and psychological support" scored the lowest among the indicators, with 3.667 (HR), but still falls within the Highly Resilient range. This may indicate

that, although teachers feel supported by school leaders, they might prefer to seek help from colleagues first due to accessibility or shared experiences. It also helps foster trust and support, according to Fiorilli et al. (2019), by opening channels of communication between teachers and school leaders.

Table 13. Descriptive Results of Teachers' Resilience in Terms of Intrareationship

	Statement	M	Verbal Description
1.	I am relieved and comforted by talking to my family.	4.000	Highly Resilient
2.	I vent my problems to someone close to me outside the workplace.	3.669	Highly Resilient
3.	I talk to my spouse or partner to relieve emotional pressure.	3.669	Highly Resilient
4.	I share my problems and feelings with my friends.	3.336	Highly Resilient
5.	I seek advice from those close to me.	3.505	Highly Resilient
	Overall Mean	3.636	Highly Resilient

Descriptive results on teachers' resilience regarding intrareationships as a concept are presented in Table 13, with a particular focus on emotions in interconnection, which most teachers appear to exhibit in their relationships with others. As a general conclusion, it implies that teachers are HR (High Resilience) and have an average score of 3.636, indicating a high level of resilience through relationships with parents, friends, and other trusted people. Item 1, "I am relieved and comforted by talking to my family," received the highest mean score of 4.000 (HR), highlighting the importance of family support. Fiorilli et al. (2019) asserted that family support is one of the most important factors in helping teachers cope with work-related stress and emotional difficulties, thereby maintaining their proper health. The statement "I share my problems and feelings with my friends" recorded the lowest mean score (3.336, HR). Although still within the "Highly Resilient" range, this result suggests that teachers may rely less on friendships compared to family or other relationships. Wang and Derakhshan (2023) explained that cultural and contextual factors often influence teachers' comfort levels in sharing personal struggles with friends, given professional boundaries and time constraints.

Items such as "I vent my problems to someone close to me outside the workplace" and "I talk to my spouse/partner to relieve emotional pressure" scored equally high (3.669, HR), indicating the importance of external support systems. Seeking advice from close individuals also scored significantly (3.505, HR), underscoring the role of interpersonal connections in building resilience. Teachers' interpersonal relationships are vital to their resilience. Positive relationships with family and close connections provide emotional stability and support during challenging times. Hakane et al (2006) stated that robust social support networks reduce the likelihood of burnout and increase teachers' motivation and engagement. Similarly, Woods et al. (2023) demonstrated that positive interpersonal relationships enhance stress management and job satisfaction among educators.

Addressing the slightly lower score for sharing problems with friends, schools can implement peer support programs and team-building activities to strengthen camaraderie and trust (Johnson & Kim, 2022). Furthermore, fostering professional learning communities can create a collective sense of resilience among teachers.

Problem 3: Is there a significant relationship between the well-being and resilience of public-school teachers?

Table 14. Correlation between Teachers' Well-Being and Resiliency

Well-Being Dimension	Self-Reliance	Positive Outlook	Determination	Adequacy	Interrelationship	Intrareationship
Perspective	.000*	.000*	.000*	.000*	.005*	.000*
Self-Management	.003*	.000*	.000*	.000*	.329	.000*
Support	.000*	.000*	.000*	.000*	.000*	.000*
Meaningfulness	.000*	.000*	.000*	.000*	.000*	.000*
Self-Care	.379	.000*	.000*	.000*	.000*	.000*
Practice Competence	.000*	.000*	.000*	.000*	.000*	.000*
Professional Development	.000*	.000*	.000*	.000*	.003*	.000*

Note. * $p < .05$ (two-tailed). Values shown are p-values from Pearson r correlation analyses ($n = 1,000$).

Table 14 presents a comprehensive analysis of the relationship between teachers' well-being and their resilience. Specifically, it explores how various dimensions of well-being, including Perspective, Self-Management, Support, Meaningfulness, Self-Care, Practice Competence, and Professional Development —

correlate with key aspects of resilience. The resiliency dimensions examined in this analysis include Self-Reliance, Positive Outlook, Determination, Adequacy, Interrelationship, and Intrarelationship. By analyzing these variables, the study aims to determine whether improvements or strengths in specific aspects of well-being are associated with corresponding increases in resilience among teachers. The table also provides the corresponding p-values, which serve as important indicators of statistical significance in the analysis. In quantitative research, p-values help determine whether the observed relationships between variables are meaningful or merely the result of random variation. In this context, p-values less than 0.05 are commonly interpreted as evidence of a statistically significant relationship, indicating that the observed association is unlikely to have occurred by chance alone. This threshold supports the validity of the findings. It strengthens the argument that the relationships identified in the data reflect genuine patterns or effects, such as effective teaching and student engagement, which contribute to academic success, supporting the positive performance observed in this study.

A p-value less than 0.05 typically indicates that the observed data is unlikely to have occurred by chance, suggesting a statistically significant relationship between the variables being studied. This threshold is commonly used in hypothesis testing to determine whether to reject the null hypothesis, which posits that there is no effect or relationship. The significant relationship between Perspective and all dimensions of resiliency (p-values < 0.05) suggests that how teachers view and interpret their experiences plays a crucial role in their resilience. As per Leighton (2022), perspective is often linked to cognitive appraisal and positive reframing, which helps individuals manage stress and adversity more effectively. Hart (2020) highlights that a positive perspective enhances coping and resilience. Self-management, which includes goal setting, time management, and self-regulation (Xiao, 2024), is significantly related to most resiliency dimensions, except Interrelationships (p = 0.329). This suggests that while self-management supports stress management, it may not directly strengthen relationship-building (Munawaroh, Suriansyah, & Aslamiah, 2021).

Support and Meaningfulness have significant relationships with all dimensions of resiliency. Both Support and Meaningfulness show significant relationships with all dimensions of resiliency. Social support provides emotional, informational, and practical assistance that helps individuals cope with stress (Nicholson & Kurtz, 2023), while meaningfulness gives a sense of purpose that motivates perseverance (Habib, 2022). Self-care, including health maintenance, relaxation, and hobbies, is significant in most dimensions of resiliency, though it does not relate to Self-Reliance (p = 0.379), suggesting that self-care enhances overall well-being but not independent stress management (Williams, 2018; Paris, 2022). Finally, Practice Competence and Professional Development are strongly linked to all resiliency dimensions, as professional skills and confidence reinforce teachers' ability to adapt and thrive (Bilyk, 2021).

Problem 4: How can the experiences of public-school teachers in terms of well-being and resilience be explored in terms of the following HRD strategies?

Table 15. Teachers' Experiences of Well-Being While Working as a Public School Teacher

Main Theme	Sub-Theme	Formulated Meaning
1. Professional Recognition and Appreciation	1.1 Recognition by School	Recognition and appreciation from the school, students, and parents play a significant role in teachers' sense of well-being, reinforcing their sense of purpose and intrinsic motivation.
	1.2 Appreciation from Students and Parents	
2. Student Success and Learning	2.1 Student Achievement	Students' success and progress are central to teachers' sense of well-being. Seeing students achieve their goals and apply what they have learned provides a deep sense of fulfillment and professional gratification.
	2.2 Application of Lessons	
3. Collaboration and Support	3.1 Supportive Colleagues	Working with supportive colleagues and participating in team-building activities are essential for fostering a positive work environment and a sense of camaraderie.
	3.2 Team-Building Activities	
4. Personal Fulfillment and Well-Being	4.1 Balance of Work and Rest	Personal well-being is tied to maintaining a balance between work and rest, having moments of quiet reflection, and completing tasks efficiently. These aspects contribute to a sense of personal accomplishment and renewal.
	4.2 Quiet Reflection	
	4.3 Completion of Tasks	
	4.4 Relaxation During Breaks	
5. Successful Projects and Programs	5.1 Successful Programs	Leading and witnessing the success of programs and projects brings happiness and a strong sense of achievement. Taking on leadership roles and seeing tangible results are important contributors to well-being.
	5.2 Successful School Projects	
6. Professional Development	6.1 Training Sessions	Opportunities for professional growth through training sessions are highly valued. These sessions enhance pedagogical skills, deepen content knowledge, and contribute to a sense of support and overall well-being.

Table 15 outlines the main themes and sub-themes derived from the responses, highlighting the key factors that contribute to the well-being of public-school teachers. The thematic analysis reveals that well-being for these individuals is multifaceted, incorporating professional recognition, student success, collaboration, personal fulfillment, successful projects, and professional development. Each of these themes contributes to their overall sense of well-being in different but interconnected ways. Professional recognition and appreciation emerged as a significant source of well-being for many teachers. Recognition by the school plays an important role, as reflected in statements such as:

"Kapag na-recognize ng school ang mga efforts ko, lalo na sa training sessions."
(Informant 2)

"I feel it when my supervisors commend my innovative teaching strategies."
(Informant 17).

These indicate that recognition from the school is a meaningful contributor to professional satisfaction. Student and parent appreciation is also considered equally important.

"Well-being for me is when parents say thank you for what I do for their children."
(Informant 11)

"Kapag ang mga estudyante ay nagpapakita ng appreciation, masaya ang pakiramdam ko."
(Informant 13)

These expressions highlight how acknowledgment from both students and parents is vital in reinforcing teachers' sense of purpose and intrinsic motivation. When educators receive sincere gratitude or recognition from the individuals most directly impacted by their work, it creates a powerful emotional connection that transcends routine responsibilities. Such affirmations not only validate their professional efforts but also serve as emotional incentives that inspire them to continue striving for excellence. Student success and learning were also frequently cited as central to teachers' well-being.

"I feel well when I see my students learning and succeeding in their goals."
(Informant 1)

"Kapag naituturo ko ng maayos ang lessons at natututo ang mga bata, masaya ako."
(Informant 5)

"I feel fulfilled whenever I see my students apply what I taught them."
(Informant 7)

These emphasize that student achievement is a key driver of teacher satisfaction. Furthermore, the practical application of lessons was also a source of fulfillment, suggesting that the long-term impact of teaching contributes to a deeper sense of professional gratification. Collaboration and support within the school environment are also critical to teacher well-being. Supportive colleagues help foster a positive work atmosphere, as seen in:

"I experience well-being during collaboration with supportive colleagues."
(Informant 13)

"I have a sense of well-being when I spend time with my co-teachers exchanging ideas."
(Informant 16)

"I feel well-being during team-building activities where everyone feels connected."
(Informant 5)

These affirm the importance of camaraderie and shared experiences. In addition, team-building activities were cited as a source of joy and connection. This implies that such initiatives strengthen teamwork and contribute to overall workplace harmony. Personal fulfillment and well-being were also prominent themes in the responses. The balance between work and rest was explicitly mentioned by:

"Nakakaramdam ako ng well-being kapag balance ang trabaho at pahinga ko."
(Informant 8)

This suggests that achieving work-life integration is essential for their welfare. Quiet moments of reflection were also valued, as expressed by:

"I feel well-being during quiet moments of reflection after a productive day."
(Informant 9)

"I feel well when I can finish my tasks ahead of deadlines."
(Informant 14)

Such moments offer opportunities for mental and emotional renewal. This suggests that timely task completion enhances their sense of control and satisfaction. Successful projects and programs also significantly contribute to overall well-being.

"Nakakaramdam ako ng kasiyahan kapag nagiging successful ang mga programang hawak ko."

(Informant 8)

Kapag successful ang isang school project na ako ang nag-lead, it makes me happy."

(Informant 10)

This response reflects a strong sense of satisfaction and enjoyment derived from leading projects to success. It also highlights the value of cultivating leadership skills, as these experiences build confidence, decision-making abilities, and a greater sense of agency. Finally, professional development was widely seen as a vital contributor to well-being. This is supported by various responses from the informants, such as:

"Kapag na-recognize ng school ang mga efforts ko, lalo na sa training sessions."

(Informant 2)

"I feel supported during training sessions that help me grow professionally."

(Informant 12)

These comments suggest that participating in development sessions enhances their pedagogical skills, deepens their content knowledge, and promotes emotional wellness. Teachers often feel more equipped to handle challenges, more connected to peers, and more appreciated by their institutions when they are given opportunities for professional learning. Such training also promotes reflective practice, enabling them to align teaching strategies with current standards and their students' needs. Notably, the well-being of public-school teachers is shaped by a range of interconnected factors that contribute to both their personal and professional fulfillment. Among these are professional recognition, student achievement, collaborative relationships, personal fulfillment, success in programs, and opportunities for growth through continuous professional development. Professional recognition, whether from school leaders, students, or parents, validates teachers' efforts and reinforces their sense of value within the educational system. Likewise, witnessing student achievement and growth provides a deep sense of gratification, affirming the impact of their work and serving as a powerful motivator to persevere.

Table 16. Teachers' Experiences That Enhanced or Supported Their Well-Being

Main Theme	Sub-Theme	Formulated Meaning
1. Professional Development and Learning	1.1 Seminars and Workshops 1.2 Mentorship	Teachers enhance their well-being through continuous learning. Seminars and workshops provide new teaching strategies and peer insights, while mentorship offers crucial guidance during the early stages of a career.
2. Recognition and Achievement	2.1 Awards and Promotions 2.2 Positive Feedback	Recognition and achievement significantly boost teachers' morale. Awards and promotions serve as formal acknowledgments of hard work, and positive feedback from the division, principal, parents, and students reinforces their efforts.
3. Collaboration and Support	3.1 Supportive Colleagues 3.2 Team-Building Activities	Collaboration with supportive colleagues makes challenging tasks more manageable and enjoyable. Team-building activities foster a stress-free environment and strengthen bonds among co-teachers.
4. Student Growth and Success	4.1 Student-Led Activities 4.2 Former Students' Success	Witnessing student growth and success is deeply fulfilling. Teachers take pride in their students' achievements during student-led activities and feel joy when former students succeed, reinforcing the long-term impact of teaching.
5. Personal Satisfaction and Well-Being	5.1 Completion of Tasks 5.2 Quiet Time	Personal satisfaction comes from completing tasks and enjoying quiet moments after a productive day. These experiences provide a sense of reward, accomplishment, and emotional renewal.
6. Organizing and Leading	6.1 School Programs	Successfully organizing and leading school programs showcases leadership and organizational skills, further enhancing teachers' sense of achievement, agency, and professional well-being.

Table 16 presents the accounts of the teachers who enhanced or promoted their well-being. Thematic analysis has demonstrated that a wide range of factors foster a teacher's well-being, including professional development, being appreciated, working with others, achieving students' success, fulfilling one's own needs,

and having the opportunity to lead. These thematic issues underscore the need to foster and sustain an empowering, appreciative atmosphere that enhances teachers' overall well-being. This involves providing constant opportunities for learning, acknowledgment, collaboration, and self-satisfaction.

The table highlights the key themes and sub-themes identified by the Informant, focusing on aspects of their professional life that they felt enhanced their sense of well-being. The researchers summarized these aspects into two categories: for teachers, professional development and self-improvement are greatly important. Seminars and workshops provide teachers with new approaches and guidance, while mentorship supports them at the beginning of their professional lives. Variety and novelty in teaching and learning are the defining characteristics of teachers, for they take great pleasure in acquiring new ideas, sharing them with their colleagues, and simultaneously developing themselves. They include:

"During seminars, I learned strategies that made teaching more enjoyable."

(Informant 1)

"Sa mga workshop, kasi nakakapag-share ng insights sa kapwa teachers."

(Informant 4)

"Sa division training na naging inspirasyon ko para mag-improve sa pagtuturo."

(Informant 17)

This means that division training later became an inspiration for me to improve my teaching. Having oversight from experienced professionals at the early stages of a career provides immense support and builds confidence. For example, one of the teachers mentioned that:

"Having a mentor who guided me during my early teaching years."

(Informant 11).

This demonstrates that mentor supervision in the initial stages of teaching is critical. Further training instills in teachers a desire to advance their skills, motivating them to strive for growth. Recognition and success in achievements make a teacher highly effective. Awards and promotions are formal recognitions for their toil, while the division, principal, parents, and students provide the necessary encouragement and support. Acknowledgments, such as promotions or awards, enhance a teacher's morale and validate their hard work, leading to improved outcomes. For example, the following verbatim:

"I was promoted after so many years of hard work; that promotion I have received was like a reward or award."

(Informant 7)

"Being recognized as the Best Teacher in our district made my day."

(Informant 13)

These reflect the experience of being promoted after long periods of dedicated service, which undeniably serves as a significant morale booster for educators. Such promotions not only recognize years of hard work, perseverance, and professional excellence but also validate the teacher's contributions to the school community. Advancement in rank or position reinforces their sense of achievement, enhances self-worth, and provides renewed motivation to continue striving for excellence. Recognition from the division, principal, parents, and students boosts teachers' morale, as their efforts and work are respected. The responses:

"Kapag may recognition ang division sa ginawa kong action research."

(Informant 2)

"Kapag nakakuha ako ng positive feedback mula sa parents."

(Informant 6)

"When the principal recognized my exemplars."

(Informant 9)

"During class observations, when my teaching style was highly appreciated."

(Informant 15)

"A student wrote me a thank-you card and my day was great."

(Informant 16).

Teachers reported receiving positive remarks from the parents and recognition from the principal as instances that made them proud. Working collaboratively with colleagues on challenging projects and curriculum development makes tasks more manageable and enjoyable, fostering a supportive work environment. Responses such as:

"Working with supportive colleagues during a difficult school project helped me a lot."

(Informant 3)

"Collaborating with co-teachers on a new curriculum strengthened my teamwork skills."

(Informant 18)

These demonstrate that working and collaborating with supportive colleagues during a challenging school project was beneficial. Participating in stress-free and enjoyable activities with co-teachers strengthens bonds. It creates a positive, collaborative atmosphere, such as:

"Sa team-building activities with my co-teachers, kasi masaya at stress-free."

(Informant 18)

Teachers enjoyed team-building activities with co-teachers because they were fun and stress-free. Meanwhile, teachers take pride in their students' growth and achievements during activities they lead, which is deeply fulfilling and highlights the impact of their teaching. One respondent expressed pride in seeing students' growth during student-led activities, stating:

"During student-led activities, I feel proud seeing their growth."

(Informant 5)

Seeing former students succeed in their endeavors brings joy and a sense of accomplishment, reinforcing the long-term impact of their work. A teacher mentioned feeling happy when seeing former students who are now successful, which arose from:

"Kapag nakikita ko ang mga dating estudyante na successful na."

(Informant 19)

Personal satisfaction comes from completing tasks and enjoying quiet moments after a productive day. These experiences provide a sense of reward and accomplishment, contributing to overall well-being. Completing tasks and reports provides a sense of reward and accomplishment, which contributes to personal satisfaction and overall well-being. The response:

"Kapag natapos ko nang maaga ang mga reports, it feels very rewarding."

(Informant 10)

This shows that one teacher felt very rewarded after completing reports early. Enjoying peaceful moments after a productive day helps teachers recharge and maintain a healthy work-life balance. The answer:

"During quiet time in the faculty room after a productive day."

(Informant 20)

This shows that the respondent had time to relax after a busy day by sitting in the staff room enjoying silence, which she found quite appealing. Being able to arrange and implement school programs reflects the teachers' leadership and organizational skills, thereby contributing more to their sense of accomplishment and satisfaction. Being able to plan and carry out school programs successfully further bolsters teachers' perceptions of achievement and well-being.

"Kapag may mga successful na school programs na ako ang nagorganize."

(Informant 14)

The analysis reveals that professional development and continuous learning emerge as the most significant contributors to teachers' overall well-being and motivation. These opportunities serve not only as platforms for skills enhancement but also as avenues for personal and professional growth. Teachers derive genuine satisfaction from meaningful learning experiences that expand their knowledge base, refine their instructional techniques, and keep them current with emerging educational trends and technologies. Furthermore, adopting new teaching strategies enhances classroom effectiveness, leading to increased student engagement and improved learning outcomes, which, in turn, foster a deeper sense of professional fulfillment.

Table 17. Teachers' Stress Experienced in Their Workplace

Main Theme	Sub-Theme	Formulated Meaning
1. Workload and Time Management	1.1 Overlapping Deadlines	Teachers often feel overwhelmed by overlapping deadlines, excessive paperwork, and continuous work without breaks, which can lead to chronic stress and eventual burnout. Teacher shortages compound these pressures.
	1.2 Paperwork and Activities	
	1.3 Heavy Workload	
	1.4 Continuous Work	
2. Interpersonal Conflicts and Communication	2.1 Conflict with Co-Teachers	Conflicts with colleagues and miscommunication with administration create a tense work environment. Feelings of being undervalued when suggestions are dismissed further erode morale and job satisfaction.
	2.2 Miscommunication	
	2.3 Dismissed Suggestions	
3. Support and Resources	3.1 Lack of Resources	A lack of resources and administrative support leaves teachers feeling burned out and frustrated, particularly when tasked with challenging responsibilities without adequate guidance or materials.
	3.2 Lack of Support	
	3.3 Feeling Unsupported	
4. Health and Well-Being	4.1 Health Issues and Burnout	Health issues and the inability to take leave due to workload demands contribute to physical and mental exhaustion. Sacrificing personal time for school requirements disrupts work-life balance and accelerates burnout.
	4.2 Sacrificing Personal Time	
5. Stress and Anxiety	5.1 Pandemic Challenges	The pandemic, accreditation pressures, and unclear job expectations are significant sources of anxiety. The sudden shift to remote learning without adequate preparation significantly increased teachers' stress levels.
	5.2 Accreditation Pressure	
	5.3 Unclear Expectations	
6. Recognition and Motivation	6.1 Lack of Recognition	A lack of recognition for hard work and prolonged, unproductive meetings demotivate teachers and negatively impact their sense of well-being, engagement, and overall job satisfaction.
	6.2 Prolonged Meetings	
7. Classroom Management	7.1 Disruptive Class	Handling disruptive or disengaged students can leave teachers feeling inadequate and stressed, negatively affecting their confidence and classroom effectiveness.
	7.2 Disengaged Students	
8. External Demands	8.1 Demanding Parents	Overly demanding parents add another layer of stress, draining teachers' energy and making it harder to balance professional and personal lives. Unrealistic expectations can lead to emotional fatigue and feelings of being undervalued.

Table 17 illustrates the teachers' stress levels while working in their sandbox. The responses to the thematic analysis demonstrated several key areas that impact teachers' well-being. There are Workload and Time Management difficulties, such as overlapping deadlines, excessive paperwork, and continuous work with no breaks, which create significant distress and eventually lead to burnout. Teachers' lives are typically filled with interpersonal conflicts and Communication Problems. The lack of support and resources from the administration leaves teachers feeling burned out and frustrated, particularly when they are tasked with challenging work without adequate guidance. Health and well-being concerns arise from health issues and the inability to take leave due to workload, contributing to physical and mental exhaustion. Stress and anxiety are exacerbated by the pandemic, accreditation pressures, and unclear job expectations, making it difficult for teachers to manage their stress levels. The lack of recognition and motivation for hard work, as well as prolonged, unproductive meetings, demotivates teachers, affecting their sense of well-being and job satisfaction. Classroom management challenges, such as handling disruptive or disengaged students, can leave teachers feeling inadequate and stressed, affecting their confidence and effectiveness.

Finally, external pressure stemming from parents' expectations places an additional burden on teachers, significantly affecting their well-being and overall professional lives. These expectations, while often rooted in a desire for student success, can lead to increased stress, emotional fatigue, and a sense of being undervalued, especially when unrealistic demands or criticisms are involved. If left unaddressed, such pressures may diminish teachers' motivation and job satisfaction. Therefore, acknowledging and addressing these concerns is essential not only for enhancing teachers' well-being but also for fostering a more supportive and respectful work environment.

Teachers often feel overwhelmed by overlapping deadlines, excessive paperwork, and continuous work without breaks, which can lead to stress and burnout. This highlights the stress and ill-being caused by overlapping deadlines. The response:

"I experienced ill-being when deadlines were overlapping, and I felt overwhelmed"
(Informant 1)

This can lead to feelings of being overwhelmed as multiple tasks demand attention simultaneously, making it challenging to manage time effectively and maintain productivity. The response:

"Kapag maraming paperwork, at the same time may mga biglaang activities."
(Informant 4)

This mentions the challenge of handling a large amount of paperwork alongside sudden activities. This combination can disrupt workflow and increase stress, as unexpected tasks can interfere with planned schedules and add to the workload. The response:

"When my workload was heavier than usual due to teacher shortages."
(Informant 18)

This highlights the strain of a heavier workload, particularly in the context of ongoing teacher shortages, which remain a pressing issue in many educational systems. When schools operate with limited staff, existing teachers are often required to take on additional duties beyond their regular teaching load, such as covering for absent colleagues, managing extracurricular activities, or handling administrative tasks. This increase in responsibilities frequently leads to extended working hours, encroaching on personal time and reducing opportunities for rest and recovery. The response:

"Kapag walang pahinga at tuloy-tuloy ang trabaho, nakakapagod talaga."
(Informant 19)

This describes the exhaustion from continuous work without breaks. This relentless pace can lead to burnout, as the lack of rest and recovery time prevents individuals from recharging, ultimately affecting their well-being and performance. Conflicts with colleagues and miscommunication with administration create a tense work environment, especially when suggestions are dismissed. The response:

"Kapag may conflict sa co-teachers at hindi agad nare-resolve, nakaka-stress."
(Informant 2)

This highlights the stress caused by unresolved conflicts with co-teachers. Such conflicts can disrupt the harmony and cooperation needed in a teaching environment, creating a tense, unproductive atmosphere. Prompt conflict resolution is essential to maintaining a positive, collaborative work environment. The response:

"Kapag may miscommunication between admin and teachers, it creates tension."
(Informant 7)

This highlights that miscommunication between administration and teachers can create tension. Misunderstandings can lead to confusion about roles, responsibilities, and expectations, hindering effective school operations. Clear and consistent communication is key to preventing these issues and ensuring smooth interactions. The response:

"I experienced ill-being when my suggestions were dismissed during meetings."
(Informant 8)

This reflects a feeling of being undervalued when suggestions are disregarded in meetings. This can lead to demotivation, lower engagement, and reduced job satisfaction. Promoting an inclusive environment where all contributions are welcomed can help boost morale and foster a stronger sense of belonging. Although shared by only one respondent, this sentiment underscores a broader and critical insight into the workplace dynamic. A lack of resources and support from the administration leaves teachers feeling burned out and frustrated, especially when they are tasked with handling challenging tasks without adequate guidance. The response:

"I felt burned out when I was given tasks without enough resources or guidance."
(Informant 6)

This describes the feeling of being burned out when individuals are assigned tasks without sufficient resources, guidance, or support from leadership. In such situations, teachers often find themselves navigating

complex responsibilities with minimal direction, unclear expectations, or inadequate materials, conditions that make it difficult to perform effectively. This lack of institutional or managerial support can lead to mounting frustration, diminished confidence, and a growing sense of isolation. Over time, these feelings may contribute to inefficiency, as educators expend valuable energy trying to interpret vague instructions or compensate for missing resources, rather than focusing on meaningful teaching and learning. Consequently, morale declines and the risk of professional burnout increase. To address this issue, school leaders and administrators must ensure that teachers have the necessary tools, information, and structured guidance to fulfill their responsibilities efficiently. The response:

"Kapag hindi naibibigay ang tamang suporta sa school projects, nakaka-frustrate."
(Informant 9)

This expresses frustration when proper support for school projects is not provided. This can hinder the successful completion of projects and demotivate those involved. The response:

"I felt unsupported during a challenging advisory class, which affected my confidence."
(Informant 13)

This suggests that feeling unsupported during a challenging advisory class hurt their confidence. This lack of support can undermine an individual's self-assurance and effectiveness in their role. Offering consistent support and encouragement can help build confidence and improve performance in challenging situations. This highlights the broader importance of ensuring that teachers have access to adequate resources, support, and guidance to maintain a positive and productive work environment. Health issues and the inability to take leave due to workload contribute to physical and mental exhaustion, exacerbating feelings of burnout and inadequacy. The response:

"When I faced health issues but could not take leave due to workload."
(Informant 10)

This highlights the significant impact of health issues on their well-being, particularly when they are unable to take leave due to workload pressures. This situation can exacerbate health problems and lead to a cycle of declining physical and mental health. It underscores the importance of having supportive policies that allow employees to prioritize their health without fear of falling behind at work. It underscores the importance of supportive policies that allow employees to prioritize their health without fear of falling behind at work. The data reflect that Informants valued provisions for sick leave and manageable workloads to prevent further health-related challenges. The response:

"I felt burned out when I was given tasks without enough resources or guidance"
(Informant 6)

This discusses feeling burned out when tasked with responsibilities without sufficient resources or guidance. Burnout is a state of chronic physical and emotional exhaustion, often resulting from prolonged stress and overwork. This response underscores the crucial need for effective resource allocation and clear guidance to enable employees to perform their tasks efficiently. Providing adequate support can prevent burnout and promote a healthier, more productive work environment. The response:

"Kapag kailangan kong mag-sacrifice ng personal time para sa school requirements."
(Informant 17)

This mentions the need to sacrifice personal time to meet school requirements. This can lead to an unhealthy work-life balance, where personal time and self-care are compromised for work obligations. Over time, this can lead to increased stress, fatigue, and a decline in overall well-being. Organizations need to recognize the importance of personal time and encourage a balance that allows employees to recharge and maintain their mental and physical health. The pandemic, accreditation pressures, and unclear job expectations are significant sources of anxiety, making it difficult for teachers to manage their stress levels. The response:

"During the pandemic, I struggled with online teaching tools and felt frustrated."
(Informant 3)

This describes the frustration experienced while struggling with online teaching tools during the pandemic. The sudden shift to remote learning required educators to quickly adapt to new technologies, often without adequate training or support. This situation highlighted the digital divide and the need for comprehensive training programs to equip teachers with the necessary skills. The stress of navigating these tools, coupled with the isolation of remote work, significantly impacted teachers' well-being. The response:

"During accreditation periods, the pressure was overwhelming for all of us."
(Informant 11)

This highlights the overwhelming pressure experienced during accreditation periods. Accreditation is a rigorous process that involves extensive documentation, evaluations, and adherence to standards. The pressure to meet these requirements can be intense, affecting the entire school community. This response highlights the importance of adequate preparation, support, and clear communication in managing the stress associated with accreditation. Providing resources and a collaborative approach can help alleviate some of the burdens. The response:

"Kapag hindi clear ang expectations sa trabaho, nakakaramdam ako ng anxiety."
(Informant 12)

This expresses anxiety when job expectations are unclear. Unclear expectations can lead to confusion, mistakes, and a lack of direction, which in turn increases stress and anxiety. This response highlights the importance of clear communication from leadership regarding roles, responsibilities, and performance standards. Establishing clear, consistent expectations can help reduce anxiety and improve job performance and satisfaction. This response highlights the importance of support, clear communication, and adequate training in addressing educators' challenges. A lack of recognition for hard work and prolonged, unproductive meetings demotivates teachers, negatively affecting their well-being and job satisfaction. The response:

"I felt ill-being when my efforts were not recognized despite my hard work."
(Informant 20)

This highlights the negative impact of not having one's hard work recognized. Recognition is a fundamental human need that validates effort and achievement. When employees feel their contributions are overlooked, it can lead to feelings of demotivation, frustration, and decreased job satisfaction. This response highlights the importance of regularly acknowledging and appreciating employees' efforts. Implementing recognition programs and providing positive feedback can significantly enhance morale and productivity. The response:

"Prolonged meetings with no clear output or purpose."
(Informant 15)

This discusses the ill-being experienced during prolonged meetings with no clear output or purpose. Long, unproductive meetings can drain and leave people feeling as if they've wasted time and are inefficient. This response underscores the importance of holding well-structured meetings with clear agendas and objectives. Ensuring meetings are concise, purposeful, and result-oriented can help maintain engagement and reduce participant frustration. This response highlights the importance of recognition and effective meeting practices in fostering a positive, productive work environment. Handling disruptive or disengaged students can leave teachers feeling inadequate and stressed, which, in turn, can affect their confidence and effectiveness in the classroom. The response:

"When I had to handle a disruptive class, it made me feel inadequate."
(Informant 5)

This shares the feeling of inadequacy that arises when handling a disruptive class. Managing classroom behavior is a significant challenge for educators, and disruptive behavior can undermine a teacher's confidence and effectiveness. This response highlights the importance of implementing effective classroom management strategies and support systems, enabling teachers to address behavioral issues effectively. The response:

"I experienced it when students were disengaged despite my efforts."
(Informant 16)

This describes the frustration of dealing with disengaged students despite one's efforts. Student engagement is crucial for effective learning, and a lack of engagement can be disheartening for teachers who invest time and energy into their lessons. This response highlights the importance of acknowledging the factors that contribute to student disengagement, including curriculum relevance, instructional methods, and individual student needs. Implementing diverse instructional strategies and fostering a supportive classroom atmosphere can increase student engagement and motivation. This response emphasizes the importance of support, training, and adaptive teaching strategies in addressing classroom challenges. Demanding parents add another layer of stress, draining teachers' energy and making it harder for them to balance their professional and personal lives. The response:

"Kapag may magulang na masyadong demanding, it can drain my energy."
(Informant 14)

This discusses the energy-draining effect of dealing with overly demanding parents. Teachers often face high expectations from parents who want the best for their children, but when these demands become excessive, it can lead to stress and burnout. This response emphasizes the importance of clear communication and establishing boundaries with parents to manage expectations effectively. Providing regular updates on student progress and engaging parents in constructive dialogue can help foster a cooperative relationship. Additionally, schools can provide structured, consistent support systems to help teachers navigate complex, sometimes challenging interactions with parents or guardians. This may include professional development workshops focused on effective communication strategies, peer support groups, or access to guidance counselors and school leaders for mediation and advice. By doing so, teachers are empowered to manage difficult conversations without feeling isolated or overwhelmed.

Problem 5: How can Human Resource Development strategies be optimized to address the mental health challenges faced by public school teachers directly?

Table 18. Proposed Implementation Plan for the Human Resource Well-Being for Teachers (HRW-T) Framework

Target Area	Objectives	Key Activities	Expected Outcomes	Resources Needed
Professional Growth and Recognition	Enhance professional skills and competencies; build recognition and appreciation.	Attend training sessions, seminars, and workshops; participate in mentorship programs; engage in professional forums; and organize awards and recognition ceremonies.	Improved teaching competencies, increased recognition and confidence, and stronger professional networks.	Trainers, learning materials, certificates, event budget, networking tools.
Support Systems and Collaboration	Strengthen relationships within the school community; foster a supportive work environment.	Conduct regular team-building activities; host family- and peer-bonding sessions; facilitate peer mentoring and collaborative projects.	Stronger teamwork and camaraderie; increased morale and mutual support among stakeholders.	Event materials, facilitators, shared workspaces, communication tools.
Personal Well-being and Balance	Promote physical, mental, and emotional well-being; reduce stress and prevent burnout.	Engage in physical activities, practice mindfulness and meditation, and schedule breaks for relaxation and personal hobbies.	Enhanced resilience and stress management; improved mental and physical health; better work-life balance.	Wellness program budget, gym memberships, meditation guides, hobby supplies.
Positive Mindset and Motivation	Cultivate optimism and adaptability; maintain intrinsic motivation; encourage self-reflection.	Host motivational workshops and group discussions; practice gratitude; share inspirational stories.	Increased positivity and morale; enhanced adaptability to challenges; continuous personal and professional growth.	Journals, inspirational materials, group activity spaces.

Note. HRW-T = Human Resource Well-being for Teachers framework. Implementation is recommended across all schools in the Schools Division of Bulacan, with adaptation to local school contexts.

The first pillar, Professional Growth and Recognition -- directly responds to the consistently high scores on professional development well-being and the qualitative theme of recognition as a primary well-being driver. Structured mentorship programs, awards ceremonies, and participation in professional forums provide both skill enhancement and the institutional validation that teachers identified as emotionally sustaining. The second pillar -- Support Systems and Collaboration -- addresses the lowest-scoring well-being dimension (Support, $M = 3.436$) and the qualitative themes of interpersonal conflict and collegial isolation. Regular team-building activities, peer bonding sessions, and collaborative project structures create the relational infrastructure necessary for sustained mutual support. The third pillar -- Personal Well-Being and Balance -- responds directly to the stress themes of workload overload and health sacrifice, offering mindfulness-based training, structured break schedules, and physical wellness programs as both preventive and recuperative strategies. The fourth pillar -- Positive Mindset and Motivation -- addresses the motivational deficits associated with insufficient recognition, unclear expectations, and pandemic-related anxiety, through gratitude practices, motivational workshops, and group reflection sessions that rebuild teachers' sense of purpose and professional optimism.

The HRW-T framework is designed to achieve three mutually reinforcing outcomes: Improved Mental Health Outcomes (reducing stress, burnout, and anxiety through targeted psychosocial support programs), Enhanced Teaching Effectiveness (strengthening instructional competence and professional confidence through context-responsive professional development), and Higher Teacher Retention (building institutional loyalty and career satisfaction through recognition, collaboration, and advancement pathways). Together, these outcomes form a self-reinforcing cycle in which mentally healthy, professionally valued, and institutionally supported teachers are simultaneously more effective in the classroom and more committed to remaining in the profession -- creating conditions for educational quality and workforce stability that can sustain Philippine public education through future emergencies.

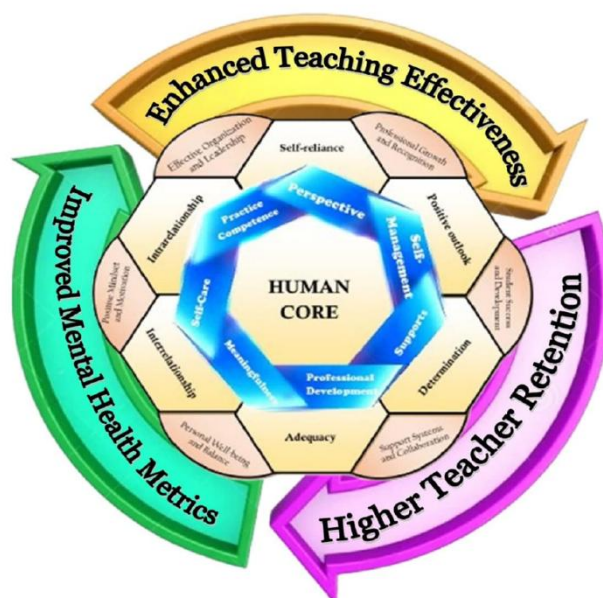


Figure 1. Proposed holistic resilience and well-being framework for teachers

The Human Resource Well-being for Teachers (HRW-T) framework is a holistic, evidence-based model designed to build a resilient and effective teaching workforce. Firmly anchored in both quantitative data, such as job satisfaction, burnout metrics, and retention rates—and qualitative insights into teachers' daily emotional landscapes, the framework operates on a systems-thinking approach. It recognizes that teacher well-being cannot be achieved by solving problems in isolation; instead, it requires a unified strategy that continuously balances personal coping, professional growth, and organizational support.

At the center of the model lies the "Human Core," which encompasses the vital qualities educators need to adapt, cope, and thrive despite internal and external challenges. The core relies on psychological mechanisms such as self-efficacy, perspective-taking, emotional regulation, and self-care, which enable teachers to manage daily anxiety, remain composed under stress, and maintain a healthy work-life balance.

Complementing this internal resilience is a commitment to professional growth and capacity development, which encourages teachers to expand their pedagogical knowledge, master context-responsive teaching strategies, and adapt to dynamic classroom environments.

By strengthening the Human Core, the framework drives three primary, interconnected outcomes: improved mental health, enhanced teaching effectiveness, and higher teacher retention. These outcomes operate in a continuous, self-reinforcing cycle. Mentally healthy teachers who practice effective self-care are better equipped to handle classroom demands and deliver high-quality instruction, leading to better student engagement and higher professional fulfillment. Furthermore, when educational institutions support teachers through strong leadership, respect, and clear career growth opportunities, educators feel valued and remain motivated to stay in the profession, preserving vital institutional knowledge and reducing teacher shortages.

Ultimately, the HRW-T framework provides a practical roadmap for school administrators, educational leaders, and researchers. By demonstrating how teacher mental health, instructional quality, and institutional support directly reinforce one another, the framework offers a clear guide for formulating policies and strategies that protect teacher welfare and drive long-term educational excellence.

Ethical Considerations

This study adhered to ethical standards in educational research to protect participants' rights and welfare. The researchers obtained approval from the ethics committee of Don Honorio Ventura State University (DVHSU) for conducting the study. Upon receiving permission, the researchers secured the endorsement of the Schools Division Superintendent of the Bulacan Schools Division Office to conduct the study. Informed consent was secured from all participants after explaining the purpose of the study, the procedures involved, and their right to participate voluntarily or withdraw at any time without consequences. Confidentiality and anonymity were strictly observed. Participants' identities were protected through the use of codes, and no personal information was disclosed in the data analysis or report. All data collected were used solely for research purposes and stored securely. The study ensured that participants were not exposed to physical, psychological, or emotional harm. Questionnaires were administered via Google Forms and distributed to school heads by Master Teachers. Interviews were conducted to gather qualitative data, completing the quantitative results and allowing participants to provide additional insights. Ethical principles of fairness, objectivity, and academic integrity were upheld throughout the research process.

Conclusion

Based on the findings of the study, the following conclusions were drawn: (1) The well-being of public-school teachers appears generally positive, with strong personal well-being practices and effective self-management. However, the relatively lower Support score indicates a need for stronger external resources and assistance. In today's environment, effective support systems can enhance the job of a teacher and make it more fulfilling. (2) Teachers working in public schools are resilient. In particular, their psychosocial capital comprises self-reliance, a positive outlook, and determination, which are essential for navigating the challenges of their work. Their sense of sufficiency and strong interrelationships with coworkers and students further increases their coping resources. They also suggest that most of these teachers have sufficient coping strategies to deal with personal and professional challenges. These findings collectively provide remarkable insight into the resilience and adaptability of teachers in public schools, their performance, and the well-being they achieve in challenging conditions. (3) However, it has been demonstrated that the resilience of teachers working in public schools is significantly affected by the well-being of A09 models, which is a multidimensional phenomenon. Beliefs, practices, meaning, self-management, and professional development are essential for building resilience, as they correlate strongly with key attributes such as interrelationship, intrarerelationship, self-reliance, determination, positive outlook, and feeling adequate, among others. Self-care, which is the exception, affects all other resilience factors except self-reliance. The implications of these findings provide a rationale for arguing that, to improve resilience among public school teachers, a wide range of Support and further professional development is needed, thereby enhancing their general well-being and improving their performance in their duties. (5) In the educational mindset of each country, teachers in public schools perceive their well-being as arising from professional recognition, the success of students' performance, collaborative relationships, individual satisfaction, successful projects, and progress in their profession. These elements enhance working conditions and professional and personal satisfaction. Understanding these aspects would help improve their overall well-being, ultimately benefiting the educational system as a whole. (6) To properly address the various aspects of the school community, professional development, student performance, Support, self-care, and positive thoughts must be fostered in every member. Actionable items, such as practice sessions, project-based classes, establishing working groups, practicing wellness, and motivational classes, are designed to bring about significant changes. These changes include developing competencies in teaching,

improving students' performance, strengthening teamwork, better coping with stress, and enhancing positive thinking. The inclusion of the necessary elements and resources specified above ensures an integrated and robust environment for growth and development, benefiting both educators and students.

Recommendations

The research provides the following recommendations; to enhance teacher effectiveness and student learning outcomes, the Department of Education (DepEd) and school administrators must strengthen external support systems by increasing resources, improving work environments, and establishing clear support thresholds. School leaders and higher officials should actively cultivate a culture of collaboration and productivity through performance-based reward schemes, professional development, and well-being initiatives. Furthermore, superintendents need to establish regular monitoring and evaluation frameworks, utilizing set indicators and constructive feedback, to assess the real-world impact of training sessions, wellness practices, and team-building events. At the peer and individual levels, school systems must foster teacher resilience by offering workshops on positive thinking, self-reliance, and collaborative peer support networks. Combining continuous professional development with opportunities for self-care and meaningful work equips educators to handle workplace demands effectively. Teachers must also proactively take ownership of their professional growth while actively striving for a healthier work-life balance to sustain long-term productivity and well-being. Finally, future research should investigate the long-term effects of professional recognition, support measures, and work-leisure balance on teacher health and morale. Evaluating the direct effectiveness of in-service training programs and expanding research contexts beyond local regions will provide deeper insights into the broader variables that influence educator well-being.

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