

Teachers' well-being and resilience in public elementary schools of Lumban Sub-Office

Nilda V. San Miguel

nilda.sanmiguel@deped.gov.ph

Department of Education, Lumban Sub-Office, Laguna, Philippines, 4014

Abstract

This study aims to determine the well-being and resiliency of teachers. The respondents of the study were the teachers of the public elementary schools in Lumban Sub-office, Division of Laguna. The study was conducted during the School Year 2023-2024. The instrument used was a self-made questionnaire validated experts in the field. Weighted mean, standard deviation, and Pearson-R were the statistical methods utilized in the study. The overall well-being were interpreted as Highly Evident. Meanwhile, the level of the teachers' resilience had the verbal interpretation of Very Highly Evident. Moreover, there is no significant relationship between the teachers' well-being and teachers' resilience. Therefore, the null hypothesis, indicating that there is no significant relationship between the teachers' well-being and teachers' resilience is accepted. The teachers may participate in professional development opportunities as stipulated and mandated by DepEd that can be used to boost their morale, maintain positive attitudes as teachers towards teaching, and build relationships with others in the field. DepEd officials are encouraged to foster a culture of support and appreciation for teachers' efforts and contributions. School heads may continue working harmoniously, thus striving to create a culture of acceptance and inclusion, prioritize the well-being of teachers, and support their efforts to participate in meaningful activities and relationships in order to cope with stress and build resilience. Lastly, further studies which is wider in scope may be conducted considering other variables not covered in the present study.

Keywords: well-being; resilience; social connection; mental control; conflict resolution

1. Introduction

The global scenario on teachers' resilience is a complex and multifaceted issue, influenced by various factors such as societal expectations, educational policies, and individual circumstances. While teachers are often lauded as "pillars of society," their profession is inherently challenging, demanding both intellectual and emotional strength. This has led to a growing focus on teacher resilience, recognizing its crucial role in ensuring quality education and supporting student well-being. Teacher resilience is the ability to bounce back from adversity, maintain commitment to teaching, and adapt to challenges. It is a dynamic process that involves both personal characteristics and contextual factors.

The Department of Education (DepEd) provide extensions and programs to sustain the education despite of the current situation. Thus, these programs must not only focus on the learners itself rather it should also support the welfare of the teachers. School implement programs that can foster positive factors that can develop teacher's resiliency as Truzoli, Pirola and Conte (2021) show that depression and stress are the main predictors of satisfaction levels for online teaching. In addition, coping, focus of control and self-efficacy emerge as important well-being.

In line with the above discussion, resilience in the field of education has emerged as an important area of research, especially in countries where high resignation rates have been observed in the teaching profession.

Teachers' resilience has been described as a quality that allows teachers to maintain their commitment at teaching. Teachers' resilience refers to the extent to which teachers are capable to maintain positive attributes in face of a range of challenges, pressures and demands associated to their work. Various preventive and risk factors empower or disable teachers' resilient behavior. (Daniilidou and Maria Platsidou, 2018)

Additionally, Akbar and Mauna (2020) stated that psychological resilience is maintained to be fundamental for teachers because they are constantly exposed to various stressors that they only have a little control, such as a high workload, conflicting demands, lack of recognition, poor physical environment and students' misbehavior. Teacher resilience is very important in enabling the teacher to respond positively to challenging circumstances.

With the above-mentioned information, the researcher wants to further study about the preventive factors fostering resiliency for teachers in Lumban Sub-office Laguna, Division of Laguna.

1.1. Background of the Study

Teaching is a demanding profession and requires a lot of courage and motivation to continue on the field. In this context, work ability, the physical and intellectual resources on which individuals can rely to respond to work demands significantly affects work quality and performance. Sottimano et. al. (2018) reveals that preventive factors and work ability of the teacher may vary based on their age and different cohorts. The result of their study explains that intrinsic and extrinsic factors also affect the preventive nature of fostering resiliency of the teachers.

Study of Muller, Gorrow and Fiala (2021) indicated that although well-being are present it still contributes to resiliency for educators in an unequal manner and might contain meaningful sub-groupings that vary in importance based upon the age of the teacher. The information gained regarding well-being among teachers can be used by school administrators to help foster resiliency and increase retention rates.

Additionally, research suggest that the stress management or coping skills by more resilient people can be taught to those at risk allowing them to manage stress effectively. Mansfield and Beltman (2019) indicate that teacher resilience research has flourished over the past 15 years and studies have shown resilience related to numerous positive outcomes for teachers including job satisfaction, commitment, efficacy, engagement, motivation, well-being and positive sense of identity. Recently, resilience has been acknowledged as a critical non-cognitive attribute of novice teachers as resilience has been considered an important non-cognitive capability for selecting applicants into teacher education.

The main aim of this research is to identify the well-being that foster resilience for teachers in any situation in the Lumban Sub-Office, Division of Laguna. By exploring the various well-being and practices that can promote resilience among teachers, this research provided teachers with the strategies and tools necessary to better manage challenging situations. The results of the study will help teachers better navigate the demands of their profession and equip them with the necessary skills and knowledge to remain resilient in any situation they encounter.

1.2. Conceptual Framework

To give better perspective of the research problem, it is presented in a paradigm form.

Independent variables consist of teacher's well-being ; Social Connection, Physical Health, Mental Control, Conflict Resolution.

Dependent variable consists of Teachers Resilience; Mental Resilience, Emotional Resilience, and Physical Resilience.

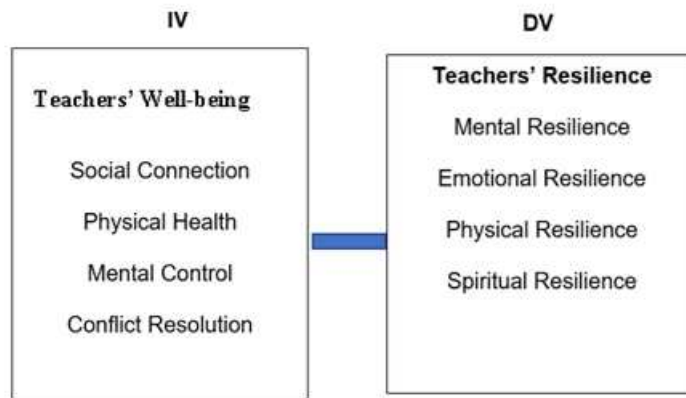


Figure 1. Research Paradigm of the Study

Independent variables consist of the teacher's well-being ; Social Connection, Physical Health, Mental Control, and Conflict Resolution.

The dependent variable consists of Teachers' Resilience; Mental Resilience, Emotional Resilience, Physical Resilience and Spiritual Resilience.

1.3. Statement of the Problem:

In order to realize the main goal of the study, the researcher answered the following questions.

- What is the level of Teachers' well-being in terms of:
 - Social Connection;
 - Physical Health;
 - Mental Control; and
 - Conflict Resolution?
- * What is the level of Teachers' Resilience in terms of:
 - Mental Resilience;
 - Emotional Resilience;
 - Physical Resilience; and
 - Spiritual Resilience?
- * Is there any significant relationship between teachers' well-being and teachers' resilience?

1.4. Review of Related Literature and Studies

This review of related literature and studies present the different articles and previous studies published in official websites and online journals. This chapter helps clarify the concept placed under investigation in this study. It also made the search for research instruments that have already been validated.

1.4.1. Teachers' Well-being

Well-being are individual or environmental characteristics or conditions that promote the health and emotional well-being of children and adolescents. Enhancing preventive factors can help students engage in positive health behaviors and avoid many risk behaviors. Psychosocial aspects of students' educational and recreational experiences that influence their social and emotional development. Parents, school staff, and out-of-school time staff working together to support and improve the learning, development, and health of

students. Belief held by students that adults and peers care, value, and support them in school. Individuals, groups, businesses, and institutions that are invested in the well-being of schools and working with them to support students (CDC., 2022).

School is the only environment that staff can control for children and young people. It is, therefore, vital that school staff do what they can to provide stability within the school setting to increase well-being and ensure pupils are best equipped to handle the adverse conditions they may be faced with outside school. Risk Factors are things like: poverty, domestic violence, neglect, attachment issues. It is highly likely that there has been an increase in Risk Factors as a result of lockdown, during the Covid Pandemic (NSPCC Learning, 2020), making this issue all the more pertinent today. Well-being are things like: being able to self-regulate emotions, having a significant adult, having good self-esteem; all of which contribute to resilience in the face of adversity. Given this, then the school environment and its relationships, including pupil-teacher, have a role to play in developing children and young people's resilience. In order that a child is able to thrive and not just survive, any Risk Factors need to be balanced with preventive Factors (Guillen, 2022).

This present study on teachers' well-being and resilience in public elementary schools of the Lumban Sub-Office builds upon prior research that emphasizes the interplay between school culture, leadership resilience, and educator values. Pascual and San Miguel (2021) highlighted the crucial role of school culture in shaping teachers' work values, noting that a positive, collaborative environment significantly influences educators' motivation and commitment. This aligns with the premise that well-being is fostered within supportive institutional contexts. Furthermore, studies on school leaders' resilience—both in the broader Division of Laguna (Pascual & San Miguel, 2021) and specifically in the District of Victoria (San Miguel, 2022)—underscore the importance of leadership stability and adaptability, particularly during crisis situations such as the COVID-19 pandemic. These findings suggest that resilient leadership indirectly bolsters teachers' emotional strength and job satisfaction, creating a ripple effect that enhances the overall well-being of teaching personnel. Thus, the current investigation seeks to extend these insights by focusing explicitly on the resilience and well-being of teachers themselves within the Lumban Sub-Office, offering a localized perspective that connects leadership, culture, and educator welfare.

1.4.2. Social Connection

Schools can use collaborative online learning activities to promote an engagement, interaction or collaboration in an online coursework (Hanover, 2019). Online courses should include structures and policies that require students to collaborate with each other and with teachers. Also, teachers can promote collaboration by setting up online discussion boards where students can reflect on their learning and receive feedbacks from peers and teachers. Participating in discussion boards ensures that students actively engage with course content rather than passively observing instruction. Teachers should take care to provide support for effective collaboration, as ineffective collaboration in an online environment can increase frustration (Cleveland-Innes and Campbell, 2018). Teachers should provide explicit instruction on both the social skills needed for effective collaboration in general and expectation for specific collaborative activities at the outset of the learning experiences.

Social Connection may be particularly important for schools making unplanned transitions in an online learning as a result of the COVID-19 outbreak. Collaborative work in small groups can help students maintain relationships with classmates during remote learning. With these, it is recommended that teachers assign students to provide feedback on one another's work in small groups to support continuity and ensure equitable participation in learning activities (Pentaraki and Burkholder, 2017). Peer review strategies in which students review and provide feedback on one another's work helps ensure the students engage constructively with online learning assignments. Teachers should provide incentives, such as online token or points, to encourage students to provide peer feedback.

Social Connection can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of Peer interaction that involves students working in pairs or small groups to discuss concepts or find solutions to problems. Similar to the idea that two or three heads are better than one, educational researchers have found that through peer instruction, students teach each other by addressing misunderstandings and clarifying misconceptions.

Accordingly, Rabari (2019) asserted that the correlation between creative thinking and critical thinking are strong in physics teaching. From these points, the researcher of the present study examined the brainstorming technique for enhancing critical thinking in science for students.

Creative thinking (Tarhan, 2019) is a process of becoming sensitive to a problem, deficiencies, gaps in knowledge, missing elements, disharmonies, identifying the difficulty, searching for solutions, making guesses or formula a hypothesis about these deficiencies, testing and retesting these hypotheses and possibly modifying and retesting them and finally communicating the result.

Haan (2019) saw creativity as a multi-component process and that there are two stages to the creative process include associative and analytical. In associative stage, thinking is defocused, suggestive and revealing remote, intuitive, or subtle connections between items that may be correlated, or may not and usually not causally related. In the analytical stage, thought is focused and evaluative more conducive to analyzing relationships of cause and effect for review of other cognitive aspects of creativity

A collaborative classroom is a classroom where students actively work with each other and with an educator in an active group learning environment. Collaborative interactions utilize group learning principles, peer feedback and, often, technology such as tablets, smartphones and laptops to promote discussion, improve class participation and prompt greater knowledge generation.

Peer interaction now that everyone is locked in the pandemic also refer to teaching circumstances that emphasize group education. In a collaborative classroom, students are encouraged to think critically, troubleshoot problems and offer feedback to peers. As collaborative classrooms promote deductive reasoning and cooperation amongst students and teachers, they are valuable tools that prepare students for the workforce. Ken (2019) described peer interaction as when students are given opportunities to participate during teaching and learning by allowing them to ask and answer questions as well as being allowed to brainstorm with follow students in small groups with a specific task in focus. Peer interaction is an important aspect of student learning. When students speak up in class, they learn to express their ideas in a way that others can understand. When they ask questions, they learn how to obtain information to enhance their own understanding of a topic.

Students that regularly participate in class are constantly involved with the material and are more likely to remember a greater portion of the information. Active class participation also improves critical and higher-level thinking skills. Students who participate in class have studied the material well enough to introduce new concepts to their peers. This level of thinking goes beyond simple comprehension of text, and can also improve memory. Participation can also help students learn from each other, increasing comprehension through cooperation. This can in turn improve relationships between students and between the student and professor (Ferrantelli, 2019).

Course policies drastically affect participation. Studies show a greater level of participation when students' contributions were factored into their final grade. In some courses, professors require participation and include it in every student's final grade. Participation can mean anything from asking questions to leading discussions. In other classes, professors simply take mental notes of their students' involvement and contribution to the subject matter.

2. Research Design

2.1. Research Method

This study used the Descriptive Quantitative research method in gathering information. This method enables the researcher to interpret the theoretical meaning of the findings and hypothesis development for further studies. Specifically, the researcher stylized a questionnaire type of descriptive quantitative research method, the Likert scale to be specific, which enables researcher to gather information from the respondents without the respondents having any difficulties in answering the questions required for the researcher to have information regarding the well-being fostering resiliency for teachers in the new normal.

Quantitative research is the process of collecting and analyzing numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations. (Bhandari, 2021)

2.2. Respondents of the Study

One hundred forty (140) teacher-respondents from Lumban Sub-office were selected. The researcher used the purposive sampling technique.

2.3. Sampling Technique

Random sampling is one of the simplest forms of collecting data from the total population. Under random sampling, each member of the subset carries an equal opportunity of being chosen as a part of the sampling process.

According to Ariola et.al. (2018) when it is not possible to study the entire population, a smaller sample was taken using a random sampling technique.

2.4. Research Instrument

In order to collect data needed, research instrument was used. Questionnaires were used to gather information from the respondents. It includes questions/ statements about well-being fostering resiliency for teachers. Questionnaire is answerable by using rate scale or the respondent rate. It was used to gather data that will assess by the teachers from Lumban Sub-office.

In the questionnaire, a four-point rating scale indicated below was used to determine of the selected respondents.

4	3.40 – 4.19	Highly Extent
3	2.60 – 3.39	Moderate extent
2	1.80 – 2.59	Low extent
1	1 – 1.79	Very low extent

2.5. Research Procedure

The research study started by giving the title for approval during the school year of 2023-2024. The gathering of related literature and study were done by gathering information through internet and some observation of the researchers from the previous situation of the teachers due to the changes brought by the pandemic. Then the researcher formulated questionnaire as guided by the research adviser. The final draft of the questionnaire was presented to all panel members. Upon approval, the researcher asked for the permission of school heads to conduct the survey. The researcher ensured the confidentiality of the information given by the respondents.

Later, the data were gathered, given appropriate statistical treatment, analyzed and interpreted.

2.6. Statistical Treatment

The gathered data will be tabulated, and interpret using following tools. Mean and standard deviation have been used to determine the mean level of well-being fostering resiliency for teachers in the new normal. This response tabulated was used as the basis for the statistical treatment of data.

Mean was used to convert the responses into scores as basis for determining the verbal interpretation as scaled into five optional answers.

Standard deviation was used to have a better idea on how the data entries differ from the mean. Pearson R Correlation was used to determine the significant relationship of well-being and teachers' resiliency in new normal.

3. Results and Discussion

This chapter presents the data gathered on the level of public school teachers' well-being and resilience in Lumban Sub-office.

3.1. Level of Teachers' Well-being

Well-being are strategies and supports that help children and youth develop the skills, knowledge, and attitudes to make healthy decisions and cope with stress. Teachers recognize the importance of nurturing these factors in their students and strive to create an environment where students feel supported and empowered to make healthy decisions.

To interpret the level of teachers' well-being as to social connection.

Table 1.1 shows the level of teachers' well-being as to social connection. It is very highly evident that teachers talk to other people with positive thoughts ($M=4.30$, $SD=0.835$).

Positive thought also allows teachers to foster better relationships with their students and colleagues, making it easier to problem-solve, encourage students, and build trust. Meanwhile, it is very highly evident they also get support from colleagues whenever it is needed ($M=4.26$, $SD=0.850$). It shows that both parties are supporting each other making them a team player who is willing to go the extra mile for the success of the team and the organization. This means that school community have a positive atmosphere where good teamwork can help teachers get through any challenge.

Table 1.1
Level of Teachers' Well-being as to Social Connection

Item	Mean	S.D.	V. I.
1. Set up collaborative interaction with other workers.	4.18	0.783	HE
2. Initiate direct conversation with people around.	4.16	0.730	HE
3. Talk to other people with positive thoughts.	4.30	0.835	VHE
4. Make association with my co-workers for a better self-development.	4.14	0.846	HE
5. Get support from colleagues whenever it is needed.	4.26	0.850	VHE
Overall Mean	4.22	Very Highly Evident	

Legend:

4.20 – 5.00	Very Highly Evident (VHE)
3.40 – 4.19	Highly Evident (HE)
2.60 – 3.39	Moderately Evident (ME)
1.80 – 2.59	Lowly Evident (LE)
1.00 – 1.79	Very Lowly Evident (VLE)

It is *highly evident* that the teachers have set up collaborative interaction with other workers ($M=4.18$, $SD=0.783$).

It shows that they are working together as a team which is a sign of excellent team work. This collaboration is an essential factor in any successful organization, as it encourages employees to share ideas, resources and knowledge, while also providing an opportunity to develop strong relationships with each other. On the other hand, it is also highly evident that the teachers make association with my co-workers for a better self-development ($M=4.14$, $SD=0.846$). It reflects their willingness to foster meaningful relationships with those in their social circle. This indicates that the teachers are open to forming relationships with their peers/colleagues. Furthermore, this indicates that the teachers are highly successful in making associations with co-workers. This also suggests that the teachers demonstrate excellent social skills. The overall mean of 4.22 tells that the teachers have *very highly evident* well-being as to social connection.

Social connection with peers and teachers at school is important for students because it helps to buffer the stresses of school and boost students' resilience. It keeps students engaged and promotes attendance. Feeling a sense of belonging, and of being valued for being your authentic self, is essential for academic success (The Education Hub., 2020).

Teachers' well-being as to social connection involve creating supportive and caring relationships with students, parents, and colleagues. Building strong and positive relationships with the students and their families is essential in creating a safe learning environment. Additionally, teachers must establish an open line of communication with their peers and colleagues in order to ensure that all students have access to resources, support, and guidance. Finally, teachers must strive to foster an inclusive and accepting environment where students can safely communicate and share their thoughts and feelings. By taking these steps, teachers can help to create a strong and supportive social connection with their students and create a sense of community within the classroom.

Table 1.2
Level of Teachers' Well-being as to Physical Health

Item	Mean	S.D.	V. I.
1. Improve fitness by doing regular exercise and healthy diet.	4.30	0.795	VHE
2. Taking vitamins to develop physical growth and development.	4.16	0.730	HE
3. Practice healthy habits that can contribute in maintaining good health.	4.32	0.710	VHE
4. Join other physical activities such as sports and recreations to develop well-being.	4.25	0.750	VHE
5. Avoid doing unhealthy practices such as taking alcohols and cigarettes.	4.02	0.812	HE
Overall Mean	4.21 Very Highly Evident		

Legend:

4.20 – 5.00	Very Highly Evident (VHE)
3.40 – 4.19	Highly Evident (HE)
2.60 – 3.39	Moderately Evident (ME)
1.80 – 2.59	Lowly Evident (LE)
1.00 – 1.79	Very Lowly Evident (VLE)

It was *very highly evident* that teachers practice healthy habits that can contribute in maintaining good health ($M=4.32$, $SD=0.710$). It means that the majority of teachers have a consistently high level of commitment to healthy habits. This means that teachers are likely to be conscious about the importance of leading a healthy lifestyle and are likely to be more likely to prioritize good health in their personal lives. Meanwhile, it was also *very highly evident* the teachers improve fitness by doing regular exercise and healthy diet ($M=4.30$, $SD=0.795$). This means that the teachers recognize the importance of physical activity and proper nutrition for good health and well-being.

On the other hand, it was highly evident that teachers join other physical activities such as sports and recreations to develop well-being ($M=4.25$, $SD=0.750$).

It indicates that teachers are highly engaged in such activities. This is important for teachers to maintain health and wellbeing, as it can help them stay focused and energized in their teaching roles.

In addition, it was highly evident that teachers avoid doing unhealthy practices such as taking alcohols and cigarettes ($M=4.02$, $SD=0.812$). It shows that teachers value their health and are aware of the importance of always being healthy in the school.

The overall mean of 4.21 revealed that well-being s of teachers as to physical health is very highly evident. It shows that teachers understand the importance of their physical health. They recognize that physical health is an essential part of overall well-being, and that it can have a direct effect on their ability to teach effectively in the classroom.

Physical health is a huge component of our overall wellness. As a teacher, it's often difficult to find ways to balance our work and prioritize our fitness and health, especially during this time of year. We are faced with demanding schedules, ever increasing to-do lists, and the stress of everyday life (Giordano, K., 2020).

Good physical health can help teachers stay energized, focused, and mentally alert. It can also help them maintain a positive attitude and outlook, both in the classroom and in their personal lives. Therefore, many teachers strive to maintain a healthy lifestyle that includes regular exercise, nutritious meals, and adequate rest.

The table 1.3 shows the level of teachers' well-being as to mental control.

It was very highly evident that teachers pay attention in the present situation and be mindful on every action taken ($M=4.37$, $SD=0.780$). It shows that teachers are highly aware of the present situation and are taking great care to ensure that their actions are in line with what is needed. This speaks to the dedication and commitment of teachers to ensure the safety and well-being of students during this difficult time. On the other hand, it was very highly evident that teachers notice own emotion and reduce triggering factors ($M=4.35$, $SD=0.777$). It tells that teachers are mindful of their own emotions and the emotions of their students, and are taking steps to create a positive learning environment.

Table 1.3

Level of Teachers Well-being		as to Mental Control	
Item	Mean	S.D.	V. I.
1. Pay attention in the present situation and be mindful on every action taken.	4.37	0.780	VHE
2. Practice positive affirmations and do not entertain negative thoughts.	4.17	0.859	HE
3. Concentrate and focus on the target goals despite of destructions in the surroundings.	4.15	0.797	HE
4. Regulate own emotions to effectively facilitate job related task.	4.18	0.838	HE
5. Notice own's emotion and reduce triggering factors.	4.35	0.777	VHE
Overall Mean	4.25	Very Highly Evident	

Legend:
 4.20 – 5.00 Very Highly Evident (VHE)
 3.40 – 4.19 Highly Evident (HE)
 2.60 – 3.39 Moderately Evident (ME)
 1.80 – 2.59 Lowly Evident (LE)
 1.00 – 1.79 Very Lowly Evident (VLE)

It was highly evident that teachers regulate own emotions to effectively facilitate job related task ($M=4.18$, $SD=0.838$). It just shows that teachers are able to recognize and manage their own emotions when performing their job, which is an important skill in order to be successful in the teaching profession. Meanwhile, it was highly evident that teachers concentrate and focus on the target goals despite of destructions in the surroundings ($M=4.15$, $SD=0.797$). It shows that teachers have the resilience and determination to stay the course and achieve their goals, no matter the challenges they face.

The overall mean of 4.25 revealed that teachers' well-being as to mental control is very highly evident. It shows that teachers have taken steps to ensure a safe and positive learning environment for their students, helping to promote a healthy state of mental wellbeing. This result shows that teachers have the ability to manage their mental health and stay resilient in the face of challenges. It is important for teachers to be aware of the importance of mental well-being in order to continue to be effective in their roles.

A state of physical and mental health in the absence of medications, characterized by a lack of unexplained absenteeism from work and paucity of doctor's/counsellors visits. In other words, positive adaptation, coping and the ability to function effectively across all domains of life. Moreover, a resilient teacher should demonstrate adaptive functioning by meeting their professional obligations: demonstrating appropriate pedagogies and classroom management practices to support their students learning (Boon, H. J., 2020).

The ability for teachers to have good mental control is an important part of their success in the classroom. Having mental control helps teachers to remain organized, focused, and able to handle the daily pressures of teaching. It also helps them to more effectively manage their classes and stay on top of their lessons. Mental control helps teachers to stay calm and centered in the face of stressful situations and to be able to respond in a positive manner. Additionally, mental control helps teachers to be better communicators and better problem-solvers, which are qualities that are essential for any successful teaching career.

Table 1.4 shows the level of teachers' well-being as to conflict resolution.

From the table shown, it was very highly evident that teachers determine whether to litigate, negotiate, or pursue both strategies simultaneously ($M=4.25$, $SD=0.736$). It shows that teachers are taking into account various factors when making their decisions and that they are making well-informed decisions to ensure the best outcome. This suggests that teachers are making thoughtful and deliberate decisions when it comes to handling disputes. It was also very highly evident that teachers overcome conflict and reach resolutions ($M=4.21$, $SD=0.719$). It tells that teachers are successful in resolving conflicts and creating solutions that are satisfactory to all parties involved.

Table 1.4**Level of Teachers' Well-being as to Conflict Resolution**

Item	Mean	S.D.	V. I.
1. Overcome conflict and reach resolutions	4.21	0.719	VHE
2. Create value in the midst of disputes	4.18	0.710	HE
3. Negotiate with difficult people	4.10	0.712	HE
4. Determine whether to litigate, negotiate, or pursue both strategies simultaneously	4.25	0.736	VHE
5. Controls negative emotions and converts to positive attitude	3.77	0.962	HE
Overall Mean	4.09	Highly Evident	

Legend:

4.20 – 5.00	Very Highly Evident (VHE)
3.40 – 4.19	Highly Evident (HE)
2.60 – 3.39	Moderately Evident (ME)
1.80 – 2.59	Lowly Evident (LE)
1.00 – 1.79	Very Lowly Evident (VLE)

Meanwhile, it was highly evident that teachers create value in the midst of disputes ($M=4.18$, $SD=0.710$). This showed that teachers are able to effectively navigate and facilitate a resolution to disputes, ultimately creating value for all parties involved.

On the other hand, it was highly evident that teachers control negative emotions and converts to positive attitude ($M=3.77$, $SD=0.962$). It revealed the importance of having teachers in the classroom who are equipped with the necessary skills to handle difficult situations and to encourage a positive learning environment.

Based on the analysis and interpretation of data, teachers' well-being as to conflict resolution received the overall score 4.09 and interpreted as highly evident.

Conflict resolution has immense importance and relevance in present scenario. As we know across the globe countries are facing number of conflicts, social, economic, political, ethnic and other types of conflicts are prevalent which needs a solution only then people can live a peaceful life without any fear and danger. Conflict resolution is such a mechanism where conflicted parties come together and sort-out their incompatibilities and conflicts by peaceful means (Wani H., 2019).

Good teachers recognize that conflicts can arise in any classroom and work to build an atmosphere of respect and understanding. Conflict resolution skills are essential for creating peaceful learning environments and fostering strong relationships between students and teachers. Teachers also recognize the importance of teaching students problem-solving skills, active listening, and empathy to help them resolve conflicts. Teaching students how to effectively communicate and resolve conflicts can help prevent future conflicts and lead to a more positive learning environment.

3.2. Level of Teachers' Resilience

Teacher resilience is essential for professional growth and development. Resilience helps teachers manage stress, stay positive, and cope with difficult situations. Teacher resilience also helps teachers to stay motivated, focused, and engaged during challenging times. It is an important factor in creating a positive learning environment for both teachers and students.

Table 2.1 shows the level of teachers' resilience as to mental resilience.

It was very highly evident that teachers are confident on own's mental strength and ability ($M=4.45$, $SD=0.542$). The result shows that teachers have a strong belief in their own abilities and capacity to manage their mental health and well-being. It was also very highly evident that teachers accept challenges to develop mental toughness and take steps to accomplish it ($M=4.40$, $SD=0.515$). This indicates that most teachers have a positive attitude towards developing their mental toughness. Therefore, it can be concluded that teachers are open to challenging themselves to become mentally tougher and are actively taking steps towards achieving this goal.

Table 2.1
Level of Teachers' Resilience as to Mental Resilience

Item	Mean	S.D.	V. I.
1. Build and maintain good relationship with other people around.	4.13	0.615	HE
2. Take control and positively response for every situation.	4.27	0.576	VHE
3. Accept challenges to develop mental toughness and take steps to accomplish it	4.40	0.515	VHE
4. Committed on accomplishing works despite of failures and mistakes.	4.33	0.613	VHE
5. Confident on own's mental strength and ability.	4.45	0.542	VHE
Overall Mean	4.32 Very Highly Evident		

Legend:

4.20 – 5.00	Very Highly Evident (VHE)
3.40 – 4.19	Highly Evident (HE)
2.60 – 3.39	Moderately Evident (ME)
1.80 – 2.59	Lowly Evident (LE)
1.00 – 1.79	Very Lowly Evident (VLE)

Meanwhile, it was very highly evident that teachers are committed on accomplishing works despite of failures and mistakes ($M=4.33$, $SD=0.613$). The result clearly shows that teachers are highly committed to accomplishing their work, even when mistakes and failures occur. This indicates that teachers are consistently striving to achieve their goals despite any short-term difficulties they may face.

Lastly, it was highly evident teachers build and maintain good relationship with other people around ($M=4.13$, $SD=0.615$). It showed that teachers have a strong capacity for building and maintaining good relationships with others. This is an important quality for teachers as it helps to foster better communication and collaboration between teachers, students, and other members of the school community. This finding suggests that teachers have the skills necessary to effectively build and maintain positive relationships with their colleagues, students, and other stakeholders.

The overall mean of 4.32 revealed that teachers' resilience as to mental resilience is very highly evident. This is a testament to the strength and resilience of the teaching profession and shows that teachers are well-equipped to deal with the challenges they face in their profession.

Mental resilience refers to a person's ability to adapt to change and uncertainty. People who possess this type of resilience are flexible and calm during times of crisis. They use mental strength to solve problems, move forward, and remain hopeful even when they are facing setbacks (Cherry, K., 2022).

Mental resilience is an important quality for teachers to cultivate in order to effectively manage their job. As a teacher, it is easy to become overwhelmed with all the responsibilities and pressures that come with the job, and maintaining mental resilience is essential for teachers to stay focused, motivated and productive. Mental resilience can help teachers manage their stress levels and stay calm in difficult situations. It also allows them to maintain a healthy outlook, even in challenging times. Additionally, teachers who are mentally resilient are better able to support their students, as they can approach any obstacles with a positive attitude. Finally, having mental resilience can help teachers maintain a healthy work-life balance, allowing them to enjoy the rewards of teaching without being overwhelmed.

Table 2.2 shows the level of the teachers' resilience as to emotional resilience.

Table 2.2
Level of Teachers' Resilience as to Emotional Resilience

Item	Mean	S.D.	V. I.
1. Handle emotions toward different situations.	4.26	0.644	VHE
2. Maintain a hopeful outlook and accept that change and setbacks are part of life.	4.40	0.575	VHE
3. Respond effectively in stressful or unexpected situations and crises.	4.51	0.564	VHE
4. Utilize and optimize a range of mental qualities to withstand the pressures that they experience.	4.32	0.710	VHE
5. Look for positive side of every negative outcome.	4.42	0.597	VHE
Overall Mean	4.39 Very Highly Evident		

Legend:

4.20 – 5.00	Very Highly Evident (VHE)
3.40 – 4.19	Highly Evident (HE)
2.60 – 3.39	Moderately Evident (ME)
1.80 – 2.59	Lowly Evident (LE)
1.00 – 1.79	Very Lowly Evident (VLE)

Teachers responding effectively in stressful or unexpected situations and crises are *very highly evident* ($M=4.51$, $SD=0.564$). This connotes that teachers possess the skill to respond effectively in stressful or unexpected situations and crises, and are highly competent in doing so. The results indicates that the majority of teachers demonstrate a high level of competency in this area.

In addition, it was very highly evident that teachers look for positive side of every negative outcome ($M=4.42$, $SD=0.597$). The results clearly indicate that teachers have a strong emphasis on finding the positive in every negative outcome. This indicates that teachers are committed to providing students with an empowering learning environment, one that encourages growth and resilience.

Meanwhile, the result showed it was very highly evident that teachers utilize and optimize a range of mental qualities to withstand the pressures that they experience ($M=4.32$, $SD=0.710$). This indicates that teachers are highly resilient and capable of managing their stress levels.

It was very highly evident that teachers handle emotions toward different situations ($M=4.26$, $SD=0.644$). This indicates that teachers respond to different situations with a consistent level of emotion. This suggests that teachers have a good understanding of how to handle their emotions in a variety of situations.

The overall result of 4.39 tells that emotional resilience of teacher at work was very highly evident. It revealed that teachers possess the ability to cope with difficult situations and to remain focused on their work despite any emotional challenges they may face. This is an important trait for any teacher to have, as they are constantly faced with stressful situations that require emotional resilience to be successful.

Adolescent psychological research in the context of the Wenchuan earthquake found that emotional resilience mediated the relationship between negative life events and depressive symptoms, suggesting that it can protect adolescents by mitigating the effects of negative life events (Zychinski et. al, 2018). When individuals face stressful events, positive emotions can enhance their coping ability and thereby improve their psychological resilience, which enables them to effectively cope with the events and promotes physical and mental health. Furthermore, Ong et al. (2018) found that positive emotional experiences can help highly resilient individuals to effectively recover from stress.

Teachers play an important role in the education and development of their students, and having emotional resilience is an essential trait for them to possess. Emotional resilience helps teachers handle difficult situations with poise and professionalism, while also providing support and guidance to their students. This resilience is especially important when dealing with challenging student behaviors, responding to criticism, and managing stress. Having emotional resilience also allows teachers to create strong and positive relationships with their students and colleagues, build trust, and foster a positive learning environment. In addition, teachers with emotional resilience are more likely to be successful in their career and have a greater impact on the lives of their students.

Table 2.3 shows teachers' resilience as to physical resilience.

Table 2.3
Level of Teachers' Resilience as to Physical Resilience

Item	Mean	S.D.	V. I.
1. Improve self-ability to maintain physical strength.	4.26	0.644	VHE
2. Develop strength and endurance to withstand physical difficulties.	4.40	0.575	VHE
3. Improve physical support system to overcome challenges in the field of teaching.	4.51	0.564	VHE
4. Enhance body stamina to control and handle hard situations.	4.32	0.710	VHE
5. Do physical activities such as regular exercise to develop well-being.	4.42	0.597	VHE
Overall Mean	4.39 Very Highly Evident		

Legend:

4.20 – 5.00	Very Highly Evident (VHE)
3.40 – 4.19	Highly Evident (HE)
2.60 – 3.39	Moderately Evident (ME)
1.80 – 2.59	Lowly Evident (LE)
1.00 – 1.79	Very Lowly Evident (VLE)

The result tells it was very highly evident that teachers improve physical support system to overcome challenges in the field of teaching ($M=4.51$, $SD=0.564$). It showed that teachers are actively seeking ways to increase their effectiveness in the classroom. This indicates that teachers are taking measures to ensure that they are providing the best possible learning environment for their students.

Meanwhile, it was very highly evident that teachers do physical activities such as regular exercise to develop well-being ($M=4.42$, $SD=0.597$). This factor connotes that teachers are engaging in physical activity to enhance their overall well-being. This is a positive step towards improving teacher health and well-being, and is something that should be encouraged.

In addition, the result tells that it was very highly evident teachers improve self-ability to maintain physical strength ($M=4.26$, $SD=0.644$). This connotes that teacher intervention had a strong effect, suggesting that teachers are a key factor in helping students maintain physical strength.

The overall result of interpretation in teachers' resilience as to physical resilience was 4.39 and it was very highly evident.

Physical resilience is something that people can improve—to a certain extent—by making healthy lifestyle choices. Getting enough sleep, eating a nutritious diet, and engaging in regular exercise are just a few ways to strengthen this type of resilience (Cherry, K., 2022).

Teacher wellness has been linked not only to teachers' physical health, but also to stability in schools and to teaching effectiveness and student achievement. Moreover, teachers' emotions and stress levels have been found to influence those of students and other teachers (Cox, A., Solomon, B., & Parris, D., 2018).

Physical resilience is an important attribute for teachers to have in order to be successful in their job. Having physical resilience allows teachers to cope with the physical demands of the job and to remain energized throughout the day. As a teacher, it is important to be able to stay on your feet for long periods of time, move around the classroom to help students with their work, and be able to remain physically healthy. Physical resilience also helps teachers to maintain a positive attitude and to be able to handle any potential conflict or stressful situation. Teachers who are physically resilient have an easier time dealing with challenging or difficult students as well as staying focused on lesson planning and instruction.

The table 2.4 will show the level of teachers' resilience as to spiritual resilience.

Table 2.4
Level of Teachers' Resilience as to Spiritual Resilience

Item	Mean	S.D.	V. I.
1. Maintain a sturdy positive spirit	4.58	0.539	VHE
2. Has a clear sense of purpose and meaning even in the face of suffering	4.49	0.564	VHE
3. Buoyed by emotions connecting us with our best selves	4.58	0.579	VHE
4. Genuinely passionate or having a burning desire toward to push on through past failure	4.59	0.538	VHE
5. Re-strategize and come up with new formulas, ideas, retrain or take a different route or option to get positive result.	4.52	0.583	VHE
Overall Mean	4.55	Very Highly Evident	

Legend:

- 4.20 – 5.00 Very Highly Evident (VHE)
- 3.40 – 4.19 Highly Evident (HE)
- 2.60 – 3.39 Moderately Evident (ME)
- 1.80 – 2.59 Lowly Evident (LE)
- 1.00 – 1.79 Very Lowly Evident (VLE)

The result tells it was very highly evident that teachers genuinely passionate or having a burning desire toward to push on through past failure ($M=4.59$, $SD=0.564$). It showed that teachers are actively seeking ways to increase their effectiveness in the classroom by overcoming failures. This indicates that teachers are highly motivated to continue to work hard and have a strong desire to achieve success.

Meanwhile, it was very highly evident that teachers re-strategize and come up with new formulas, ideas, retrain or take a different route or option to get positive result ($M=4.52$, $SD=0.583$). This factor reinforces the idea that teachers are adaptable and able to take different routes and options to reach their desired outcomes.

In addition, the result tells that it was very highly evident teachers has a clear sense of purpose and meaning even in the face of suffering ($M=4.49$, $SD=0.564$). This indicates that teachers are resilient and determined to make a positive difference in their students' lives despite difficult circumstances.

The overall result of interpretation in teachers' resilience as to spiritual resilience was 4.55 and it was very highly evident. This result demonstrates that teachers have a strong capacity to effectively manage and cope with the spiritual demands and challenges of their work.

Spiritual resilience is found in the ability to sustain an individual's sense of self and purpose through their beliefs, principles, values and morals. It is not only about how people are recovering from adversity. Additionally, spiritual resilience is shaped in how people bounce back/rebound through difficulties and move forward with in deeper knowledge of both God and ourselves. Spiritual resilience is not about religion, it's about how people find meaning in life; what keeps them grounded and where they find purpose. Through each life experience, they engage in soul seeking for identity and connection. Spiritual resilience can be defined by how people live out our faith. It is learned as they experience life and all that it brings (Guffin, S., 2020).

Teachers play an important role in shaping the lives of students and their spiritual resilience is essential for their success. Spiritual resilience is the ability to remain strong, positive, and focused in the face of difficulties and to remain open to the possibilities of life and to the growth that can come from challenging experiences. This resilience enables teachers to remain grounded and help students to develop into the best version of themselves.

Spiritual resilience also helps teachers to remain open to new ideas and concepts, to be flexible in their approach to teaching, and to be able to create meaningful connections with their students. Through their spiritual resilience, teachers can gain insight into the lives of their students and be better able to provide them with guidance and support.

3.3. Correlation of Teachers' well-being and Teachers' Resilience

The table 3 depicts the significant relationship between teachers' well-being and teachers' resilience.

Table 3.
Relationship between Teachers' Well-being and Teachers' Resilience

Teachers' Resilience	School Connection			Physical Health			Mental Control			Conflict Resolution		
	<i>r</i>	<i>P</i>	VI	<i>r</i>	<i>p</i>	VI	<i>r</i>	<i>P</i>	VI	<i>r</i>	<i>p</i>	VI
Mental Resilience	0.485	0.000	S	0.551	0.000	S	0.455	0.000	S	0.489	0.000	S
Emotional Resilience	0.444	0.000	S	0.454	0.000	S	0.490	0.000	S	0.503	0.000	S
Physical Resilience	0.664	0.000	S	0.708	0.000	S	0.719	0.000	S	0.643	0.000	S
Spiritual Resilience	0.590	0.000	S	0.602	0.000	S	0.524	0.000	S	0.483	0.000	S

The teachers' resilience in terms of mental resilience with regard to social connection had a *positive* and *moderate* correlations ($r=0.485$, $p=0.000$).

Meanwhile, their mental resilience had a moderate and positive correlation with regards in physical health ($r=0.551$, $p=0.000$). The correlation between the teachers' mental resilience and mental control were *positive* and *moderate* ($r=0.455$, $p=0.000$). Lastly, their mental resilience and conflict resolution had a *positive* and *moderate* ($r=0.489$, $p=0.000$). All of the results were significant.

The teachers' resilience in terms of emotional resilience and teachers' well-being with regards in social connection had a positive and moderate correlations ($r=0.444$, $p=0.000$). Meanwhile, their emotional resilience had a *moderate* and *positive* correlation with teachers' well-being with regards in physical health ($r=0.454$, $p=0.000$). The correlation between the teachers' emotional resilience and mental control were *positive* and *moderate* ($r=0.490$, $p=0.000$). Lastly, their emotional resilience and conflict resolution had a *positive* and *moderate* ($r=0.503$, $p=0.000$). These were all significant.

The teachers' resilience in terms of physical resilience and teachers' well-being with regards in social connection had a *positive* and *strong* correlations ($r=0.664$, $p=0.000$). Meanwhile, their physical resilience had a *strong* and *positive* correlation with teachers' well-being with regards in physical health ($r=0.708$, $p=0.000$). The correlation between the teachers' physical resilience and mental control were *positive* and *strong* ($r=0.719$, $p=0.000$). Lastly, their physical resilience and conflict resolution had a *positive* and *strong* ($r=0.643$, $p=0.000$). All of the results were significant with each other.

The teachers' resilience in terms of spiritual resilience and teachers' well-being with regards in social connection had a *positive* and *moderate* correlations ($r=0.590$, $p=0.000$). Meanwhile, their spiritual resilience had a *strong* and *positive* correlation with teachers' well-being with regards in physical health ($r=0.602$, $p=0.000$). The correlation between the teachers' spiritual resilience and mental control were *positive* and *moderate* ($r=0.524$, $p=0.000$). Lastly, their spiritual resilience and conflict resolution had a *positive* and *moderate* ($r=0.483$, $p=0.000$). All of the results were significant with each other.

School is the only environment that staff can control for children and young people. It is, therefore, vital that school staff do what they can to provide stability within the school setting to increase well-being and ensure pupils are best equipped to handle the adverse conditions they may be faced with outside school (NSPCC Learning, 2020).

Well-being are things like: being able to self-regulate emotions, having a significant adult, having good self-esteem; all of which contribute to resilience in the face of adversity. Given this, then the school environment and its relationships, including pupil-teacher, have a role to play in developing children and young people's resilience. In order that a child is able to thrive and not just survive, any Risk Factors need to be balanced with well-being (Guillen, L., 2022).

Research has found that teachers' well-being are associated with increased levels of resilience. Furthermore, teachers who have higher levels of resilience tend to have better job satisfaction, higher job performance, and more effective classroom management. This shows the importance of teachers having access to appropriate resources and support in order to develop and maintain high levels of resilience. In order for teachers to be successful, it is important that they have both well-being and resilience. When teachers have well-being in place, they are better able to handle difficult situations and are better able to cope with stress. When teachers are resilient and have the ability to bounce back in difficult situations, they are better able to continue to grow and develop professionally.

4. Summary of Findings, Conclusion, and Recommendations

This chapter presents the summary of findings, the conclusions drawn from the analysis and the recommendations.

4.1. Summary of Findings

The main objective of the study was to determine the well-being and resiliency of teachers. This aimed to answer the following questions: (1) What is the level of Teachers' well-being in terms of social connection, physical health, mental control, and conflict resolution? (2) What is the level of Teachers' Resilience in terms of mental resilience, emotional resilience, physical resilience, and spiritual resilience? (3) Is there any significant relationship between teachers' well-being and teachers' resilience? (4) What is the proposed action plan to increase teachers' resiliency?

The respondents of the study were the teachers of the public elementary schools in Lumban Sub-office, Division of Laguna.

The study was conducted during the School Year 2023-2024. The instrument used was a self-made questionnaire validated experts in the field. Based on the analysis and interpretation of data, findings are shown as follows:

- **Level of Teachers' Well-being**

The over-all well-being in terms of social connection (4.22 - VHE), physical health (4.21 - VHE), mental control (4.25 - VHE) and conflict resolution (4.09 - HE) was 4.19 and interpreted as Highly Evident.

A study assessing well-being found strong evidence (4.19, Highly Evident) for the importance of social connection (4.22, Very Highly Evident), physical health (4.21, Very Highly Evident), and mental control (4.25, Very Highly Evident). Conflict resolution also scored highly (4.09, Highly Evident), though slightly lower than the other factors. The high ratings across all areas suggest a strong recognition of these factors' roles in promoting well-being, with mental control particularly emphasized.

- **Level of the Teachers' Resilience**

The level of the teachers' resilience in terms of mental resilience (4.32 - VHE), emotional resilience (4.39 - VHE), physical resilience (4.39 - VHE), and spiritual resilience (4.55 - VHE) obtained the total weighted mean of 4.41 and had the verbal interpretation of Very Highly Evident.

Teachers demonstrated very high levels of resilience across all measured aspects: mental (4.32), emotional (4.39), physical (4.39), and spiritual (4.55), resulting in an overall very highly evident (4.41) score. Spiritual resilience showed the highest level.

- **Relationship between Teachers' Well-being and Teachers' Resilience**

The teachers' resilience in terms of mental resilience with regard to social connection had a positive and moderate correlations ($r=0.485$, $p=0.000$). Meanwhile, their mental resilience had a moderate and positive correlation with regards in physical health ($r=0.551$, $p=0.000$). The correlation between the teachers' mental resilience and mental control were positive and moderate ($r=0.455$, $p=0.000$). Lastly, their mental

resilience and conflict resolution had a positive and moderate ($r=0.489$, $p=0.000$). All of the results were significant.

The teachers' resilience in terms of emotional resilience and teachers' well-being with regards in social connection had a positive and moderate correlations ($r=0.444$, $p=0.000$). Meanwhile, their emotional resilience had a moderate and positive correlation with teachers' well-being with regards in physical health ($r=0.454$, $p=0.000$). The correlation between the teachers' emotional resilience and mental control were positive and moderate ($r=0.490$, $p=0.000$). Lastly, their emotional resilience and conflict resolution had a positive and moderate ($r=0.503$, $p=0.000$). These were all significant.

The teachers' resilience in terms of physical resilience and teachers' well-being with regards in social connection had a positive and strong correlations ($r=0.664$, $p=0.000$). Meanwhile, their physical resilience had a strong and positive correlation with teachers' well-being with regards in physical health ($r=0.708$, $p=0.000$). The correlation between the teachers' physical resilience and mental control were positive and strong ($r=0.719$, $p=0.000$). Lastly, their physical resilience and conflict resolution had a positive and strong ($r=0.643$, $p=0.000$). All of the results were significant with each other.

The teachers' resilience in terms of spiritual resilience and teachers' well-being with regards in social connection had a positive and moderate correlations ($r=0.590$, $p=0.000$). Meanwhile, their spiritual resilience had a strong and positive correlation with teachers' well-being with regards in physical health ($r=0.602$, $p=0.000$). The correlation between the teachers' spiritual resilience and mental control were positive and moderate ($r=0.524$, $p=0.000$). Lastly, their spiritual resilience and conflict resolution had a positive and moderate ($r=0.483$, $p=0.000$). All of the results were significant with each other.

In summary, it can be stated that there is no significant relationship between the well-being and teachers' resilience. Therefore, the null hypothesis indicating that there is no significant relationship between the teachers' well-being and teachers' resilience is accepted.

4.2. Conclusion

Based from the findings of the study presented, the following conclusions were drawn:

- * The study highlights the significant role of social connection, physical health, mental control, and conflict resolution as vital well-being for well-being, with overall ratings indicating a strong consensus on their importance. The particularly high emphasis on mental control suggests that fostering this aspect could be crucial for enhancing overall well-being. These findings underscore the need for targeted interventions and programs that promote these factors to support individuals in achieving better health and resilience.

- * The findings indicate that teachers possess exceptionally high levels of resilience across mental, emotional, physical, and spiritual dimensions, with an overall score of 4.41 classified as very highly evident. Notably, spiritual resilience emerged as the most pronounced aspect, suggesting that teachers may rely on spiritual well-being as a key resource in navigating challenges. These results highlight the importance of fostering resilience in educators, as it not only supports their personal well-being but also enhances their ability to effectively engage and support their students.

- * There is a significant positive correlation between teachers' resilience—encompassing mental, emotional, physical, and spiritual aspects—and various well-being related to well-being, such as social connection, physical health, mental control, and conflict resolution. Each dimension of resilience showed meaningful relationships with these factors, highlighting that teachers' resilience in one area can positively influence others. The findings emphasize the interconnectedness of resilience and well-being, suggesting that fostering resilience in teachers can enhance their overall capacity to cope with challenges and improve their effectiveness in supporting students. This underscores the importance of targeted interventions that promote resilience across all dimensions to benefit both educators and their students.

4.3. Recommendations

Based on the findings and conclusion of the study, the following are recommended:

* School heads should develop targeted programs that focus on fostering social connection, physical health, mental control, and conflict resolution skills. This can include integrating mental control techniques such as mindfulness and stress management into curricula, promoting physical health initiatives like fitness classes, and offering training on effective conflict resolution strategies. Additionally, creating supportive environments that encourage social ties and providing resources for mental health support are crucial. Regular assessments should be conducted to monitor progress and adapt programs as needed, while community engagement activities can further strengthen social networks, ultimately supporting individuals in achieving better health and resilience.

* DepEd officials should implement programs that further enhance their mental, emotional, physical, and spiritual well-being. This can include professional development workshops focused on resilience-building strategies, mindfulness practices, and stress management techniques. Additionally, providing resources that promote spiritual well-being, such as access to counseling or support groups, can empower teachers to navigate challenges more effectively. Creating a supportive school environment that fosters collaboration and open communication among educators can also enhance resilience. Ultimately, these initiatives not only bolster teachers' personal well-being but also enhance their capacity to support and engage their students more effectively.

* School heads recommended should implement targeted interventions that promote resilience across mental, emotional, physical, and spiritual dimensions. This could involve comprehensive professional development programs that focus on enhancing social connections among educators, encouraging healthy lifestyle choices, and teaching effective mental control and conflict resolution strategies.

* Further studies which is wider in scope may be conducted considering other variables not covered in the present study.

Additional research needs to be conducted to confirm these findings and to investigate whether they have any implications for working with teachers. Finally, further research should be conducted to identify other potential sources of resilience in teachers, as well as to determine how well-being can be used to foster resilience.

References

- Akbar, Z. and Mauna, M. (2020). *well-being For Teacher Resilience In Elementary Special Educations*. Retrieved from <https://journal-center.litpam.com/index.php/essh/article/view/341>
- Beltman, S. (2021). "Understanding and examining teacher resilience from multiple perspectives," in *Cultivating Teacher Resilience*, ed C. F. Mansfield (Singapore: Springer), 11–26. doi: 10.1007/978-981-15-5963-1_2
- CDC. (2022). *Protective Factors in Schools | Healthy Schools | CDC*. Centers for Disease Control and Prevention. Retrieved January 29, 2023, from https://www.cdc.gov/healthyschools/protective_factors_schools.htm
- Cleveland-Innes, L., Campbell P. (2018). Assessment Standards for School Mathematics. Reston VA: National Council of Teachers of Mathematics. relations to behavior problems. *Ann N Y Acad Sci*;1094(1):272–77.
- Daniilidou, A., & Platsidou, M. (2018). Teachers' resilience scale: An integrated instrument for assessing protective factors of teachers' resilience. *Hellenic Journal of Psychology*, 15(1), 15-39.
- Ferrantelli, S. D. (2019). Impact of peer coaching on self-efficacy and instructional skills in TEFL teacher education. *System*, 34, 239-254.
- Guillen, L. (2022). *The Importance of a Significant Adult in the Life of a Child*. Behaviour Matters. Retrieved January 29, 2023, from <http://www.behaviourmatters.org.uk/the-importance-of-a-significant-adult-in-the-life-of-a-child/>
- Haan, F. S. (2019). Effects of guided design with and without teacher support on the accuracy in formulating nursing care plans and clinical problem solving by student nurses (Doctoral dissertation, University of Georgia, 1989). *Dissertation Abstracts International*, 50, 2336.
- Hanover, P. (2019) Mathematically gifted and talented learners: theory and practice. *Int J Math Edu Sci Technol* 40(2):213–228
- Ken, N (2019): Reinforcing Students' Motivational through Authentic Assessment. (Report No. PS.-025753). Master's thesis, Saint Xavier University & IRI/Skylight,. (Eric Document Reproduction Service No. ED411074).

- Kosholap, A., Maksymchuk, B., Branitska, T., Martynets, L., Boichenko, A., Stoliarenko, O., ... & Maksymchuk, I. (2021). Neuropsychological bases of self-improvement of own physical health of future teachers in the course of university education. *BRAIN. Broad Research in Artificial Intelligence and Neuroscience*, 12(3), 171-190.
- Mansfield, C. And Beltsman, S. (2019). Promoting Resilience For Teachers: Pre-Service And In-Service Professional Learning.
- Mansfield, C. F., Beltsman, S., Broadley, T., & Weatherby-Fell, N. (2016). Building resilience in teacher education: An evidenced informed framework. *Teaching and teacher education*, 54, 77-87.
- Muller, S., Gorrow, T. And Fiala, K. (2011). *CONSIDERING well-being AS A TOOL FOR TEACHER RESILIENCY*.
- NSW. (2022). *Conflict resolution*. NSW Department of Education. Retrieved January 29, 2023, from <https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-teachers/restorative-practices/conflict-resolution>
- Pascual, E. A. and San Miguel, N. V. (2021). School culture and teachers' work values. *International Journal of Research Publications*. Vol. 84, Iss. 1, pp. 196-208. <https://doi.org/10.47119/IJRP100841920212225>
- Pascual, E. A. and San Miguel, N. V. (2021). School leaders' resilience amidst pandemic in the division of Laguna, Philippines. *International Journal of Research Publications*. Vol. 88, Iss. 1, pp. 67-88. <https://doi.org/10.47119/IJRP1008811120212390>
- Pentarakis, P. and Burkholder, G. (2017). Principles and Standards for School Mathematics. Reston, VA: NCTM.
- Rabari, Y. L. (2019). A suggestopedic study in acquisition using Authentic Assessment in Mathematocs. *Journal of the Society for Accelerative Learning and Teaching*, 9, 271-275.
- San Miguel, N. V. (2022). School leaders' resilience amidst pandemic in the District of Victoria. *International Journal of Research Publications*. Vol. 92, Iss. 1, pp. 657-672. <https://doi.org/10.47119/IJRP100921120222742>
- Sottimano, I., Viotti, S., Guidetti, G. and Converso, S. (2018). *well-being for work ability in preschool teachers*. Retrieved from <https://academic.oup.com/ocmed/article/67/4/301/3062305?login=true>
- The Education Hub. (2020). *The role of social connection, self-regulation and motivation in student achievement and wellbeing - THE EDUCATION HUB*. The Education Hub. Retrieved January 29, 2023, from <https://theeducationhub.org.nz/the-role-of-social-connection-self-regulation-and-motivation-in-student-achievement-and-wellbeing/>
- Truzoli, R., Pirola, V. and Conte, S. (2021). *The impact of risk and well-being on online teaching experience in high school Italian teachers during the COVID-19 pandemic*. Retrieved from <https://onlinelibrary.wiley.com/doi/full/10.1111/jcal.12533>