

## RESILIENCE AND WORK PERFORMANCE OF ELEMENTARY TEACHERS IN ZONE 2, SCHOOLS DIVISION OF ZAMBALES

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### ABSTRACT

*This study examined the relationship between resilience and work performance among elementary school teachers in Zone 2, Schools Division of Zambales. Specifically, it assessed teachers' resilience in terms of personal competence, social competence, social resources, family cohesion, and structured style, as well as their work performance across key professional competencies. The study employed a quantitative descriptive-correlational research design and utilized a structured survey questionnaire to gather data from elementary school teachers in selected public schools. The findings revealed that the respondents demonstrated a high level of resilience and a very satisfactory level of work performance. Significant differences in resilience were observed across selected profile variables. Furthermore, the study established a significant positive relationship between resilience and work performance, indicating that teachers who exhibit higher levels of resilience tend to perform more effectively in their professional responsibilities. The study concludes that resilience is a vital factor in sustaining teacher effectiveness and enabling educators to cope successfully with the challenges of the teaching profession. The findings highlight the need for schools and educational leaders to strengthen support systems, professional development opportunities, and resilience-building initiatives that promote teacher well-being and enhance educational outcomes.*

**Keywords:** Resilience, Professional Development, Individual Performance Commitment And Review Form

## INTRODUCTION

Resilience has emerged as a crucial construct in understanding how teachers sustain effectiveness and well-being in demanding educational settings. Resilience enables educators to adapt constructively, maintain motivation, and continue to thrive professionally despite adversity (Baatz, 2025; Peixoto et al., 2020; Valles & Clara, 2023; Farchi & Avram, 2025). Broadly conceptualized, teacher resilience encompasses the capacity to recover from setbacks, maintain commitment to the profession, and successfully navigate the multifaceted demands of teaching. Empirical evidence across international contexts underscores its significance. Reintjes, Kaiser, Winter, and Bellenberg (2025) found that resilience serves both as a protective mechanism against emotional exhaustion and as a catalyst for sustained engagement, with collegial support and leadership culture playing critical roles in fostering teacher commitment and job satisfaction. Similarly, García-Carmona and Arias-Gundín (2025) highlights the global relevance of resilience as a determinant of teacher effectiveness.

Local research further affirms the importance of resilience in enhancing teaching performance. Bigcas (2024), in a study conducted in Kidapawan City, identified mindful resilience, growth-oriented resilience, and empathetic engagement as key strategies that enable teachers to navigate professional challenges effectively. These findings underscore the need for structured interventions, such as resilience-building programs and continuous professional development initiatives, to strengthen teachers' coping mechanisms and overall performance.

Anchored on these theoretical and empirical foundations, the present study examines the relationship between teacher resilience and work performance among elementary school teachers in Zone 2, Schools Division of Zambales. Resilience is examined across multiple dimensions, including personal competence, social competence, Social Resource, family cohesion, and Structure Style. In turn, work performance is assessed through indicators such as self-management, professionalism and ethics, results orientation, teamwork, service orientation, innovation, communication skills, and information and communication technology (ICT) proficiency.

## RESEARCH PROBLEM

By exploring the interplay between resilience and professional performance, this study seeks to generate empirical insights that can inform evidence-based interventions aimed at enhancing teacher well-being and effectiveness. Moreover, the findings aim to contribute to the broader discourse on teacher resilience by situating local evidence within the global context, thereby providing a more nuanced understanding of how resilience supports sustainable teaching practice in increasingly complex educational environments.

## OBJECTIVES:

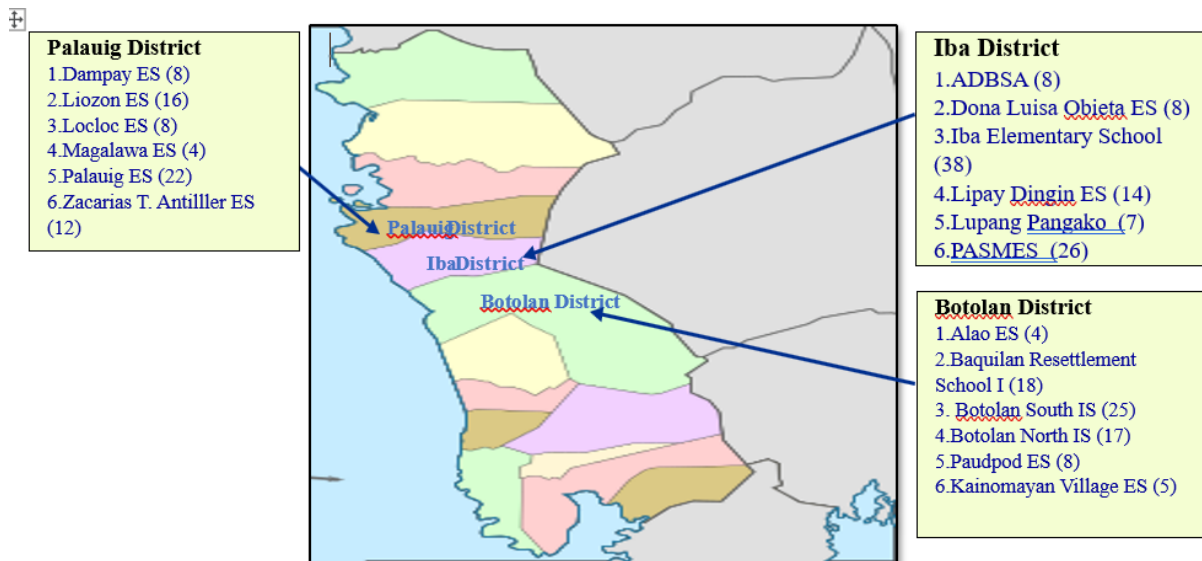
- To assess the level of resilience and work performance of elementary teachers among selected schools in Zone 2, Division of Zambales
- To provide basis for developing support programs and interventions that promote teacher resilience and improve educational outcomes

## MATERIAL AND METHODS

The descriptive- correlational research design was utilized using the survey- checklist in data gathering on the profile of the respondents, level of resilience and work performance among selected public elementary teachers in Zone 2, Schools Division of Zambales. A total of 248 elementary teachers served as the respondents. The study employed a structured survey-checklist questionnaire as the primary instrument for data collection. The researcher obtained the necessary approvals from the Thesis Adviser and the Graduate School Director to ensure compliance with institutional requirements. A formal request was subsequently submitted to the Office of the Schools Division Superintendent of Zambales to secure authorization to carry out the research. Upon approval, endorsement letters were provided to the School Heads and Principals of the participating public elementary schools to facilitate coordination.

The data collected was organized, tallied, and tabulated in an Excel spreadsheet. The gathered data had been subjected to statistical analysis and treated using percentage, weighted mean, and Pearson r. The data were interpreted using Likert Scale. Percentage was used to determine the frequency counts and percentage distribution of the raw scores of the respondents. Weighted/Arithmetic Mean was utilized to determine the average of the responses on the resilience of elementary teachers. The survey questionnaire responses were analyzed using the 4- point Likert scale analysis. ANOVA was utilized to determine if there is a significant difference between the level of resilience of elementary teachers and profile variables of the respondents. Pearson Product- Moment Correlation was utilized to investigate the correlation between the level of resilience and work performance among elementary teachers.

### Part A. Respondents and Location



### RESULTS

Table-1: Presenting the demographic and professional profile of the 248 elementary school teacher-respondents in Zone 2, Schools Division of Zambales.

Results signify that earning a Masters’ degree enhances their professional skills professional development and continuous learning is necessary for the learners in sharing their knowledge. Professional development refers to continuing education and career training after a person has entered the workforce to help them develop new skills, stay up to date on current trends, and advance their career (Antley, 2020).

**Table –I: Frequency and Percentage Distribution of Subjects According to Profile of the Respondents**

Profile		Frequency	Percent
<b>Age</b>  <b>Mean = 37.35</b>	51 - 60 years old	21	8.47
	41 - 50 years old	69	27.82
	31 - 40 years old	93	37.50
	21 - 30 years old	65	26.21
	Total	248	100.00
<b>Sex</b>	Female	220	88.71
	Male	28	11.29
	Total	248	100.00

<b>Position</b>	Master Teacher II	5	2.02
	Master Teacher I	15	6.05
	Teacher III	70	28.23
	Teacher II	35	14.11
	Teacher I	123	49.60
	Total	248	100.00
<b>Highest Educational Background</b>	with Ph. D./ Ed. D. units	10	4.03
	MA/ MS Degree	154	62.10
	with MA/ MS units	42	16.94
	BS/ BA Degree	42	16.94
	Total	248	100.00
<b>Years in Teaching</b>  <b>Mean = 10.06</b>	25 – 29	6	2.42
	20 – 24	14	5.65
	15 – 19	35	14.11
	10 – 14	60	24.19
	5 – 9	89	35.89
	0 – 4	44	17.74
	Total	248	100.00

**Table –II shows the level across all dimensions of resilience.**

Table 3 shows that respondents were rated as very resilient across all dimensions of resilience. Structure Style obtained the highest average weighted mean of 3.73 and ranked first, followed by family cohesion (AWM = 3.72, Rank 2), social competence (AWM = 3.71, Rank 3), Social Resource (AWM = 3.70, Rank 4), and personal competence (AWM = 3.68, Rank 5). These findings suggest that teachers possess strong organizational skills and are highly focused on achieving their goals and responsibilities throughout the school year. The prominence of Structure Style indicates that teachers effectively manage their tasks, plan their activities, and maintain a systematic approach to meeting professional expectations.

	<b>AWM</b>	<b>Descriptive Rating</b>	<b>Rank</b>
Personal Competence	3.68	Very Resilient	5
Social Competence	3.71	Very Resilient	3
Social Resource	3.70	Very Resilient	4
Family Cohesion	3.72	Very Resilient	2
Structure Style	3.73	Very Resilient	1
<b>Overall Weighted Mean</b>	<b>3.71</b>	<b>Very Resilient</b>	

**Table - III shows summary of the work performance of the respondents.**

Table 2 highlights overall work performance of elementary school teacher-respondents, evaluated across eight dimensions: self-management, professionalism and ethics, results focus, teamwork, service orientation, innovation, oral communication, and written communication. Each dimension was assessed through average weighted mean, descriptive rating, and rank, providing a comprehensive view of teachers' effectiveness in fulfilling their professional roles. These indicators reflect essential competencies such as delivering quality instruction, maintaining professional standards, fostering collaboration, and contributing to organizational goals.

	<b>AWM</b>	<b>Descriptive Rating</b>	<b>Rank</b>
Self-Management	3.70	Very Satisfactory	6.5
Professionalism and Ethics	3.70	Very Satisfactory	6.5
Result Focus	3.80	Very Satisfactory	1
Teamwork	3.70	Very Satisfactory	6.5
Service Orientation	3.70	Very Satisfactory	6.5
Innovation	3.71	Very Satisfactory	4
Oral Communication	3.79	Very Satisfactory	2.5
Written Communication	3.79	Very Satisfactory	2.5
Computer/ICT Skills	3.68	Very Satisfactory	9
<b>Overall Weighted Mean</b>	<b>3.73</b>	<b>Very Satisfactory</b>	

**Table -IV: Test of Significant Difference on the Level of Resilience Among the Respondents When Grouped According to Profile Variable**

Source of Variations		Df	F	Sig.	Decision/ Interpretation
Personal Competence	Between Groups	5	6.12	0.000	Reject Ho Significant
	Within Groups	242			
	Total	247			
Social Competence	Between Groups	5	6.80	0.000	Reject Ho Significant
	Within Groups	242			
	Total	247			
Social Resource	Between Groups	5	8.65	0.000	Reject Ho Significant
	Within Groups	242			
	Total	247			
Family Cohesion	Between Groups	5	6.40	0.000	Reject Ho Significant
	Within Groups	242			
	Total	247			
Structure Style	Between Groups	5	6.51	0.000	Reject Ho Significant
	Within Groups	242			
	Total	247			

**4. Table –V: Test of Significant Relationship between Level of Resilience and Work Performance of the Respondents**

Source of Correlations		Resilience	Work Performance	Decisions/ Interpretation
Level of Resilience	Pearson Correlation	1	0.793**	High Relationship
	Sig. (2-tailed)		0.000	
	N	248	248	
Work Performance	Pearson Correlation	0.793**	1	Reject Ho Significant
	Sig. (2-tailed)	0.000		
	N	248	248	
**. Correlation is significant at the 0.01 level (2-tailed).				

## DISCUSSION

The computed significance value (Sig.) of personal competence (Sig= 0.000), social competence (Sig= 0.000), social; resource (Sig= 0.000), family cohesion (Sig=0.000) and structure style (0.00) are less than ( $\leq$ ) 0.05 alpha level of significance. Therefore, the null hypothesis is rejected. The computed Pearson r value of 0.793 denotes a high relationship between the level of resilience and work performance of the respondents. The computed P- value is 0.000 is less than ( $\leq$ ) 0.05 level of significance, therefore the null hypothesis is rejected. The result implies the resilience of the teachers greatly manifested on their work performance. Teachers, who face and struggle with many difficulties in their professional life, need their resilience to be at a high level. Resilience has been shown to protect against emotional exhaustion and drive engagement (Reintjes et al., 2025). The results are consistent with previous studies emphasizing the role of resilience in promoting teacher well-being, engagement, and professional effectiveness. Resilient teachers are better equipped to cope with occupational pressures, sustain positive work attitudes, and achieve expected performance outcomes. These findings underscore the need for schools and educational leaders to implement programs and support systems that strengthen teacher resilience, thereby enhancing both teacher effectiveness and overall educational quality.

## CONCLUSION

Findings showed that teachers demonstrated strong resilience across personal competence, social competence, Social Resource, family cohesion, and Structure Style, while their work performance was rated very satisfactory. Significant differences in resilience were observed when grouped by age, sex, position, and years in teaching, though no differences appeared in certain resilience dimensions when grouped by sex. However, resilience varied significantly in terms of personal competence, social competence, Social Resource, and Structure Style when grouped by highest educational attainment. Importantly, a high correlation was found between resilience and work performance, underscoring the vital role of adaptability and strength in professional success. Based on these results, an intervention plan is needed to handle the challenge.

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