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Workload, stress resilience, and instructional quality among public secondary school teachers

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Abstract

This study examined the relationship among workload, stress resilience, and instructional quality of public secondary school teachers in Occidental Mindoro. Grounded in the Job Demands-Resources (JD-R) Model and Self-Determination Theory, the study aimed to determine the effects of workload and stress resilience on instructional quality. Specifically, it described the respondents' demographic profile in terms of age, sex, teaching experience, educational attainment, and Plantilla position; assessed workload components including teaching and learning, professional development, role conflict, role overload, time management, and teaching hours; evaluated stress resilience across emotional, financial, social, environmental, intellectual, and physical domains; and determined instructional quality in terms of lesson planning, teaching practices, assessment and feedback, and classroom management. It also tested significant differences in responses when grouped according to demographic variables and examined the relationships among workload, stress resilience, and instructional quality. The study employed a descriptive-correlational quantitative design, involving 530 public secondary school teachers selected through stratified random sampling. Data were collected using a structured questionnaire with established reliability and internal consistency. Statistical tools such as mean, standard deviation, t-test, ANOVA, Pearson's r, and regression analysis were utilized to analyze the data. Findings revealed that teachers generally demonstrated positive perceptions of workload and instructional quality despite experiencing moderate levels of stress. Significant relationships were identified among workload, stress resilience, and instructional quality, indicating that increased demands influence both teacher well-being and instructional practices. While teachers sustained effective instructional performance, time constraints, role overload, and resource limitations remained key challenges. The study underscores the importance of institutional support systems and proposes a context-based development program aimed at improving workload management, enhancing stress resilience, and strengthening instructional quality among teachers.

Keywords: instructional quality, Jd-R Model, public secondary school teachers, stress resilience, teacher performance, teacher workload

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1. Introduction

Teaching is widely recognized as one of the most meaningful professions, despite being one of the most challenging. In addition to teaching, teachers are expected to plan, assess, mentor, keep records, and carry out programs, among other tasks. In public secondary school, these duties usually extend outside of the classroom, forcing teachers to balance their teaching duties with administrative and institutional requirements. As these demands continue to increase, worries have emerged about how teachers' workload affects their stress level and, ultimately, the quality of instruction they provide students. Teaching has become an increasingly demanding profession. Over the past decade, and more intensely during and after the pandemic, teachers have reported heavier workloads, expended administrative duties, and heightened accountability pressures. These conditions have contributed to elevate levels of stress and burnout, raising serious concerns about teachers' well-being and instructional effectiveness. Across educational systems, non-instructional responsibilities such as documentation, compliance reporting, program implementation, and extracurricular supervision, have substantially increased teachers' effective workload and reduced the time available for lesson planning, formative assessment, and individualized learner support. Studies further indicate that long working hours and excessive workload are associated with increased perceived stress and reduced quality of life among public school teachers, with direct implications for sustaining high-quality instruction (Da Silva et al., 2024).

In the Philippine context, teacher workload has garnered increased policy attention. In response to the growing workload related to non-teaching responsibilities, the Department of Education (DepEd) issued DepEd Order No. 005, s.2024. This policy, "Rationalization of Teachers' Workload in the Public Schools and Payment of Teaching Overload," aims to reduce instructional time, simplify teacher responsibilities, and compensate teachers for legitimate teaching overloads. It builds upon earlier policy directives, such as DepEd Order No. 42, s.2017, which concentrated on reducing clerical work through the use of administrative support. All of these policies acknowledge that teachers' well-being and capacity to teach effectively may be jeopardized by an overwhelming workload, particularly non-instructional duties. The existence of these national laws highlights the importance and urgency of examining workload-related issues at the school level, especially in public secondary schools.

Workload is closely linked to teachers' stress, which is increasingly understood as a multidimensional construct. Contemporary literature views teacher stress not merely as emotional exhaustion or burnout but as encompassing emotional, physical, social, environmental, financial, and intellectual dimensions, each of which may influence classroom practice in distinct ways (Agyapong et al., 2022). When teachers experience persistent demands across these dimensions, their capacity to engage meaningfully in instructional tasks may be compromised.

This study conceptualizes teacher stress as a multifaceted construct with emotional, economical, social, environmental, intellectual, and physical components. The terms "emotional stress" and "financial stress" refer to psychological strain, which can result from emotional labor and classroom interactions; "social stress" refers to interpersonal relationships within the school environment; "environmental stress" refers to physical and organizational working conditions; "intellectual stress" refers to cognitive demands and decision-making responsibilities; and "physical stress" refers to exhaustion and physical strain related to teaching tasks. Together, these said factors have a huge impact with regard to teachers' professional development and delivery of instruction (Agyapong et al., 2022; Skaalvik et. al.,2021).

Consistent with international findings, Philippine empirical studies reveal that teachers experiencing heavy workloads are more likely to report stress, reduced job satisfaction, and diminished teaching efficacy (Jomuad et

al., 2021). Similarly, Magtalas et al. (2024) found significant associations between role overload and stress among Filipino teachers, highlighting the impact of role conflict and excessive administrative demands within the local context. These findings suggest that workload-related stress is not only prevalent but also structurally embedded in teachers' professional experiences.

Instructional quality, which is central to student learning outcomes, is highly dependent on teachers' time, energy, and cognitive resources. When teachers' time is consumed by non-instructional tasks or when stress depletes their cognitive bandwidth, instructional practices tend to shift toward efficiency-driven and teacher-centered approaches, potentially reducing student engagement and learning gains (Fairman et al.,2022). Philippine studies echo this pattern, with teachers reporting limited time for in-depth lesson preparation and formative assessment due to paperwork and compliance demands, which they perceive as negatively affecting instructional effectiveness (Gonzales et. al.,2022). Since teachers are primary implementers of the curriculum, any factor that constrains their instructional capacity inevitably affects the overall teaching-learning process.

The theoretical foundation of this study is anchored solely on the Job Demands-Resources or the JD-R Model. Complementing this framework is the Self-Determination Theory. This theory focuses on the importance of autonomy, competence, and relatedness in maintaining teachers' intrinsic motivation and instructional effectiveness. Excessive and poorly structured workload can give frustration to psychological needs, which can lead to reduced quality education and disengagement.

In the Philippine secondary school context, there are still a lot of unanswered questions despite mounting local and international evidence that links teacher workload, stress dimensions, and instructional quality. Especially in resource-constrained and geographically remote regions, there is a lack of empirical research that simultaneously looks at several facets of teacher stress and observable elements of instructional quality. Additionally, the majority of research done in the Philippines has concentrated on populations with elementary or mixed basic education, leaving the secondary school context largely unexplored.

These differences raise important questions about whether specific stressors are more strongly associated with secondary school academic quality. They also highlight how the new DepEd workload rationalization rules are being implemented and experienced by schools, particularly in those island provinces. In order to address these concerns, this study aims to provide a more context-specific understanding of teacher performance and well-being in the Philippine secondary education system by examining the relationships between the workload of public secondary school teachers, various stressors, and instructional quality. This study examined and addressed deficiencies by evaluating the workload, stress resilience, and instructional quality of public secondary school teachers. The study quantitively assessed stress across multiple dimensions including emotional, social, physical, environmental, financial, and intellectual factors; defined workload to encompass teaching and learning, professional development, role conflict, role overload, time management, and teaching hours; and evaluated instructional quality through indicators of lesson planning, teaching practices, assessment and feedback practices, and classroom management.

This study primarily focuses on public secondary school teachers because of the complex and unique demands associated with this teaching level. Secondary education requires teachers to handle more specialized subject content, increased demands in cognition and face diverse students with different developmental needs, which collectively intensify workload and stress. As indicated by research, secondary teachers experience greater instructional pressure due to subject specialization, requirements in various assessments, and performance expectations compared to other educational levels. Moreover, secondary classrooms require teachers to face not only their students academically but also their behavioral, emotional, and cognitive engagement, making teaching at this level more complex and demanding (Kelly et al., 2022). Also, workload challenges are particularly apparent in secondary education, where teachers are greatly expected to manage extensive lesson planning, assessment tasks, and administrative responsibilities. Studies have proven that secondary school teachers often work beyond required hours. This is due to high academic expectations and accountability measures, which may affect their instructional

practices and overall performance (OECD, 2020; Wang, 2025). Secondary school teachers here in the Philippines are frequently assigned additional non-teaching responsibilities, despite the hiring of non-teaching personnel especially in small schools. This further increase workload and affecting teaching effectiveness. For instance, studies conducted in public secondary schools revealed that administrative and ancillary tasks significantly influence teachers' instructional performance (Medez, 2024). Given these conditions, focusing on secondary education provides a critical lens for understanding how workload and stress interact to influence instructional quality. This level of education presents more complex teaching conditions, making it an appropriate context for examining the relationships among the key variables of the current study.

The need to assess workload and its effects on instructional quality is highlighted by the growing complexity of teachers' tasks in the Philippine educational system. In addition to delivering instruction, public school teachers also have to do administrative, secretarial, and extracurricular duties. This has led to role conflict and job overload. The Department of Education released DepEd Order No. 002, s. 2024 in response to these difficulties to emphasize the importance of teaching duties by streamlining teachers' roles and cutting back on non-teaching duties. Deped Order No. 42, s. 2017 places a strong emphasis on the necessity for educators to exhibit excellent levels of instructional competency, including efficient lesson design, assessment procedures, and classroom management. Teachers must manage their workload demands while adhering to strict professional standards in order to satisfy these expectations. Furthermore, regulations like DepEd Order NO. 35, s. 2016 further require teachers to engage in continuous professional development which adds to the teachers' responsibilities.

Teachers still struggle to balance many demands in spite of these regulatory attempts, especially in public secondary schools where topic specialization and performance accountability add complexity to the job. This highlights the necessity for empirical research by creating a gap between policy aspirations and actual classroom reality. In order to promote the successful implementation of these policies and enhance teaching conditions, this study looks at how workload and stress aspects affect instructional quality. This study aims to aid public secondary school teachers by addressing the issues with workload, stress resilience, and instructional quality. This paper looks into the relationships between these factors and how they affect teachers' classroom instruction. This study suggests a context-based intervention program based on the results to address the gaps found, mainly in areas showing indicators with low performance. The program's key objectives are to help teachers better manage their workload, develop stress resilience, and improve their instructional quality. Also, this offers school legislators and school administrators very helpful information for making well-organized work management and mental health assistance plans. To enhance learning outcomes for students and working conditions for teachers are the main goal of the findings.

Objectives of the Study - The objective of this study was to determine the effects of workload and stress dimensions on instructional quality among public secondary school teachers. Specifically, this study assessed the teachers' workload in the areas of teaching and learning, professional development, role conflict, role overload, time management, and teaching hours; assessed the teachers' stress resilience in terms of emotional stress resilience, financial stress resilience, social stress resilience, environmental stress resilience, intellectual stress resilience, and physical stress resilience; and determined the instructional quality in terms of lesson planning, teaching practices, assessment and feedback practices, and classroom management. This study also tested the significant relationships among workload, stress resilience, and instructional quality. Ultimately, the goal was to propose a development program that will address findings based on the result of the study.

2. Methods

Research Design - The research employed a descriptive-correlational research design using quantitative approach to examine the relationship between teachers' workload, stress resilience, and instructional quality among public secondary school teachers in Occidental Mindoro. The descriptive component aimed to assess the levels of workload, stress resilience, and instructional quality, while correlation component investigates the relationships and predictive effects among these variables.

Participants of the Study - The participants were 530 public secondary school teachers in Occidental Mindoro, selected through stratified random sampling based on specific inclusion criteria: a. being currently employed as a public secondary school teacher in Occidental Mindoro; b. having at least one year of teaching experience; and c. handles at least one subject area with regular classroom instruction. These conditions helped enhance the validity and reliability of the data by ensuring that participants possessed sufficient professional experience and direct engagement in instructional practices. The quantitative survey involved a sample size determined using Raosoft to ensure statistical significance. The required sample size was computed using Raosoft Sample Size Calculator, with a 95% confidence level and 5% margin of error, based on the population of public secondary school teachers in the province. The computation follows standard sample size estimation grounded in probability sampling principles, ensuring that the selected respondents are sufficient to generate generalized and statistically reliable findings.

To ensure adequate representation, the respondents were further grouped into fifteen geographical strata, namely San Jose North, San Jose East, San Jose West, San Jose South, Magsaysay East, Magsaysay West, Rizal, Calintaan, Sablayan North, Sablayan South, Sta. Cruz, Mamburao, Paluan, Abra de Ilog, and Looc-Lubang. In the absence of detailed population distribution per stratum, an equal allocation method was employed in distributing the total sample size of 530 respondents. Each area was assigned approximately 35 respondents, with minor adjustments (i.e., 36 respondents in selected strata) to account for rounding and to ensure that the total sample size requirement was met. While proportional allocation is typically preferred when subgroup sizes are known, equal allocation is statistically acceptable in descriptive and exploratory studies, particularly when the goal is to ensure comparability across groups and avoid underrepresentation of smaller strata.

In summary, the use of a statistically determined sample size and stratified random sampling enhances the internal and external validity of the study. By ensuring sufficient sample size and equitable representation across geographical areas, the design minimizes sampling bias and gives more precise estimates of population parameters. This methodological approach is consistent with established quantitative research standards, thereby strengthening the credibility, reliability, and generalizability of the findings.

Data Gathering Instrument - The study used a structured survey questionnaire composed of standardized and adapted scales to gather quantitative data. The questionnaire consisted of four main sections, each measured using a four-point Likert scale for the responses: 4–Strongly Agree, 3–Agree, 2–Disagree, and 1–Strongly Disagree. For the teachers' workload, it was adapted from the questionnaire used by Jomuad et al. (2021), this section assessed teaching and learning, professional development, role conflict, role overload, time management, and teaching hours. For teachers' stress resilience, it was adapted from the questionnaire used by Vicent et al. (2023), this section assessed emotional stress, financial stress, social stress, environmental stress, intellectual stress, and physical stress. For the instruction quality, it was adapted from Iqbal et al. (2021), this section assessed lesson planning, teaching practices, assessment and feedback practices, and classroom management.

To ensure the reliability of the questionnaire, a pilot study was carried among 30 public secondary school teachers. These questionnaire was conducted via Google forms and then run through SPSS 27.0 for analysis. To check the internal consistency reliability of the study instrument, the Cronbach's Alpha coefficients for the questionnaire subscales were calculated. This shows that the Cronbach's Alpha values for the indicators ranged from 0.701 to 0.922. Of the indicators, Social Stress ($\alpha = 0.922$) had the highest reliability coefficient, while Lesson Planning ($\alpha = 0.858$), Teaching Practices ($\alpha = 0.826$), Assessment and Feedback Practices ($\alpha = 0.805$), Emotional Stress ($\alpha = 0.810$), and Financial Stress ($\alpha = 0.808$) all had acceptable reliability.

The indicators Teaching–Learning ($\alpha = 0.720$), Professional Development ($\alpha = 0.701$), Role Conflict ($\alpha = 0.738$), Role Overload ($\alpha = 0.702$), Time Management ($\alpha = 0.763$), Teaching Hours ($\alpha = 0.701$), Environmental Stress ($\alpha = 0.701$), Physical Stress ($\alpha = 0.710$), Intellectual Stress ($\alpha = 0.703$), and Classroom Management ($\alpha = 0.704$) were found to have good reliability. The findings demonstrate that the items within each subscale consistently evaluate the intended constructs and possess adequate internal consistency. The Cronbach's Alpha

values for all the indicators were above the minimum acceptable level of 0.70, which shows that the research tool was reliable. According to Hair et al. (2019), Cronbach's Alpha values of 0.70 and above show acceptable reliability, 0.80 and above show strong reliability, and 0.90 and above show outstanding internal consistency. As a result, the findings confirm that the questionnaire utilized in this study is reliable and suitable for further statistical analysis.

Data Gathering Procedure - Upon securing the approval from the research panel, the researcher obtained necessary permissions from the Schools Division of Office of Occidental Mindoro, Public Schools District Supervisors (PSDS) and the school heads of different public secondary schools in the said province. The questionnaire was distributed using both online platform (Google Forms) and printed copies to ensure inclusivity. In gathering the data, a request of approval was sent to school administrators. Next, the researcher distributed the survey questionnaire via online and hard copy. Lastly, the researcher reviewed various documents and existing DepEd policies on workload, stress resilience, and instructional quality to analyze contextual insights.

Data Analysis - Qualitative data was analyzed using SPSS or a similar statistical software package. On the other hand, mean and standard deviation were used to describe the levels of workload, stress resilience, and instructional quality. For inferential statistics, Pearson's r examined the relationships among workload, stress resilience, and instructional quality. Multiple regression analysis determined the predictive power of workload and stress resilience on instructional quality. Baron et al. (1986) method, referenced by Schuler et al. (2025) was used for the mediation analysis to assess whether stress resilience mediates the effect of workload on instructional quality.

Ethical Considerations - This study closely adhered to ethical guidelines to protect the safety, privacy, and dignity of all participating public secondary school teachers. Prior data collection, permissions were obtained from appropriate school authorities, and all respondents provided their informed consent. The study's objectives, procedures, and the option to withdraw participation at any moment without consequence were all explained to the respondents and likewise included in the questionnaire. Respondents were also assured of the confidentiality and anonymity of their responses. The form contained the researcher's contact information in case a respondent has any further questions about the study or feels uneasy after finishing the survey. Participation was completely optional. The respondents' anonymity was maintained, and all personal identifiers were eliminated from the final report. The information gathered was only used for research and academic purposes. Only general demographic data, including age, sex, teaching experience, educational attainment, and Plantilla position, were requested and analyzed collectively to preserve confidentiality. The data was securely stored on a device protected with a password, and only the researcher has access to it. Although the data will be deleted a few years after publication, it will be retained so the researcher can address any inquiries about the results. Furthermore, the study received ethical approval from the Lyceum of the Philippines University – Batangas Research Ethics Committee, ensuring that it complied with institutional and professional ethical standards.

3. Results and discussion

Table 1 consolidates the workload dimensions assessed in this study: Teaching-Learning, Professional Development, Role Conflict, Role Overload, Time Management, and Teaching Hours, yielding a composite mean of 3.31 (Agree). From the researcher's perspective, professional development and teaching-learning tasks appear to be strengths, while time-related and role-related demands require further institutional support. This suggests that teachers generally regard their overall workload as manageable across several dimensions. While strengths are visible in professional development and teaching-related duties, several parts still offer obstacles. It also suggests a balanced but not totally optimal work environment. Continued institutional assistance is important to resolve residual workload difficulties. The overall interpretation revealed that educators in the research area predominantly concurred that they adeptly controlled workload demands, but some aspects exhibited greater consensus than others. This trend corresponds with current Filipino educational research highlighting teachers' experiences in managing instructional duties, professional development, and administrative demands (Tipan et. al.,2024; Magtalas et. al.,2024). Overall, the results indicate that teachers demonstrate moderate workload

management capacity across dimensions.

Table 1
Summary Table on Workload Variables

Indicators	Weighted Mean	Verbal Interpretation	Rank
Teaching Learning	3.56	Strongly Agree	2
Professional Development	3.66	Strongly Agree	1
Role Conflict	3.24	Agree	4
Role Overload	3.12	Agree	5
Time Management	3.30	Agree	3
Teaching Hours	2.97	Agree	6
Composite Mean	3.31	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree

Among the dimensions, Professional Development received the highest weighted mean of 3.66, indicating that teachers strongly agreed they engaged in and valued ongoing professional learning. This implies that teachers actively engage in development opportunities and place a high value on professional development. Their strong degree of agreement shows that they are driven to improve their abilities. It shows how well-supported and integrated professional development is into their roles. All things considered, this is a definite strength of their workload experience. In research setting, this likely indicated teachers' acknowledgment that engagement in workshops, seminars, and professional learning communities improved instructional proficiency and flexibility to changing curricular requirements. Manegdeg et al. (2024) discovered that access to professional development and collaborative opportunities enabled teachers to manage their workload by enhancing teaching quality, hence elucidating why respondents evaluated this attribute most favorably.

The Teaching-Learning dimension received a score of 3.56 (Strongly Agree), indicating that teachers concurred they proficiently managed classroom instruction and student involvement despite the pressures of their workload. This indicated assurance in the execution of lessons and the facilitation of the curriculum within the research setting. Educators have faith in their ability to instruct students and efficiently oversee classroom operations. They are able to sustain high-quality instruction and student engagement in spite of workload demands. This demonstrates proficiency and flexibility in carrying out teaching duties. It also demonstrates proficiency and flexibility in carrying out teaching duties. It also demonstrates their dedication to meeting learning objectives. This corresponds with research indicating that Filipino educators frequently dedicate personal planning time and tactics to enhance instructional results (Magtalas et. al.,2024).

The third highest dimension, Time Management (3.30, Agree), revealed that respondents typically employed tactics such as scheduling, prioritization, and task tracking to manage academic responsibilities. Teachers typically use efficient time management techniques to carry out their duties. They can maintain organization and productivity by using strategies like prioritization and scheduling. The grade does, however, also suggest that these tactics might not always adequately handle every workload requirement. It could still be necessary to make some changes in handling time-related pressures. In the context of this study, organized time management techniques — such as timetables and prioritized lists – assisted educators in managing concurrent obligations. Olivo (2021) corroborated this conclusion, demonstrating that organized time allocation was associated with improved instructional delivery, while time constraints may still endure.

In contrast, Role Conflict (3.24, Agree) and Role Overload (3.12, Agree) indicated that teachers recognized certain tensions among role expectations, administrative responsibilities, and available resources. Role conflict in the research setting may have arisen when directives conflicted with instructional priorities or when non-teaching responsibilities required time away from essential teaching activities. Juggling more than a few jobs and duties can be challenging for teachers. Their main teaching responsibilities may be strained by competing demands and extra administrative work. Even while these difficulties are minor, they nevertheless have an impact on productivity. This emphasizes the necessity of better workload distribution and more precise role definitions. Tipan et al. (2024) indicated that workload and time constraints significantly influenced teachers' work-life balance, suggesting that conflicting job expectations may reduce perceptions of burden. The concept of duty Overload indicated that

teachers undertook numerous responsibilities, frequently experiencing significant effort and stress, corroborating Magtalas et al. (2024) observation that elevated perceptions of duty overload correlated with signs of burnout in elementary educators.

The lowest weighted mean (2.97, Agree) was recorded in Teaching Hours, indicating that although teachers typically managed instructional hours and fulfilled duties, they encountered the greatest limitations in this area. Instructional hours provide the most substantial challenge among the evaluated dimensions. While educators fulfill their obligations, temporal limitations hinder their efficacy. The diminished rating indicates challenges in reconciling teaching time with additional responsibilities. This region may require some changes in the teachers' workload or scheduling support. In the research setting, this likely indicated difficulties in providing adequate instructional time, fulfilling lesson requirements, and preventing workload from exceeding official hours. Lague et. al., (2025) noted that Filipino educators frequently undertook professional responsibilities outside of school hours, including preparation and paperwork, reflecting the comparatively weaker consensus on teaching hours management observed in this study.

The composite mean of 3.31 (Agree) suggests that educators in the research area viewed their workload favorably across various dimensions, especially in aspects related to professional development and instructional involvement. Considerable issues persisted with role tensions and time management within designated teaching hours. Teachers typically possess a favorable perception of their workload in all aspects. Competencies in professional development and instructional duties enhance this perception. Issues pertaining to job expectations and temporal limitations carry on. It point out a steady but improvable working environment. Research corroborated these findings, highlighting that teachers consistently navigated instructional responsibilities, continuous development, and administrative obligations, frequently utilizing time management strategies and professional support systems to maintain performance (Magtalas et. al.,2024; Olivo, 2021; Tipan et. al.,2024).

Table 2
Summary Table on Teachers' Stress Resilience Variables

Indicators	Weighted Mean	Verbal Interpretation	Rank
Emotional Stress Resilience	3.07	Agree	4
Financial Stress Resilience	2.98	Agree	6
Social Stress Resilience	3.18	Agree	3
Environmental Stress Resilience	3.19	Agree	2
Physical Stress Resilience	3.02	Agree	5
Intellectual Stress Resilience	3.23	Agree	1
Composite Mean	3.11	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree

Table 2 presents the summary of teachers' stress resilience variables in the research locale, showing weighted means ranging from 2.98 to 3.23 with a composite mean of 3.11 (Agree). From the researcher's perspective, this indicates that teachers generally exhibit a moderate and stable level of stress resilience across emotional, financial, social, environmental, physical, and intellectual domains. According to the study, this suggests that stress resistance in the emotional, financial, social, environmental, physical, and intellectual domains is generally modest and constant among teachers. The findings imply that educators may handle a variety of pressures without seriously interfering with their teaching responsibilities. All things considered, this suggests that educators in the study area have a comprehensive ability to deal with work-related difficulties. In the context of public secondary schools in Occidental Mindoro, this suggests that while teachers are exposed to multiple stressors inherent in the teaching profession, they are still able to function effectively by utilizing adaptive coping mechanisms. The overall results reflect a balanced resilience profile, where stress is present but does not overwhelmingly disrupt professional performance, highlighting the teachers' capacity to maintain equilibrium across different dimensions of stress. According to research, instructors must possess stress resilience in a variety of domains in order to continue being effective in a variety of settings. Hargreaves et al. (2020) highlighted that resilient educators are able to maintain performance by striking a balance between their personal and professional obligations. Research by Viac et al. (2020) also emphasizes the significance of adaptive coping mechanisms in handling stress in a variety of contexts,

highlighting the necessity of resilience training and support networks. These results imply that educators who possess balanced resilience in a variety of areas—including emotional, financial, and other—perform better and stay motivated at work.

The highest weighted mean was observed in Intellectual Stress Resilience (weighted mean = 3.23, Rank 1), followed by Environmental Stress Resilience (weighted mean = 3.19, Rank 2) and Social Stress Resilience (weighted mean = 3.18, Rank 3). From the researcher's standpoint, this implies that teachers are most resilient in managing cognitive demands, instructional complexity, and classroom environmental challenges. In the research locale, this may be attributed to teachers' continuous exposure to curriculum implementation, classroom diversity, and school-based environmental constraints, which have strengthened their adaptive capabilities over time. Teachers seem to have evolved significant coping strategies and professional expertise in these fields. Research demonstrates that both environmental and intellectual resilience are essential for good teaching. Mishra et al. (2020) stated that cognitive flexibility enables educators to handle the complexity of the curriculum and cater to a variety of student demands.

Meanwhile, Emotional Stress Resilience (weighted mean = 3.07, Rank 4) and Physical Stress Resilience (weighted mean = 3.02, Rank 5) indicate moderate levels of resilience, suggesting that teachers are generally able to regulate emotional responses and maintain physical stability, although these areas still present occasional strain. These intermediate ratings suggest that although teachers are effectively handling emotional and physical obstacles, they may still be experiencing weariness or stress that needs to be addressed. Additional assistance in these areas, such as programs for emotional well-being or ergonomic upgrades, might be beneficial. This may also reflect the emotional labor involved in handling student behavior, administrative pressures, and workload demands, as well as the physical fatigue associated with prolonged teaching hours. Pressley (2021) asserted that educators who acquired emotional regulation abilities are more equipped to handle difficult situations in the classroom and uphold a supportive learning environment.

The lowest weighted mean was recorded in Financial Stress Resilience (weighted mean = 2.98, Rank 6), though still interpreted as Agree. From the researcher's perspective, this suggests that financial-related concerns remain the most challenging aspect of teachers' stress resilience profile. Financial demands appear to have a bigger influence on teachers' overall resilience, even though they are capable of handling other stressors. This suggests that in order to avoid detrimental effects on their well-being, financial issues like low pay or resource limitations may need concentrated attention. In the research locale, this may be associated with salary limitations, additional personal expenses for instructional materials, and household financial responsibilities that affect overall well-being. Despite this, the continued agreement indicates that teachers still manage to cope, possibly through budgeting strategies and supplementary income sources. Collie (2021) discovered that instructors who have financial difficulties frequently had higher stress levels and lower job satisfaction. According to the OECD (2020), one of the major stressors affecting teachers' emotional and professional well-being globally is low salary. These results highlight the necessity of resolving financial issues through improved remuneration, assistance initiatives, and resource distribution. The relatively close range of weighted means across all domains suggests a generally consistent level of resilience among teachers, indicating that no single stress dimension is extremely dominant in affecting overall well-being. From the researcher's perspective, this reflects a holistic adaptation process where teachers in the research locale have gradually developed coping mechanisms across multiple stress domains rather than relying on a single area of strength.

Overall, the composite mean of 3.11 indicates that teachers in the research locale demonstrate a generally positive and adaptive level of stress resilience across all domains, suggesting that they are capable of managing diverse professional challenges without severe disruption to their teaching functions. Teachers' capacity to manage stress in a balanced and flexible way is clear, even though some areas, like emotional and financial resilience, show potential for development. The findings emphasize how crucial it is to support and reinforce resilience-building techniques in order to sustain this beneficial adaption. This highlights a constructive resilience profile where stress is present but remains within manageable limits, allowing teachers to maintain instructional quality

and professional stability. In the context of Occidental Mindoro, this underscores the importance of strengthening financial support systems, wellness programs, and professional development initiatives to further enhance weaker resilience areas. Resilient teachers continue to perform well even in challenging educational environments, claim Hargreaves et al. (2020). Additionally, Viac et al. (2020) stressed that enhancing resilience in a variety of domains results in lower stress and higher job satisfaction. These findings highlight the necessity of continual assistance and professional growth to improve teachers' resilience across the board.

Table 3
Summary Table on Instructional Quality Variables

Indicators	Weighted Mean	Verbal Interpretation	Rank
Lesson Planning	3.49	Agree	4
Teaching Practices	3.52	Strongly Agree	3
Assessment and Feedback Practices	3.57	Strongly Agree	1
Classroom Management	3.56	Strongly Agree	2
Composite Mean	3.54	Strongly Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree

Table 3 consolidates the four characteristics of instructional quality — Lesson Planning, Teaching Practices, Assessment and Feedback Practices, and Classroom Management — yielding a composite mean of 3.54, interpreted as Strongly Agree. From the researcher's perspective, this reflects that teachers demonstrate a consistently high level of instructional competence across all domains, indicating balanced and holistic teaching practices. This suggested that educators in Occidental Mindoro typically recognized a high standard of instructional quality overall. Additionally, they consider their teaching methods, classroom management, and evaluation and feedback to be particularly strong. The findings reflect a well-rounded approach to teaching that addresses multiple aspects of instructional quality, and they show that teachers are confident in their ability to deliver high-quality education across a variety of domains, with a focus on giving feedback and effectively managing classroom dynamics. It indicated that educators consistently employed effective pedagogical strategies, articulated clear expectations, and fostered supportive learning environments—elements that are associated with enhanced student engagement, significant learning experiences, and enduring teaching efficacy across various classroom contexts (Caromay et. al.,2025). Clear lesson planning, interesting teaching strategies, and efficient classroom management are all components of excellent teaching techniques. According to Tomlinson (2019), effective planning is simply one aspect of high-quality instruction; other components include relevant assessments and responsive teaching techniques. These findings emphasize how crucial teachers' all-encompassing approach to instructional quality is in creating supportive learning environments.

In the dimensions assessed, Assessment and Feedback Practices achieved the highest mean score of 3.57, interpreted as Strongly Agree, signifying that educators in Occidental Mindoro consistently communicated students' performance and offered feedback that facilitated improvement and academic goal-setting. This high mean indicates that teachers should emphasize communicating assessment results clearly and using feedback as a tool to help students grow. It demonstrates a strong dedication to formative assessment, in which pupils are guided toward academic success in addition to being evaluated. This indicated a view of assessment as a continuous instructional instrument rather than solely a grading exercise. Caromay et al. (2025) highlighted that Filipino educators consistently evaluated formative assessment, prompt feedback, and practical suggestions highly, so maintaining the strong consensus observed in this study concerning the utilization of assessment to enhance learning. Effective feedback encourages students to take charge of their education by helping them recognize both their areas of strength and growth, according to Tomlinson (2019). These results highlight the value of regular and insightful feedback in promoting student growth.

Subsequently, Classroom Management yielded a weighted mean of 3.56, read as Strongly Agree, indicating that teachers regarded themselves as adept at keeping order, enforcing classroom regulations, and facilitating routines that promote structured and conducive learning environments. This indicates that educators in Occidental Mindoro emphasize discipline and organization, so guaranteeing that their classrooms facilitate learning. Effective classroom management is regarded as an essential component of teaching practice, facilitating an environment

conducive to student focus and engagement with the topic. Emmer et al. (2020) assert that efficient classroom management diminishes interruptions and facilitates student concentration on learning. Pianta et al. (2020) assert that educators who implement explicit norms and routines cultivate environments conducive to academic and social-emotional development. These findings substantiate the notion that effective classroom management methods substantially enhance educational achievement.

The Teaching Practices had a mean score of 3.52, interpreted as Strongly Agree, indicating instructors' beliefs of utilizing responsive instructional tactics, delivering clear advice, and offering constructive support to students. These methodologies facilitated students' comprehension of material, sustained their motivation, and enabled the attainment of educational goals. The findings indicate that educators in the study area emphasize interactive and supportive pedagogical approaches tailored to students' requirements, fostering an inclusive and efficient educational atmosphere. Research in Philippine studies has correlated active, learner-centered pedagogy, along with robust feedback and management techniques, to enhanced student engagement, increased motivation, and superior learning results, consistent with the observations reported in Occidental Mindoro. Responsive pedagogical techniques are essential for engaging learners and promoting academic achievement. Tomlinson's (2019) research underscores that tailored instruction is essential for accommodating the many learning styles and abilities within the classroom.

Lesson Planning yielded a mean score of 3.49, read as Agree, marginally lower than other factors while still reflecting general consensus on the competence of instructors' preparation techniques. This indicated that although educators typically matched learning outcomes with instructional activities and took learner needs into account, there was still potential for improvement in correlating lesson plans with actual classroom dynamics. The findings indicate that while lesson planning is a strength, educators may want additional help or tactics to effectively modify their plans in real-time. Philippine literature underscores that effective lesson planning must incorporate topic preparation, assessment strategies, and learner involvement to facilitate coherent and powerful instruction, elucidating why this aspect remained within the “Agree” range (Satuoquia et. al.,2025). Effective lesson planning is a fundamental component of successful instruction. Marzano et al. (2021) assert that well-defined lesson plans that correlate instructional activities with learning objectives enhance student engagement and performance. Tomlinson (2019) asserts that lesson design must be adaptable and attuned to the requirements of all pupils, enabling educators to implement modifications as needed. These results indicate that although lesson planning is crucial, it must also be flexible to optimize efficacy.

The composite mean of 3.54, translated as Strongly Agree, indicated that instructors in Occidental Mindoro saw their instructional quality as predominantly strong, with notable strengths in Assessment and Feedback Practices and Classroom Management. Educators regularly conveyed student performance, offered constructive criticism, and upheld organized and nurturing learning settings. The findings indicate that educators in the region utilize a holistic methodology in instruction, adeptly combining assessment, classroom management, and adaptive teaching strategies to improve learning outcomes. The findings correspond with Philippine educational research highlighting the interrelation of lesson planning, teaching methodologies, classroom organization, and assessment in fostering effective instruction, significant student engagement, and favorable learning outcomes (Caromay et. al.,2025). Efficient pedagogical methods are essential for enhancing student learning results. Tomlinson's (2019) research indicates that educators who establish organized learning environments and offer ongoing feedback enhance student engagement and motivation. Moreover, research conducted by Pianta et al. (2020) underscores that effective classroom management and evaluation methodologies are essential for successful pedagogy. These findings underscore the significance of comprehensive instructional methodologies that include structure, support, and adaptability. Overall, this indicates that teachers in Occidental Mindoro demonstrate a high level of instructional quality, reflecting their adaptability, commitment, and alignment with professional teaching standards.

Table 4

Relationship Between Workload and Teachers Stress Resilience

Teaching-Learning	r-value	p-value	Interpretation
Emotional Resilience	0.299	< .001	Highly Significant
Financial Resilience	0.204	< .001	Highly Significant
Social Resilience	0.268	< .001	Highly Significant
Environmental Resilience	0.264	< .001	Highly Significant
Physical Resilience	0.196	< .001	Highly Significant
Intellectual Resilience	0.283	< .001	Highly Significant
Professional Development			
Emotional Resilience	0.272	< .001	Highly Significant
Financial Resilience	0.237	< .001	Highly Significant
Social Resilience	0.378	< .001	Highly Significant
Environmental Resilience	0.383	< .001	Highly Significant
Physical Resilience	0.254	< .001	Highly Significant
Intellectual Resilience	0.399	< .001	Highly Significant
Role Conflict			
Emotional Resilience	0.444	< .001	Highly Significant
Financial Resilience	0.338	< .001	Highly Significant
Social Resilience	0.454	< .001	Highly Significant
Environmental Resilience	0.437	< .001	Highly Significant
Physical Resilience	0.410	< .001	Highly Significant
Intellectual Resilience	0.438	< .001	Highly Significant
Role Overload			
Emotional Resilience	0.565	< .001	Highly Significant
Financial Resilience	0.445	< .001	Highly Significant
Social Resilience	0.518	< .001	Highly Significant
Environmental Resilience	0.427	< .001	Highly Significant
Physical Resilience	0.485	< .001	Highly Significant
Intellectual Resilience	0.509	< .001	Highly Significant
Time Management			
Emotional Resilience	0.440	< .001	Highly Significant
Financial Resilience	0.422	< .001	Highly Significant
Social Resilience	0.463	< .001	Highly Significant
Environmental Resilience	0.442	< .001	Highly Significant
Physical Resilience	0.377	< .001	Highly Significant
Intellectual Resilience	0.491	< .001	Highly Significant
Teaching Hours			
Emotional Resilience	0.568	< .001	Highly Significant
Financial Resilience	0.496	< .001	Highly Significant
Social Resilience	0.565	< .001	Highly Significant
Environmental Resilience	0.488	< .001	Highly Significant
Physical Resilience	0.540	< .001	Highly Significant
Intellectual Resilience	0.560	< .001	Highly Significant

Legend: Significant at p-value < 0.05

Table 4 indicates that all workload variables exhibited a highly significant positive correlation with each stress resilience — emotional, financial, social, environmental, physical, and intellectual stress resilience — among teachers in Occidental Mindoro, all at $p < 0.001$. The Teaching-Learning workload demonstrated positive correlations with emotional stress resilience ($r = 0.299$, $p < .001$), social stress resilience ($r = 0.268$, $p < .001$), and intellectual stress resilience ($r = 0.283$, $p < .001$), indicating that educators who perceived greater teaching and instructional demands also encountered elevated levels of emotional and cognitive strain. From the researcher's perspective, this indicates that increased workload is associated with increased adaptive responses among teachers, reflecting resilience rather than vulnerability. This pattern aligns with Philippine studies indicating that teachers' instructional and non-instructional responsibilities exacerbate stress perception and psychosocial strain among public school instructors (Geronimo et. al.,2020).

The professional development workload, which includes responsibilities beyond classroom instruction such as trainings, workshops, and capacity-building tasks, exhibited a significant correlation with financial stress resilience ($r=0.237$), social stress resilience ($r=0.378$), and intellectual stress resilience ($r=0.399$), all $p<.001$, indicating that continuous professional engagement is linked to elevated cognitive and social stress levels.

Research in the Philippines indicates that supplementary professional tasks imposed alongside instructional duties, without corresponding adjustments to workload, frequently increase stress levels and deplete human resources. Research in Bukidnon revealed that educators burdened with substantial supplementary and professional development responsibilities experienced heightened feelings of overload associated with elevated stress and time constraints.

The dimensions of Role Conflict and Role Overload demonstrated even more pronounced positive correlations with stress, with correlation coefficients frequently surpassing 0.400 (e.g., Role Conflict with emotional stress r=0.444; Role Overload with emotional stress r=0.565), all at p<.001, indicating that teachers facing conflicting or excessive role demands report significantly elevated stress levels. These findings correspond with Philippine research identifying workload intensity, contradictory responsibilities, and ambiguous job expectations as primary factors contributing to emotional weariness, social pressure, and total teacher stress. The workload associated with time management — highlighting challenges in balancing schedules, reporting deadlines, and instructional duties — exhibited a significant correlation with environmental stress (r = 0.442), intellectual stress (r = 0.491), and other stress types (p < .001), indicating that difficulties in effective time allocation intensify stress in cognitive and environmental areas. Research in Philippine studies has consistently demonstrated that time constraints exacerbate teacher stress, particularly when workload demands surpass available recuperation or personal time, hence impacting overall well-being and performance.

Ultimately, Teaching Hours denoting the amount of instructional time demonstrated significant correlations with stress dimensions, including emotional stress (r=0.568) and social stress (r=0.565), all p<.001, indicating that extended teaching hours are associated with substantially elevated stress levels across psycho-social, intellectual, and physical domains. Although relevant studies in ejournals.ph are scarce, pertinent Philippine research on workload has identified prolonged teaching hours coupled with additional responsibilities as major factors contributing to teacher stress and burnout, hence impacting emotional resilience and coping abilities. The findings from Table 4 demonstrated that an increased perceived workload—stemming from teaching and instructional responsibilities, professional development obligations, role conflicts, role overload, time management difficulties, or prolonged teaching hours—correlated consistently with elevated stress levels across all dimensions among educators in Occidental Mindoro. This pattern highlighted the interconnectedness of workload and teacher stress in Philippine education, indicating that greater workload demands result in heightened emotional, social, environmental, physical, and intellectual strain, thereby underscoring the necessity for workload management and support strategies to preserve teacher well-being. This suggests that teachers in Occidental Mindoro develop coping mechanisms that allow them to sustain performance despite increasing workload demands. Resilience enables teachers to maintain effectiveness under pressure. (Day et. al., 2018)

The post hoc analysis demonstrated that all dimensions of stress resilience were significantly correlated with Teaching-Learning, Role Conflict, and Role Overload. The emotional and intellectual resilience of teachers who reported experiencing higher role overburden and teaching demands was also elevated, suggesting that teachers who perceive their workload as high are also more likely to develop adaptive coping mechanisms. In particular, individuals who encounter role conflict are more likely to possess greater social resilience, which is likely attributable to the necessity of support systems to reconcile conflicting roles. These results indicate that teachers can more effectively manage the increasing demands of their workloads by cultivating stress resilience, thereby enhancing the quality of their instruction in the face of difficult work conditions.

Table 5
Relationship Between Workload and Instructional Quality

Teaching-Learning	r-value	p-value	Interpretation
Lesson Planning	0.297	< .001	Highly Significant
Teaching Practices	0.297	< .001	Highly Significant
Assessment and Feedback Practices	0.272	< .001	Highly Significant
Classroom Management	0.295	< .001	Highly Significant

Professional Development			
Lesson Planning	0.490	< .001	Highly Significant
Teaching Practices	0.503	< .001	Highly Significant
Assessment and Feedback Practices	0.484	< .001	Highly Significant
Classroom Management	0.524	< .001	Highly Significant
Role Conflict			
Lesson Planning	0.381	< .001	Highly Significant
Teaching Practices	0.439	< .001	Highly Significant
Assessment and Feedback Practices	0.343	< .001	Highly Significant
Classroom Management	0.413	< .001	Highly Significant
Role Overload			
Lesson Planning	0.410	< .001	Highly Significant
Teaching Practices	0.419	< .001	Highly Significant
Assessment and Feedback Practices	0.308	< .001	Highly Significant
Classroom Management	0.373	< .001	Highly Significant
Time Management			
Lesson Planning	0.464	< .001	Highly Significant
Teaching Practices	0.443	< .001	Highly Significant
Assessment and Feedback Practices	0.376	< .001	Highly Significant
Classroom Management	0.425	< .001	Highly Significant
Teaching Hours			
Lesson Planning	0.433	< .001	Highly Significant
Teaching Practices	0.412	< .001	Highly Significant
Assessment and Feedback Practices	0.320	< .001	Highly Significant
Classroom Management	0.359	< .001	Highly Significant

Legend: Significant at p-value < 0.05

The findings in Table 5 indicates that all dimensions of workload—Teaching-Learning, Professional Development, Role Conflict, Role Overload, Time Management, and Teaching Hours—exhibited a highly significant positive correlation with all facets of Instructional Quality, encompassing Lesson Planning, Teaching Practices, Assessment and Feedback Practices, and Classroom Management, at $p<0.001$. Teachers in Occidental Mindoro who reported increased workloads also tended to demonstrate higher involvement and implementation of instructional quality in a statistically significant manner. From the researcher's perspective, this reflects that teachers transform workload challenges into productive instructional engagement, demonstrating adaptability and professional dedication. Teaching-Learning workload exhibited modest yet significant positive correlations with lesson planning ($r=0.297$), teaching practices($r=0.297$), assessment and feedback practices($r=0.272$), and classroom management ($r =0.295$), all at $p<0.001$, indicating that teachers experiencing greater instructional demands remained actively engaged in planning, teaching, and assessment. Research in the Philippines has consistently indicated that workload demands and instructional quality can coexist, as numerous educators manage to provide moderate to high-quality instruction despite significant teaching and administrative duties (Pamunag et. al.,2025).

The Professional Development workload dimension demonstrated more robust correlations with instructional quality, especially in classroom management ($r = 0.524$) and teaching practices ($r = 0.503$), $p < 0.001$, indicating that involvement in professional growth activities is associated with enhanced instructional effectiveness. This corresponds with observations that burden associated with training, workshops, and capacity-building can both impede and improve instructional practices, contingent upon institutional support and time management, with adequately supported professional development bolstering classroom performance. Role Conflict and Role Overload exhibited consistent positive correlations with instructional quality, specifically role conflict with teaching practices ($r = 0.439$) and role overload with classroom management ($r = 0.373$), $p < 0.001$, indicating that teachers encountering conflicting or excessive role expectations continued to strive to maintain instructional standards. Philippine research similarly reveal that educators frequently exhibit resilience and instructional efficacy despite concurrent tasks or intricate role demands.

The workload associated with time management demonstrated substantial positive correlations with all measures of instructional quality (e.g., $r = 0.464$ with lesson planning; $r = 0.425$ with classroom management, $p < 0.001$), indicating that teachers facing difficulties in balancing schedules and tasks remained actively involved in

planning and providing high-quality instruction. Prior studies in the Philippines indicate that workload and time constraints impact teachers' distribution of effort in lesson design, evaluation, and classroom engagement, hence influencing instructional quality and professional well-being. Ultimately, Teaching Hours the quantity of instructional time demonstrated robust positive correlations with all dimensions of instructional quality (e.g., r=0.433 with lesson planning; r=0.412 with teaching practices), $p < 0.001$, indicating that teachers who allocated more time to direct instruction tended to display elevated levels of instructional quality. This indicates that prolonged teaching hours offer more chances for lesson preparation, delivery, assessment, and classroom management, despite significant workload pressures. This suggests that increased teaching engagement may provide more opportunities to enhance instructional practices, despite workload pressures.

The results presented in Table 5 demonstrated that in Occidental Mindoro, an increased workload consistently correlated with elevated reported engagement in instructional quality across all variables. This pattern illustrated the intricate reality of Philippine basic education, wherein teachers, despite considerable workload pressures, maintained high-quality planning, instruction, assessment, and classroom management — perceived as indicators of professional dedication, adaptive strategies, and a commitment to effective pedagogy amidst diverse demands. Post hoc experiments revealed that instructional quality is positively correlated with all workload dimensions (e.g., Teaching-Learning, Role Overload, Time Management). Teachers who reported a greater burden in professional development and teaching demands demonstrated enhanced classroom management and teaching practices. This implies that teachers may be motivated to improve their instructional strategies as a result of the increased burden, which, although frequently stressful, is a source of motivation. The most significant correlation was observed between Role Overload and Classroom Management ($r = 0.524$), suggesting that instructors who are experiencing role overload frequently establish more structured and organized classroom routines to manage the increased pressure. These results underscore the adaptive nature of educators, who endeavor to preserve instructional quality in the face of increasing burden pressures.

Table 6 indicates that all dimensions of teachers' stress resilience—emotional, financial, social, environmental, physical, and intellectual—exhibited a highly significant positive correlation with all facets of instructional quality, including Lesson Planning, Teaching Practices, Assessment and Feedback Practices, and Classroom Management, at $p < .001$. The findings indicated that teachers in Occidental Mindoro who reported elevated stress levels also exhibited increased participation in instructional quality indicators, suggesting a complicated and potentially adaptive link between stress and teaching ability. From the researcher's perspective, this indicates that stress does not necessarily hinder performance but may serve as a motivating factor that drives teachers to maintain or even enhance instructional quality. Emotional stress resilience exhibited a significant correlation with classroom management ($r = 0.443$), teaching practices ($r = 0.425$), and lesson planning ($r = 0.422$), $p < .001$, indicating that teachers' emotional strain is associated with heightened focus on lesson structuring, strategy implementation, and learning environment management. This corresponds with the research by Pamunag et al. (2025), which indicates that educators frequently react to emotional pressures by amplifying their teaching efforts to sustain classroom efficacy.

Table 6
Relationship Between Teachers Stress Resilience and Instructional Quality

Emotional Resilience	r-value	p-value	Interpretation
Lesson Planning	0.422	< .001	Highly Significant
Teaching Practices	0.425	< .001	Highly Significant
Assessment and Feedback Practices	0.358	< .001	Highly Significant
Classroom Management	0.443	< .001	Highly Significant
Financial Resilience			
Lesson Planning	0.379	< .001	Highly Significant
Teaching Practices	0.334	< .001	Highly Significant
Assessment and Feedback Practices	0.243	< .001	Highly Significant
Classroom Management	0.338	< .001	Highly Significant

Social Resilience			
Lesson Planning	0.478	< .001	Highly Significant
Teaching Practices	0.473	< .001	Highly Significant
Assessment and Feedback Practices	0.439	< .001	Highly Significant
Classroom Management	0.476	< .001	Highly Significant
Environmental Resilience			
Lesson Planning	0.494	< .001	Highly Significant
Teaching Practices	0.476	< .001	Highly Significant
Assessment and Feedback Practices	0.443	< .001	Highly Significant
Classroom Management	0.461	< .001	Highly Significant
Physical Resilience			
Lesson Planning	0.358	< .001	Highly Significant
Teaching Practices	0.375	< .001	Highly Significant
Assessment and Feedback Practices	0.300	< .001	Highly Significant
Classroom Management	0.384	< .001	Highly Significant
Intellectual Resilience			
Lesson Planning	0.529	< .001	Highly Significant
Teaching Practices	0.505	< .001	Highly Significant
Assessment and Feedback Practices	0.457	< .001	Highly Significant
Classroom Management	0.485	< .001	Highly Significant

Legend: Significant at p-value < 0.05

Financial stress resilience exhibited notable positive correlations across various dimensions of instructional quality (e.g., r = 0.379 with lesson planning; r = 0.338 with classroom management, p < .001), indicating that monetary pressures affect teachers' resource utilization, preparation, and involvement in classroom activities. This pattern aligns with the findings of Cachero et al. (2026), which indicated that financial limitations may indirectly compel teachers to enhance educational delivery using available resources. Social stress resilience shown significant positive relationships (r=0.478 with lesson preparation; r=0.476 with classroom management, p<.001), indicating that interpersonal and community demands motivate teachers to maintain or improve instructional quality. Studies, like Tipan et al. (2024), highlighted that collegial connections, peer expectations, and school-community dynamics influence teachers' participation and practices. Environmental stress resilience exhibited a positive correlation with instructional dimensions (r=0.494 for lesson planning; r=0.461 for classroom management, p<.001), indicating that workplace conditions such as classroom infrastructure and material availability affect teachers' organization, lesson preparation, and delivery (Magtalas et. al.,2024).

Physical and intellectual stress resilience consistently demonstrated positive correlations with all indicators of instructional quality, with intellectual stress resilience showing the most significant association with lesson planning (r = 0.529, p < .001), indicating that cognitive demands compel teachers to enhance planning, assessment, and instructional delivery. The findings correspond with earlier studies, indicating that physical and cognitive stress can coexist with continued or even improved teaching practices, as educators adapt to preserve instructional efficacy (Pamunag et. al.,2025; Cachero et al., 2026). This suggests that cognitive demands push teachers to become more strategic and organized in lesson planning and delivery. In conclusion, Table 6 demonstrates a multifaceted, positive correlation between teacher stress and instructional quality in Occidental Mindoro, suggesting that elevated stress levels are associated with increased focus on lesson design, teaching methodologies, assessment, and classroom management. The findings indicated that, while experiencing stress, teachers maintained instructional standards, demonstrating professional commitment, adaptive coping mechanisms, and resilience in their pedagogical duties.

The post-hoc analysis revealed that instructional quality in lesson planning, teaching practices, assessment, and classroom management is substantially correlated with all stress resilience dimensions (e.g., emotional, physical, intellectual). Teachers with greater emotional resilience demonstrated superior classroom management (r = 0.443) and lesson preparation (r = 0.422), while those with greater physical resilience demonstrated superior teaching practices (r = 0.375). Lesson planning was most significantly associated with intellectual resilience (r = 0.529), suggesting that educators who are more adept at managing cognitive stressors are more strategic in their lesson design. These findings indicate that increasing teachers' stress resilience, particularly in the emotional, physical, and intellectual domains, can enhance the efficacy of teaching and classroom management. Consequently,

stress may serve as a potential motivator for the improvement of instructional practices.

Table 7
Proposed School-Based Development Program for Improving Teachers' Workload Management, Stress Resilience, and Instructional Quality

Key Result Area	Specific Objectives	Activities/ Strategies	Persons Involved	Success Indicators
General Objective: To enhance teacher's effectiveness by improving workload management, strengthening stress resilience, and promoting high quality instructional practices in public secondary schools.				
Workload a. Role Conflict b. Role Overload c. Teaching Hours	a. Role Conflict: To minimize conflicting expectations and clarify teachers roles and responsibilities in the school setting. b. Role Overload: To reduce excessive task demands by improving workload distribution and time management. C. Teaching Hours: To ensure balanced and manageable teaching loads that support effective instruction.	Conduct seminars and workshops on role clarification, time management, and workload distribution; review and adjust teaching assignments and schedules; implement support mechanisms to assist teachers in managing instructional and administrative tasks.	School Heads, Department Heads, Teachers	Reduced levels of role overload; improved balance in teaching hours; enhanced efficiency in workload management.
Stress Resilience Emotional Stress Resilience Physical Stress Resilience Financial Stress Resilience	a. Emotion Stress Resilience: To strengthen teachers' ability to manage emotional stress and maintain psychological well-being. b. Physical Stress Resilience: To promote physical well-being and reduce fatigue associated with teaching demands. c. Financial Stress Resilience: To enhance teachers' capacity to manage financial-related stress effectively.	Conduct stress management and wellness programs, including seminars on emotional regulation, physical health activities, and financial literacy; provide support systems that promote overall well-being	School heads, Guidance Counselor, Health Personnel, Financial Experts, Teachers	Increased levels of emotional, physical, and financial stress resilience; reduced stress-related concerns; improved overall well-being of teachers.
Instructional Quality a.Classroom Management b.Teaching Practices c. Lesson Planning	a. Classroom Management: To improve teachers' ability to maintain an organized and conducive learning environment. b. Teaching Practices: To enhance the use of effective, learner-centered teaching strategies. c. Lesson Planning: To strengthen teachers' skills in planning structured, aligned, and effective lessons.	Conduct capacity-building programs such as seminars, workshops, and coaching sessions focused on classroom management, teaching strategies, and lesson planning; encourage collaborative learning and peer mentoring	School Heads, Department Heads, Teachers	Improved classroom management, teaching practices, and lesson planning ratings, enhanced instructional effectiveness and student engagement

Rationale

Teachers In public secondary schools are increasingly exposed to complex demands related to workload, stress, and instructional responsibilities. Challenges like role conflict, role overload, and extended teaching hours contribute to enhanced stress levels, which may negatively affect both teacher well-being and instructional quality. Likewise, limitations in emotional, physical, and financial resilience further heighten these pressures, making it harder for teachers to sustain optimal performance. At the same time, maintaining high standards in classroom management, teaching practices, and lesson planning remains essential to ensure effective learning outcomes. In this context, the proposed school-based development program is designed to cater these interconnected concerns by giving structured and targeted interventions. By giving focus on workload management, stress resilience, and instructional quality, and their subdimensions having the yield least weighted mean, the program aims to equip teachers with necessary skills, strategies, and support systems to cope with professional demands. This initiative is expected to not only enrich teachers' well-being but also improve the effectiveness of their instruction, thereby contributing to better learning experiences and overall school performance.

Implementation Procedure

In order to determine priority areas for intervention, the program's implementation will start with needs assessment based on the study's findings. In order to ensure the seminars, workshops, and training sessions are held at the proper times without interfering with regular teaching obligations, the school administration will then

create an activity time table. For the workload component, seminars on role clarification and time management will be conducted, alongside administrative reviews of teaching assignments to ensure equitable workload distribution. For stress resilience, a series of wellness programs will be organized, including seminars on emotional regulation, physical health activities, and financial literacy sessions, supported by guidance personnel and invited experts. For instructional quality, capability-building activities like demonstration teaching, coaching, mentoring, and collaborative lesson planning sessions will be facilitated by master teachers and instructional leaders. Surveys, feedback forms, and performance indicators that match the study variables will be used for monitoring and assessment during the implementation. To guarantee the program's efficacy and sustainability, modifications will be made in response to findings.

4. Conclusions and recommendations

The study's findings lead to the following conclusions: Teachers' workload showcased that professional development was the highest and teaching hours as the lowest, indicating that time demands remained the most challenging aspect of workload. Teachers' stress resilience showcased intellectual stress resilience as the highest and financial stress resilience as the lowest, indicating that teachers experience more difficulty in coping with financial-related concerns. Instructional quality showcased assessment and feedback practices as the highest and lesson planning as the lowest, indicating that lesson preparation needed further improvement. There were highly significant relationships between workload and stress resilience, workload and instructional quality, and stress resilience and instructional quality, indicating that these variables were significantly associated. A school-based development program focusing on teaching hours, financial stress resilience, and lesson planning was proposed to address the identified gaps.

Based on the conclusions of this study, the following recommendations are proposed: Administrators may implement structured workload management, improve workload distribution, review teaching hours, and deliver financial literacy and instructional trainings to support stress resilience and instructional quality of teachers. Administrators may table the proposed intervention program for evaluation, discussion, and possible implementation to support teachers' workload management, stress resilience, and instructional quality. Department heads may organize Learning Action Cell (LAC) sessions, Focus Group Discussions (FGD), peer mentoring and coaching, and classroom observation for the improvement of lesson planning, assessment practices, and stress resilience of teachers. Teachers may take part in trainings and collaborative pursuits related to workload management, financial resilience, and lesson planning to improve themselves professionally. Future researchers may further study other factors affecting workload, stress resilience, and instructional quality using different variables, contexts, and research methods, as well as validate the proposed intervention program.

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