

Teachers' Resiliency towards Autonomy and Performance at Work

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Abstract

Teachers can influence students' learning, character formation, and future success. Hence, their resiliency, autonomy, and performance at work are vital components of quality education. The main purpose of this study was to determine the teachers' resiliency towards autonomy and performance at work in the selected district of the Division of Misamis Oriental during the School Year 2025-2026. Specifically, this study aimed to determine the teachers' level of resiliency; assess their level of autonomy and performance at work; and find out whether a significant relationship exists between the teachers' resiliency and their autonomy and performance at work. A total of 170 public elementary school teachers served as respondents through complete enumeration sampling. The study utilized the descriptive-correlation method with a research instrument patterned and modified. Descriptive statistics such as mean and standard deviation, along with Pearson Product Moment Correlation (r), were employed to analyze the data gathered.

Findings showed that the teachers' level of emotional resiliency was very high as well as their level of autonomy on classroom management. Meanwhile, the teachers' level of performance at work on teaching the 3R's was very positive. Lastly, a relationship between the teachers' resiliency and their autonomy and performance at work was found significant. The study concluded that teachers demonstrate a very high emotional resiliency by remaining calm, flexible, and positive when challenges occur in the workplace. It is recommended that teachers should use their creativity and understanding of their students' abilities to design engaging activities while making sure their plans follow the curriculum and learning competencies.

Keywords: resiliency, autonomy, performance at work

1. Introduction

Teachers play an important role in shaping learners' minds and future, making their resilience, autonomy, and work performance essential to quality education. The increasing demands of the teaching profession, including emotional stress, administrative responsibilities, heavy workloads, and classroom challenges, can affect teachers' ability to perform their duties effectively. Teacher resilience involves intellectual, emotional, and physical capacities that help educators adapt to difficulties, manage stress, maintain their well-being, and continue providing effective instruction. Meanwhile, teacher autonomy refers to their independence in making decisions related to teaching strategies, curriculum implementation, and classroom management. Both resilience and autonomy may influence how teachers perform tasks such as curriculum

and lesson planning, preparation of instructional materials, and teaching the basic skills of reading, writing, and arithmetic.

Although previous studies have examined teacher resilience, autonomy, and performance individually, there is limited research exploring the relationship among these three variables simultaneously. There is also a lack of studies focusing on the specific dimensions of resilience, including intellectual, emotional, and physical resilience, as well as autonomy in terms of pedagogical freedom, curriculum control, and classroom management. Furthermore, limited research has examined how these factors relate to teachers' performance in curriculum and lesson planning, instructional materials preparation, and teaching the 3Rs. The limited local research on these variables highlights the need for further investigation. Therefore, the study aims to determine the relationship between teachers' resilience, autonomy, and performance at work.

2. Research Questions

This study aimed to determine the teachers' resiliency, autonomy, and performance at work in a selected District, Division of Misamis Oriental during the School Year 2025–2026.

Specifically, it sought to answer the following questions:

1. What is the teachers' level of resiliency in terms of intellectual, emotional, and physical resiliency?
2. What is the teachers' level of autonomy based on pedagogical freedom, curriculum control, and classroom management?
3. What is the teachers' level of performance at work with regard to curriculum and lesson planning development, preparation of instructional devices, and teaching 3R's?
4. Is there a significant relationship between the teachers' resiliency and their autonomy?
5. Is there a significant relationship between the teachers' resiliency and their performance at work?

3. Significance

This study is significant because it highlights how teacher resilience and autonomy can contribute to effective work performance and a supportive learning environment. The findings may help school administrators develop programs that promote teacher empowerment, collaboration, motivation, and stress management, while helping teachers improve their adaptability and instructional practices. Students may benefit from having resilient and independent teachers who can respond effectively to their needs and create engaging learning experiences. The study may also provide baseline information for future researchers and serve as a foundation for further research on teacher well-being, autonomy, resilience, and work performance.

4. Scope and Limitations

This study focused on the teachers' resiliency and its relationship to their autonomy, and performance at work in a selected district of the Division of Misamis Oriental during the School Year 2025-2026. The respondents of the study were the one hundred seventy (170) public elementary school teachers in the schools where this study was conducted.

The variable 1 is limited only to the teachers' resiliency in terms of intellectual, emotional, and physical resiliency, which reflect how teachers cope with challenges, adapt to changes, and sustain their well-being in the teaching profession. Moreover, variable 2 is also limited to the teachers' autonomy, specifically in terms of pedagogical freedom, curriculum control, and classroom management, highlighting their capacity to make professional decisions inside the classroom. Lastly, variable 3 is limited to the teachers' performance at work with regard to curriculum and lesson planning development, preparation of instructional devices, and the effective teaching of the 3Rs reading, writing, and arithmetic. Through this study, a deeper understanding of how resiliency and autonomy influence teachers' work performance is sought, with the end goal of contributing to improved teaching practices and learner outcomes.

5. Literature Review

Teachers' Resiliency

Teacher resiliency is an essential quality that enables educators to cope with professional demands, adapt to changes, and sustain effective teaching practices. Hiver and Dörnyei (2021) emphasized that resiliency involves intellectual, emotional, and physical dimensions that contribute to teachers' well-being and professional effectiveness. Paller and Quirap (2024) further found that stronger resilience supports teachers' self-efficacy and confidence in managing classroom challenges, while Villahermosa, Corpuz, and Comon (2025) highlighted that resilient teachers are better able to manage stress, adapt to different teaching environments, maintain positive relationships, and fulfill their professional responsibilities. Intellectual resiliency enables teachers to remain innovative, engaged, and adaptable through continuous learning, critical thinking, and professional development. Emotional resiliency allows teachers to regulate emotions, manage pressure, and remain committed despite classroom difficulties, while physical resiliency helps teachers maintain energy, health, and well-being despite demanding workloads. Overall, teacher resiliency strengthens educators' ability to overcome challenges, maintain effective performance, and sustain their commitment to the teaching profession.

Teachers' Autonomy

Teacher autonomy refers to the freedom teachers have to make decisions about instruction, classroom management, and curriculum implementation, and it plays an important role in teaching effectiveness, professional growth, and well-being. Dayaganon (2022) emphasized that teacher autonomy is positively associated with instructional leadership and school effectiveness, while Cabras and Baguio (2025) found that greater autonomy contributes to pedagogical competence and the use of effective teaching approaches. Pedagogical freedom allows teachers to select appropriate strategies, develop materials, and adjust instruction based on learners' needs, supporting flexibility and innovation. Curriculum control enables teachers to interpret and contextualize curriculum requirements according to classroom conditions while balancing institutional policies and standards. Classroom management, meanwhile, involves establishing rules, maintaining discipline, fostering positive teacher learner relationships, and creating a conducive learning environment. Overall, teacher autonomy strengthens professional decision making and instructional effectiveness, while supportive leadership, adequate resources, professional development, and teachers' competence help create an environment where educators can exercise autonomy effectively.

Teachers' Performance at Work

Teacher performance is a key factor in achieving quality education because it directly influences learners' academic outcomes and school effectiveness. Sabio and Manalo (2020) emphasized that teacher performance depends on competency and compliance with professional standards, while Satur et al. (2024) found that teaching and learning competencies are significantly related to teacher performance, highlighting the importance of continuous professional development. Teachers' performance is demonstrated through curriculum and lesson planning, preparation of instructional devices, and teaching the 3Rs. Effective curriculum and lesson planning require teachers to organize content, strategies, and assessment according to learners' needs, while instructional device preparation supports understanding through relevant, clear, contextualized, and technology-based materials. The teaching of reading, writing, and arithmetic also requires appropriate strategies, differentiated instruction, and continuous teacher training to address learners' varied abilities and literacy and numeracy needs. Overall, effective teacher performance is strengthened by professional competence, adequate resources, collaboration, instructional support, resilience, and continuous professional development.

6. Methodology

Research Design

The study made use of a descriptive correlational method of research to determine the teachers' resiliency towards autonomy and performance at work. This design was found to be most appropriate as it allows for the exploration of the current state of teacher's resiliency towards autonomy and their performance at work. Specifically, this method was used to describe the teachers' level of resiliency, autonomy, and performance at work. Moreover, the study determined the correlation between the teachers' resiliency and their autonomy and performance at work.

Additionally, by collecting numerical data on teachers' resiliency towards autonomy, and their performance at work, the study described the current state of the teaching profession. This design enables the collection of quantifiable data from many teacher responders using structured questionnaires. Patterns and connections between autonomy, performance, and resilience can be found through statistical research. Objectivity, dependability, and a clear comprehension of the interdependencies between these variables are guaranteed by the design. This method was used in developing evidence-based findings and suggestions for enhancing the efficacy and support of teachers.

Participants

The study's respondents were the one hundred seventy (170) public elementary school teachers in Balingoan and Kinoguitan District, Division of Misamis Oriental. These teachers were currently teaching in the aforementioned districts and were drawn from different public schools within the area, representing a cross-section of the schools in the district.

Data Collection

The instrument used in gathering the necessary data was a questionnaire composed of three (3) parts. Part 1, dealt on teachers' resiliency in terms of intellectual, emotional, and physical resiliency. The variables were adapted from Albert Bandura's Social Cognitive Theory. The indicators were patterned and modified

from the study of Cabahug and Pañares (2024), titled psychological capital, stress level, and work attitude of public-school teachers.

In addition, Part 2 inquired on teachers' autonomy based on pedagogical freedom, curriculum control, and classroom management. The variables were patterned and modified from the source mentioned above. Lastly, Part 3 elicited on teachers' performance at work with regard to curriculum and lesson planning development, preparation of instructional devices, and teaching 3R's. The variables are also patterned and modified from the aforesaid source. Moreover, the questionnaire was still patterned and modified from the same author. Each variable has 5 indicators with the options: 4 – At All Times, 3 – Most of the Time, 2 – Sometimes, and 1 – Never.

Data Analysis

Having collected and recorded the data gathered in the study, the researcher used the appropriate statistical tools. Descriptive statistics such as mean, standard deviation, frequency, and percentage were used to summarize the responses and describe the variables in the study. Additionally, Pearson Product-Moment Correlation was used to determine the significant relationship between the teachers' resiliency and their autonomy as well as their performance at work.

1. Results and Discussions

Problem 1. What is the teachers' level of resiliency in terms of intellectual, emotional, and physical resiliency?

Table 1
Summary Distribution of Teachers' Level of Resiliency

Variable	Mean	SD	Interpretation
Intellectual	3.34	0.69	Very High
Emotional	3.35	0.71	Very High
Physical	3.32	0.74	Very High
Overall	3.34	0.71	Very High

Table 1 presents the summary of teachers' resiliency, which obtained an overall mean of 3.34 (SD = 0.71), interpreted as Very High. This indicates that teachers consistently demonstrate strong resilience in managing challenges, stress, and demands associated with their profession. Among the dimensions, emotional resilience obtained the highest mean of 3.35 (SD = 0.81), interpreted as Very High, showing that teachers are generally able to regulate their emotions, remain composed, and maintain positive relationships despite difficult situations. Meanwhile, physical resilience obtained the lowest mean of 3.32 (SD = 0.74), although it was still interpreted as Very High, indicating that teachers are able to maintain their energy, health, and productivity despite demanding workloads. Overall, the findings suggest that teachers possess strong emotional and physical capacity to cope with workplace challenges, allowing them to remain motivated and effective in performing their duties. However, continued attention to physical well-being remains important, as prolonged workload, stress, and fatigue may affect teachers' health and long-term performance.

Problem 2. What is the teachers' level of autonomy based on pedagogical freedom, curriculum control and classroom management?

Table 2
Summary Distribution of Teachers' Level of Autonomy

Variable	Mean	SD	Interpretation
Pedagogical Freedom	3.29	0.72	Very High
Curriculum Control	3.35	0.66	Very High
Classroom Management	3.39	0.70	Very High
Overall	3.34	0.69	Very High

Table 2 presents the summary of the respondents' autonomy, which obtained an overall mean of 3.34 (SD = 0.69), interpreted as Very High. This indicates that teachers experience a strong level of autonomy in performing their professional responsibilities, particularly in making instructional decisions, managing classroom interactions, and adjusting teaching practices to meet learners' needs. Among the indicators, classroom management obtained the highest mean of 3.39 (SD = 0.70), interpreted as Very High, showing that teachers consistently exercise independence in maintaining order, establishing expectations, and creating a positive learning environment. On the other hand, pedagogical freedom obtained the lowest mean of 3.29 (SD = 0.72), although it was still interpreted as Very High, indicating that teachers have considerable freedom in selecting teaching strategies and learning activities while remaining aligned with prescribed curriculum standards. Overall, the findings suggest that teachers are given sufficient professional independence to adapt instruction, manage classroom situations, and provide meaningful learning experiences while maintaining consistency with educational policies and expected learning outcomes.

Problem 3. What is the teachers' level of performance at work with regard to curriculum and lesson planning development, preparation of instructional devices and teaching 3R's?

Table 3
Summary Distribution of Teachers' Level of Performance at Work

Variable	Mean	SD	Interpretation
Curriculum and Lesson Planning	3.38	0.72	Very Positive
Preparation of Instructional Devices	3.36	0.71	Very Positive
Teaching 3R's	3.42	0.68	Very Positive
Overall	3.39	0.70	Very Positive

Table 3 presents the summary distribution of teachers' performance at work, which obtained an overall mean of 3.39 (SD = 0.70), interpreted as Very Positive. This indicates that teachers consistently perform their duties effectively in guiding, supporting, and motivating learners while managing classroom

responsibilities. Among the indicators, Teaching the 3Rs obtained the highest mean of 3.42 (SD = 0.68), interpreted as Very Positive, showing that teachers consistently prioritize the development of learners' basic skills in reading, writing, and arithmetic through appropriate instruction, remediation, and support. Meanwhile, preparation for instructional devices obtained the lowest mean of 3.36 (SD = 0.71), although it remained Very Positive, indicating that teachers consistently prepare and organize instructional materials to facilitate clear lesson delivery and meaningful learner participation. Overall, the findings show that teachers maintain a high level of work performance, particularly in developing foundational skills and ensuring that instruction is supported by appropriate preparation and effective classroom practices.

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

Table 4
Result of the Test on Relationship between Teachers' Resiliency and their Autonomy

Teachers' Resiliency	Teachers' Autonomy			Overall
	Pedagogy	Curriculum Control	Classroom Management	
Intellectual	r=0.627 p=0.001* S	r=0.575 p=0.001* S	r=0.571 p=0.001* S	r=0.591 p=0.001* S
Emotional	r=0.672 p=0.001* S	r=0.675 p=0.001* S	r=0.671 p=0.001* S	r=0.673 p=0.001* S
Physical	r=0.472 p=0.001* S	r=0.475 p=0.001* S	r=0.471 p=0.001* S	r=0.473 p=0.001* S

Table 4 presents the results of the test on the relationship between teachers' resiliency and autonomy. The findings show that intellectual, emotional, and physical resiliency have significant positive relationships with teachers' autonomy, as all p values are 0.001, which is below the 0.05 level of significance. Intellectual resiliency obtained an r value of 0.591, emotional resiliency obtained 0.673, and physical resiliency obtained 0.473, all interpreted as Strong Positive Relationships. These results indicate that teachers who are more resilient are also more capable of exercising independence in making instructional decisions, managing classrooms, and adapting teaching practices to learners' needs.

Among the three dimensions, emotional resiliency showed the strongest relationship with autonomy, suggesting that teachers who effectively manage stress and emotions are better able to remain confident, composed, and independent in performing their professional responsibilities. Intellectual resiliency also contributes to teachers' ability to reason, solve problems, and make appropriate instructional decisions, while physical resiliency supports the energy and stamina needed to perform autonomous duties

consistently. Since all relationships are significant, the null hypothesis is rejected, confirming that stronger teacher resiliency is associated with higher levels of professional autonomy.

Problem 5. Is there a significant relationship between the teachers' resiliency and their performance at work?

Table 5
Result of the Test on Relationship Between the Teachers' Resiliency
and their Performance at Work

Teachers' Resiliency	Performance at Work			Overall
	Curriculum and Lesson Planning	Preparation of instructional Services	Teaching 3R's	
Intellectual	r=0.574 p=0.001* S	r=0.575 p=0.001* S	r=0.573 p=0.001* S	r=0.574 p=0.001* S
Emotional	r=0.677 p=0.001* S	r=0.665 p=0.001* S	r=0.661 p=0.001* S	r=0.668 p=0.001* S
Physical	r=0.447 p=0.001* S	r=0.465 p=0.001* S	r=0.473 p=0.001* S	r=0.462 p=0.001* S

Table 5 presents the results of the test on the relationship between teachers' resiliency and their performance at work. The findings show that intellectual, emotional, and physical resiliency have significant positive relationships with teachers' work performance, as all p values are 0.001, which is below the 0.05 level of significance. Intellectual resiliency obtained an r value of 0.574, emotional resiliency obtained 0.668, and physical resiliency obtained 0.462, all interpreted as Strong Positive Relationships. These results indicate that teachers with stronger resilience are more capable of performing their professional responsibilities effectively, including curriculum and lesson planning, preparation of instructional devices, and teaching reading, writing, and arithmetic. Among the three dimensions, emotional resiliency demonstrated the strongest relationship with work performance, suggesting that teachers who can manage stress, regulate emotions, and remain motivated are more consistent and effective in carrying out their duties. Intellectual resiliency supports teachers' ability to solve instructional problems, adapt strategies, and maintain focus on professional goals, while physical resiliency provides the energy and endurance needed to manage daily workloads. Overall, the findings confirm that teacher resiliency is significantly associated with better work performance. Therefore, the null hypothesis is rejected, indicating that stronger intellectual, emotional, and physical resiliency contributes to more effective and consistent teacher performance.

2. Conclusion and Recommendations

Conclusion

From the findings of the study, it is concluded that teachers have a very high level of resiliency in terms of intellectual, emotional, and physical, which enables them to cope with the stress and constant changes in the education sector. The very high level of teachers' resilience is associated with their autonomy in matters concerning pedagogy freedom, curriculum control, and classroom management. They are allowed to be creative and flexible enough to adapt their teaching depending on the needs of the learners. In addition, the teachers show a very positive level of performance at work in terms of curriculum and lesson planning, preparation of instructional devices, and delivering the 3R's while taking care of the safety and development of the learners. The relationship between the teachers' resiliency and their autonomy registered a strong positive relationship. Thus, it becomes very important for the teachers to be more resilient and autonomous since only then will they be able to cope with any difficult situations and make wise decisions while teaching.

Recommendations

Based on the results of the study, the following recommendations are hereby proposed:

1. School administrators should assist teachers' physical resilience through wellness programs, workload management, and breaks. This can also be achieved through LAC sessions. The conducive environment will help ensure teachers maintain their energy levels for better performance.
2. Teachers should enhance pedagogical freedom by engaging themselves in creative teaching techniques and making modifications according to the needs of the learners. It is essential for teachers to be updated through training and self-study. Confidence building through cooperation and experience can help as well.
3. Teachers should prepare instructional devices and lessons according to the learners' abilities and learning needs. Providing varied and differentiated activities can help support diverse learners, promote better understanding, and ensure that all students are given equal opportunities to succeed in the learning process.
4. Teachers should be aware that their resiliency in terms of intellectual, emotional, and physical are directly and positively related to their autonomy on pedagogy freedom, curriculum control and classroom management.
5. Teachers should exert effort in maintaining their resiliency to ensure that better performance at work is attained.

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