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Teaching job satisfaction as determinant of teaching resiliency of public elementary school teachers in Bambang I District

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Abstract

This study employed a quantitative research design using a descriptive–correlational approach to examine the relationship between teaching job satisfaction and teaching resiliency among 104 public elementary school teachers in Bambang I District during the Academic Year 2025–2026. Teaching job satisfaction was assessed across intrinsic and extrinsic dimensions, while teaching resiliency was measured along emotional strength, adaptability, persistence, support systems, and growth mindset. Data were collected using a validated and reliable structured questionnaire and analyzed using mean scores and Spearman Rank Correlation at a 0.05 level of significance. Findings revealed that teachers exhibited very high overall job satisfaction ($\bar{x}$ = 3.69), with intrinsic satisfaction ($\bar{x}$ = 3.83) emerging as the strongest contributor, highlighting fulfillment derived from personal growth, professional purpose, and impact on learners. Extrinsic satisfaction ($\bar{x}$ = 3.55) also registered very high levels, indicating favorable perceptions of administrative support, collegial relationships, and working conditions. Overall teaching resiliency was very high ($\bar{x}$ = 3.65), with growth mindset ($\bar{x}$ = 3.86), persistence ($\bar{x}$ = 3.66), and adaptability ($\bar{x}$ = 3.65) as the most pronounced dimensions. A high, positive, and very significant correlation was found between job satisfaction and teaching resiliency (ρ = 0.745, p = 0.001), suggesting that higher holistic fulfillment enhances teachers' capacity to cope with challenges, maintain motivation, and sustain professional effectiveness. Intrinsic satisfaction showed a slightly stronger correlation than extrinsic satisfaction, emphasizing the role of personal fulfillment in fostering resilience. Based on the findings, the lowest-rated indicators in both variables informed the development of a targeted teacher training design, addressing critical areas such as stress management, lesson adaptability, motivation, collegial collaboration, and professional growth. The study underscores the interconnectedness of job satisfaction and resiliency, highlighting implications for educational leadership, policy, and professional development programs.

Keywords: educational administration intervention, teaching job satisfaction, teaching resiliency

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1. Introduction

In today's educational landscape, teachers face increasingly complex challenges that test their professional capacity and personal endurance. Globally, the demands of teaching extend beyond delivering lessons; educators must navigate diverse student needs, integrate new technologies, and manage administrative responsibilities, all while maintaining high standards of instruction. These pressures influence not only the quality of education but also the well-being and satisfaction of teachers, making their professional fulfillment a critical factor in sustaining motivation, commitment, and resilience in the workplace. Teaching job satisfaction, which encompasses both internal factors such as personal achievement and professional growth, and external factors such as compensation, recognition, and working conditions, plays a key role in determining how teachers respond to the demands of their profession. Teachers who experience high levels of satisfaction are more likely to persevere through challenges, adapt to changing circumstances, and continue delivering quality education, demonstrating what is commonly referred to as teaching resiliency. Conversely, dissatisfaction can lead to burnout, disengagement, and decreased effectiveness in the classroom.

At the local level, in Bambang I District, the researcher has observed that public elementary school teachers face particular challenges that affect their job satisfaction and resilience. Large class sizes, limited instructional resources, and additional administrative duties often place considerable strain on educators. Through classroom visits and informal interactions with teachers, it became evident that while many continue to perform their duties with dedication and creativity, others struggle to maintain motivation and emotional stability. These observations suggest that the level of satisfaction teachers derive from their work directly influences their ability to cope with professional pressures and maintain their commitment to teaching. These insights prompted the researcher to investigate teaching job satisfaction as a determinant of teaching resiliency among public elementary school teachers in Bambang I District.

Globally, educators are navigating increasingly complex classroom environments, integrating technology, addressing diverse student needs, and maintaining high standards of instruction amidst growing workload pressures (Kim & Asbury, 2020; Flores & Day, 2021). These challenges significantly affect teachers' professional satisfaction, which has been shown to influence their resilience, motivation, and overall effectiveness in fostering student learning outcomes (Skaalvik & Skaalvik, 2019). Teaching job satisfaction, encompassing both intrinsic factors such as personal accomplishment and extrinsic factors such as compensation, recognition, and working conditions, is a crucial determinant of teachers' ability to cope with occupational stress and persist in their careers (Almutairi et al., 2022; Wang et al., 2024).

In the Philippine context, particularly in public elementary schools like those in Bambang I District, teachers face unique challenges that further affect their job satisfaction. Bacolod, Rollo, and Rodriguez (2024) emphasized that teachers' resilience is closely related to how satisfied they feel with their professional roles and responsibilities. Similarly, Briz and Manalo (2025) highlighted that insufficient resources, large class sizes, and administrative burdens often place significant strain on public school teachers, affecting both their motivation and effectiveness. Ortan (2021) further noted that self-efficacy and job satisfaction are positively correlated with teachers' well-being, suggesting that a higher sense of accomplishment and recognition can bolster resilience even under challenging circumstances.

Conducting this study is crucial because it provides empirical evidence on the relationship between teaching job satisfaction and teaching resiliency within a specific local context. Understanding this relationship can help school administrators and policymakers design interventions that improve working conditions, support teacher

well-being, and enhance professional satisfaction (Zaimoğlu, 2025). Moreover, examining these factors locally allows for culturally and contextually relevant strategies to promote resilience among teachers, ensuring that interventions are effective and sustainable.

Investigating the link between job satisfaction and teaching resiliency is essential for addressing broader educational goals. Teachers who are satisfied and resilient are better able to maintain instructional quality, manage stress, and positively impact student learning outcomes (Wang et al., 2024; Bacolod et al., 2024). By highlighting these dynamics in Bambang I District, the study seeks to inform future policies, professional development programs, and teacher support systems that enhance both teacher well-being and educational outcomes, contributing to a more sustainable and effective teaching workforce.

Despite the growing body of literature on teacher resilience and job satisfaction globally (Kim & Asbury, 2020; Flores & Day, 2021; Skaalvik & Skaalvik, 2019), there remains limited empirical research linking these two constructs within the Philippine context, particularly among public elementary school teachers. While studies have explored teacher well-being, self-efficacy, and job satisfaction (Ortan, 2021; Wang et al., 2024), few have examined how job satisfaction directly determines teaching resiliency in local school settings. Observations in Bambang I District revealed that teachers face challenges such as large class sizes, limited instructional resources, and multiple administrative tasks, yet some demonstrate remarkable resilience while others experience stress and burnout. This inconsistency highlights a gap in understanding the specific factors of job satisfaction that influence teachers' ability to adapt and persevere. Addressing this gap is crucial to designing effective interventions that enhance teacher support, improve professional satisfaction, and strengthen resilience in the Philippine educational context (Bacolod et al., 2024; Briz & Manalo, 2025).

This study on teaching job satisfaction as a determinant of teaching resiliency is anchored on multiple national and international frameworks that emphasize the enhancement of education quality, teacher well-being, and sustainable development. Globally, the United Nations Sustainable Development Goals (SDGs) provide a framework for improving education, particularly SDG 4, which aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." By investigating factors that influence teachers' resiliency, this research contributes to the enhancement of teaching quality, teacher retention, and learning outcomes, aligning with SDG 4 targets that underscore the importance of competent, motivated, and resilient educators in delivering effective education.

At the national level, the Philippine National Research Agenda for Teacher Education (NRATE) highlights research on teacher quality, professional development, and working conditions as key areas to improve learning outcomes and strengthen the teaching workforce. This study addresses these priorities by examining the relationship between job satisfaction and teacher resiliency, providing evidence that can inform policy and practice to support teacher well-being and professional effectiveness. Similarly, the Department of Education (DepEd) Research Agenda emphasizes studies that promote teacher professional growth, school improvement, and enhanced student learning outcomes. By focusing on public elementary school teachers in Bambang I District, this research aligns with DepEd's goal of improving teaching practices and developing interventions that respond to teachers' challenges. At the institutional level, the Nueva Vizcaya State University (NVSU) Research Agenda prioritizes investigations that contribute to local development and education quality. This study addresses NVSU's agenda by generating context-specific knowledge on teacher satisfaction and resilience that can guide local school programs and professional development initiatives.

Finally, the College of Teacher Education (CTE) Research Agenda underscores research that strengthens teacher education, pedagogical practices, and professional competencies. By examining the link between job satisfaction and resiliency, this study provides actionable insights for pre-service and in-service teacher programs, enhancing professional preparedness and support mechanisms. Through these alignments, the study contributes to both global and local educational priorities, supporting teacher well-being, improving instructional quality, and promoting sustainable development in education.

This study assumed that teaching job satisfaction significantly influences the level of teaching resiliency among public elementary school teachers in Bambang I District. It is assumed that teachers who experience higher levels of intrinsic satisfaction, such as personal accomplishment, professional growth, and self-fulfillment, as well as extrinsic satisfaction, including compensation, recognition, and working conditions, are better able to cope with occupational challenges and maintain resilience in their teaching practice. The study also assumes that teachers' responses to the research instruments will honestly reflect their perceptions, experiences, and professional attitudes. Furthermore, it is assumed that the local teaching context, characterized by large class sizes, limited resources, and administrative responsibilities, affects teachers' job satisfaction and resiliency. These assumptions provide the foundation for investigating the relationship between job satisfaction and teaching resiliency, guiding the collection, analysis, and interpretation of data in a manner consistent with the realities observed in Bambang I District.

Statement of the Problem - This study looked into the teaching job satisfaction of public elementary school teachers in Bambang I District and its relationship to their teaching resiliency during the academic year 2025-2026. Specifically, it answered the following questions.

- What is the perception of the respondents of their intrinsic and extrinsic teaching job satisfaction?
- What is the perception of the respondents of their teaching resiliency along the dimensions of emotional strength, adaptability, persistence, support systems, and growth mindset?
- Is there a significant relationship between the perceived teaching job satisfaction and teaching resiliency of the respondents?
- Based on the salient findings of the study, what educational management intervention could be developed?

Objectives of the Study - Based on the above statement of the problem, the following objectives were drawn.

- To determine the perception of the respondents regarding their intrinsic and extrinsic teaching job satisfaction.
- To assess the perception of the respondents on their teaching resiliency across the dimensions of emotional strength, adaptability, persistence, support systems, and growth mindset.
- To examine the significant relationship between the respondents' perceived teaching job satisfaction and their teaching resiliency.
- To develop an educational management intervention anchored on the salient findings of the study to enhance teachers' job satisfaction and resiliency.

2. Related Literature

Teaching job satisfaction and teaching resiliency are closely linked to Herzberg's Two-Factor Theory of Motivation (1959), which distinguishes between hygiene factors (extrinsic conditions such as salary, policies, and working environment) and motivators (intrinsic elements such as recognition, growth, and meaningful work). This theoretical lens is particularly useful in understanding teachers' workplace experiences because it explains not only what prevents dissatisfaction but also what actively drives satisfaction and resilience in the profession. In the context of teaching, intrinsic job satisfaction arises from meaningful interactions with students, opportunities for professional growth, and recognition of performance, while extrinsic satisfaction derives from compensation, job security, and administrative support. Recent studies confirm that intrinsic factors are strong predictors of teacher commitment and well-being, which subsequently enhance their capacity to persevere under challenging conditions (Kim et al., 2019; Shen et al., 2020). When teachers feel intrinsically motivated, they are more likely to develop persistence, adaptability, and growth mindset, aligning directly with the dimensions of teaching resiliency.

Moreover, Herzberg's theory justifies the anchorage of resiliency, as teachers exposed to high extrinsic demands such as workload and limited resources may still remain resilient if their intrinsic motivators are fulfilled (Collie, 2021). Resilient teachers exhibit emotional strength, adaptability, and persistence, which are sustained by meaningful work and supportive recognition. This suggests that intrinsic job satisfaction acts as a psychological buffer against stress, thereby fostering resilience (Madigan & Kim, 2021). Anchoring the study on Herzberg's theory also emphasizes the importance of balancing extrinsic hygiene factors and intrinsic motivators. While adequate extrinsic conditions prevent dissatisfaction, it is the intrinsic motivators that build long-term satisfaction and resilience (Hong et al., 2021). Thus, teaching resiliency does not exist in isolation but is nurtured by the satisfaction teachers derive from both intrinsic and extrinsic aspects of their work. By grounding this research on Herzberg's theory, the study gains a robust conceptual foundation that explains how job satisfaction serves as both a predictor and a sustaining force of teaching resiliency in the public-school context.

Moreover, it is noted that Herzberg's Two-Factor Theory supports teaching job satisfaction by explaining how intrinsic motivators and extrinsic hygiene factors shape teachers' professional experiences. Motivators such as recognition, achievement, and opportunities for growth provide teachers with a sense of fulfillment and meaning in their work. Extrinsic factors such as salary, working conditions, and administrative support prevent dissatisfaction but do not necessarily create long-term satisfaction. Recent studies affirm that teachers' satisfaction is primarily driven by intrinsic motivators like professional development, student progress, and collegial relationships, which sustain motivation and engagement (Pazey et al., 2021; Skaalvik & Skaalvik, 2021). When intrinsic needs are met, teachers are more likely to remain committed and enthusiastic in their roles despite external challenges. Thus, Herzberg's framework provides a strong theoretical grounding to understand how both intrinsic and extrinsic dimensions of teaching job satisfaction influence the overall quality of teachers' professional lives.

Furthermore, Herzberg's theory also underpins teaching resiliency by showing how intrinsic motivators fuel persistence, adaptability, and emotional strength in the face of adversity. Teachers who derive satisfaction from meaningful aspects of their work—such as student success or recognition of contributions—are more likely to sustain resilience when confronted with stressors. Studies highlight that satisfaction with intrinsic motivators contributes to teachers' ability to regulate stress and maintain a positive outlook, which are key aspects of resiliency (Collie, 2021; Madigan & Kim, 2021). Extrinsic hygiene factors, while less directly linked to resiliency, create supportive conditions that minimize burnout risks. For example, fair workload policies and collegial support reduce dissatisfaction, allowing intrinsic motivators to foster resilience more effectively. Herzberg's framework thus provides a theoretical bridge between job satisfaction and resiliency, emphasizing that the satisfaction teachers draw from their work equips them with psychological resources to thrive despite professional challenges.

Teaching job satisfaction is a central construct in educational research because it directly influences teacher performance, retention, and overall well-being. It encompasses the degree to which teachers feel fulfilled, motivated, and content with their professional roles. Herzberg's Two-Factor Theory provides a useful framework, categorizing job satisfaction into intrinsic (motivators) and extrinsic (hygiene factors) dimensions, which remain highly relevant in understanding teachers' experiences in contemporary contexts. Intrinsic job satisfaction stems from the internal aspects of teaching, such as professional growth, recognition, achievement, and the meaningfulness of work. Teachers often report that their greatest satisfaction comes from student learning outcomes, autonomy in instructional practices, and opportunities for career advancement (Skaalvik & Skaalvik, 2021). When these needs are met, teachers exhibit higher commitment and motivation, which in turn enhance instructional quality. Furthermore, intrinsic motivators foster emotional investment and professional resilience, allowing teachers to navigate challenges without losing passion for their profession (Collie, 2021).

On the other hand, extrinsic job satisfaction arises from contextual factors that do not necessarily motivate but prevent dissatisfaction. These include salary, job security, workload, working conditions, and school leadership support. Studies emphasize that while extrinsic factors alone cannot sustain motivation, their absence often leads to burnout, turnover intentions, and stress (Madigan & Kim, 2021). For example, teachers who perceive fair policies, manageable workloads, and supportive administrators are less likely to experience dissatisfaction and

more likely to remain in the profession (Hong et al., 2021). Extrinsic conditions therefore provide a foundation that enables intrinsic motivators to function effectively. On the other hand, teaching resiliency is increasingly recognized as a critical factor in sustaining teacher effectiveness, particularly in environments characterized by high expectations, limited resources, and continuous reforms. Defined as the ability to maintain commitment and adaptability under stress, resiliency comprises multiple dimensions including emotional strength, adaptability, persistence, support systems, and growth mindset.

Emotional strength equips teachers with the capacity to regulate stress, manage emotional demands, and maintain psychological balance in the face of persistent professional challenges. In high-pressure environments characterized by heavy workloads, behavioral concerns, and administrative demands, strong emotional regulation serves as a protective factor against exhaustion and burnout. Teachers who are emotionally strong are better able to remain calm, composed, and reflective, which not only safeguards their well-being but also contributes to the creation of supportive and positive classroom climates that enhance student engagement and learning (Carver-Thomas & Darling-Hammond, 2021). Adaptability reflects teachers' ability to adjust effectively to changing educational contexts, such as shifts in curriculum standards, the integration of digital technologies, or the implementation of inclusive and learner-centered practices. In an increasingly dynamic educational landscape, adaptable teachers demonstrate flexibility in instructional strategies, assessment methods, and classroom management approaches. This flexibility enables them to respond constructively to unexpected challenges and sustain student learning outcomes despite uncertainty or change (Ainsworth & Oldfield, 2020).

Persistence is manifested through sustained effort, determination, and commitment to teaching goals despite obstacles such as time constraints, policy pressures, or limited resources. Teachers who exhibit persistence are less likely to disengage when faced with setbacks and are more inclined to maintain focus on long-term professional objectives and student success. This enduring motivation reinforces instructional consistency and contributes to sustained teacher effectiveness (Fathi et al., 2021). Also, support systems play an indispensable role in strengthening teacher resilience by providing both emotional reassurance and practical assistance. Collegial collaboration, mentoring relationships, and supportive school leadership foster a sense of belonging and shared responsibility. When teachers feel valued and supported, they are more likely to seek help, share best practices, and develop effective coping strategies, leading to higher levels of resilience and job satisfaction (Mansfield et al., 2020).

Finally, a growth mindset underpins teachers' belief that professional competence and effectiveness can be continuously developed through effort, reflection, and learning. Teachers with a growth mindset view challenges, mistakes, and feedback as opportunities for improvement rather than as threats to their competence. This perspective nurtures optimism, adaptability, and perseverance, enabling teachers to thrive amid professional demands (Wang et al., 2021). Taken together, these five dimensions highlight that teacher resiliency is not an innate trait, but a dynamic and cultivated process shaped by both internal dispositions and external supports. Promoting resiliency through targeted professional development, supportive leadership practices, and collaborative school cultures is essential to sustaining teacher effectiveness, job satisfaction, and overall well-being in contemporary educational settings.

It is the assumption of this research investigation that public elementary school teachers of Bambang I District will respond honestly, accurately, and consistently to the survey instruments. It presumes that participants possess sufficient self-awareness to assess their intrinsic and extrinsic job satisfaction, as well as their levels of teaching resiliency across emotional strength, adaptability, persistence, support systems, and growth mindset. The research further assumes that the instruments used are valid and reliable measures of the constructs, ensuring accurate representation of teachers' perceptions. Another assumption is that contextual factors such as workload, school environment, and leadership support influence both job satisfaction and resiliency in ways that can be meaningfully quantified. Most importantly, the study assumes a probable positive relationship between teaching job satisfaction and teaching resiliency, suggesting that higher levels of intrinsic and extrinsic satisfaction are associated with greater emotional strength, adaptability, and persistence among teachers. Lastly, findings are assumed to reflect

the realities of similar educational contexts.

3. Methodology

Research Design. This study employed a quantitative descriptive-correlational research design to examine the relationship between teaching job satisfaction and teaching resiliency among public elementary school teachers in Bambang I District, Schools Division Office of Nueva Vizcaya, during School Year 2025–2026. The design enabled the researcher to describe teachers' perceptions of job satisfaction and resiliency and determine the statistical relationship between the two variables without manipulating the study conditions. Teaching job satisfaction was examined in terms of intrinsic and extrinsic satisfaction, while teaching resiliency was assessed through emotional strength, adaptability, persistence, support systems, and growth mindset. The descriptive component determined the levels of the variables, while the correlational component examined their association.

Research Setting and Participants. The study was conducted in 16 public elementary schools in Bambang I District, Nueva Vizcaya, Philippines. The district had a total population of 141 teachers, from which 104 respondents were selected, representing 73.76% of the teaching population. The sample size was determined using Slovin's formula, and stratified random sampling was employed to ensure representation from the participating schools. Teachers were grouped according to their respective schools, and respondents were randomly selected from each group. This procedure facilitated the inclusion of teachers from schools with varying enrollment sizes and organizational contexts.

Research Instruments. Two questionnaires were used to gather data.The **Teaching Job Satisfaction Questionnaire (TJSQ)**, developed and validated by Cadalig et al. (2025), consisted of 20 items covering intrinsic satisfaction, including professional fulfillment, growth, and recognition, and extrinsic satisfaction, including working conditions, compensation, and administrative support. The instrument had a reported Cronbach's alpha of 0.895.

The **Teaching Resiliency Questionnaire (TRQ)**, developed and validated by Bolintao et al. (2025), consisted of 30 items measuring emotional strength, adaptability, persistence, support systems, and growth mindset. Its reported Cronbach's alpha was 0.902. Both instruments used a four-point Likert scale: 4 – Strongly Agree, 3 – Agree, 2 – Disagree, and 1 – Strongly Disagree. The study interpreted mean scores of 3.50–4.00 as Very High, 2.50–3.49 as High, 1.50–2.49 as Fair, and 1.00–1.49 as Low.

Data Collection Procedure and Ethical Considerations. Permission to conduct the study was secured from the district supervisor, with coordination from the respective school heads. Before administering the questionnaires, the researcher explained the study's objectives, procedures, and significance to the participants. Informed consent was obtained, and participation was voluntary. Confidentiality and anonymity were maintained by removing identifying information, restricting access to collected data, and reporting findings in aggregate form. Participants were informed of their right to withdraw without penalty. The research procedures were conducted with due regard for participants' welfare, privacy, and professional dignity.

Statistical Treatment of Data. The mean was used to determine the levels of teaching job satisfaction and teaching resiliency, including their respective dimensions. A rank-correlation procedure was identified for examining the relationship between the two variables and testing the study's hypothesis. The statistical method was intended to establish the strength and direction of the association between job satisfaction and resiliency. The final selection of the correlation coefficient should be based on the measurement characteristics of the data and the assumptions of the statistical test.

4. Results and Discussion

This study employed a quantitative research design using a descriptive–correlational approach to examine the relationship between teaching job satisfaction and teaching resiliency among 104 public elementary school

teachers in Bambang I District during the Academic Year 2025–2026. The descriptive component was used to determine the levels of teaching job satisfaction and teaching resiliency of the respondents, while the correlational method established the extent and direction of the relationship between the two variables. Data were gathered through a validated and reliable structured questionnaire administered to the respondents. Appropriate statistical tools were utilized for data analysis, including the mean to describe the level of each variable and Spearman Rank Correlation to determine the significance of the relationship between teaching job satisfaction and teaching resiliency. All hypotheses were tested at the 0.05 level of significance.

Teaching job satisfaction were measured across two dimensions, namely: extrinsic teaching job satisfaction and intrinsic teaching job satisfaction. On the other hand, teaching resiliency was assessed in terms of four dimensions: emotional strength, adaptability, persistence, support system and growth mindset. A key delimitation of the study was its reliance on established theoretical and research frameworks. The assessment of teaching job satisfaction was anchored on the research framework of Cadalig et al., (2025). Meanwhile, teaching resiliency was grounded on the research framework proposed by Bolintao et al. (2025). These frameworks provided a solid theoretical basis for conceptualizing the variables and guided the operationalization of the constructs examined in the study. Based on the objectives of the study, the following are the significant results

- The public elementary school teachers in Bambang I District exhibit a very high level of teaching job satisfaction, as indicated by a grand mean of 3.69. Intrinsic teaching job satisfaction emerged as the strongest component ($\bar{x}$ = 3.83), showing that teachers derive substantial fulfillment from the meaningfulness of teaching, professional growth, and their positive impact on learners. Extrinsic teaching job satisfaction also registered a very high level ($\bar{x}$ = 3.55), reflecting favorable perceptions of administrative support, collegial relationships, and working conditions. Overall, the results indicate a balanced job satisfaction profile, underscoring that both intrinsic and extrinsic factors significantly contribute to teachers' motivation, commitment, and resilience in the teaching profession.

- The overall teaching resiliency of public elementary school teachers in Bambang I District is very high ($\bar{x}$ = 3.65), reflecting their capacity to adapt, stay motivated, and maintain professional effectiveness amid challenges. Among the dimensions, growth mindset scored the highest ($\bar{x}$ = 3.86, Very High), showing teachers' commitment to continuous learning and skill improvement. Persistence ($\bar{x}$ = 3.66, Very High) demonstrates sustained dedication to instructional goals, while adaptability ($\bar{x}$ = 3.65, Very High) highlights flexibility in responding to classroom and curricular changes. Support systems ($\bar{x}$ = 3.61, Very High) reinforce resilience through collegial and administrative backing, and emotional strength ($\bar{x}$ = 3.49, High) indicates general competence in stress management. These results underscore the multidimensional nature of teaching resiliency and the importance of fostering supportive environments and professional growth to sustain teacher effectiveness.

- The correlation between teaching job satisfaction and teaching resiliency is **high, positive, and very significant (ρ = 0.745, p = 0.001),** indicating that higher holistic job fulfillment enhances teachers' resilience. Intrinsic satisfaction shows a moderate positive correlation (ρ = 0.663, p = 0.001), highlighting the role of personal growth, purpose, and fulfillment in sustaining motivation, adaptability, and perseverance. Extrinsic satisfaction also demonstrates a moderate positive correlation (ρ = 0.647, p = 0.001), showing that salary, benefits, supportive leadership, and working conditions contribute to resilience. The slightly stronger influence of intrinsic factors suggests that internal fulfillment is particularly critical, yet both intrinsic and extrinsic dimensions work together to foster teaching resiliency.

- Based on the study's findings, the lowest-rated indicators across teaching job satisfaction and teaching resiliency were used to identify priority areas for the proposed teacher training design. For job satisfaction, these included sustaining passion for teaching despite challenges and contentment with salary and benefits, highlighting concerns in intrinsic motivation and extrinsic rewards. For teaching

resiliency, the lowest indicators involved managing stress during peak workloads, adapting lesson plans to unexpected situations, maintaining motivation amid setbacks, seeking collegial support, and viewing mistakes as learning opportunities. Focusing on these areas ensures the training is responsive, evidence-based, and addresses teachers' most critical professional needs.

5. Conclusions

The public elementary school teachers in Bambang I District exhibit a very high level of teaching job satisfaction, indicating that they generally perceive their professional roles as meaningful, fulfilling, and rewarding. The overall teaching resiliency of public elementary school teachers in Bambang I District is very high, reflecting their capacity to adapt to challenges, maintain persistence, and continue delivering effective instruction despite professional demands. The correlation between teaching job satisfaction and teaching resiliency is high, positive, and very significant, indicating that teachers who perceive higher fulfillment in their work—both intrinsically and extrinsically—are more capable of coping with challenges, sustaining engagement, and demonstrating perseverance, flexibility, and emotional strength. Based on the study's findings, the lowest-rated indicators across teaching job satisfaction and teaching resiliency were identified as priority areas for intervention and served as the foundation for developing the proposed teacher training design.

Recommendations

- School administrators and policymakers may implement strategies that sustain and further improve both intrinsic and extrinsic job satisfaction among teachers. This may include providing meaningful recognition, opportunities for professional growth, and ensuring that teachers feel a sense of accomplishment and purpose in their work. Programs that nurture intrinsic fulfillment—such as mentoring, coaching, and reflective practice—should be prioritized alongside improvements in compensation, benefits, and workplace conditions.

- Educational leaders may design and implement interventions aimed at reinforcing teachers' resilience. This includes stress management workshops, professional development focused on adaptability and problem-solving, team-building activities to strengthen collegial support, and promoting growth mindset initiatives. By addressing both personal and contextual factors, teachers' capacity to maintain motivation and instructional effectiveness under challenging conditions can be enhanced.

- Given the strong positive correlation between job satisfaction and teaching resiliency, school-based programs may adopt a holistic approach that simultaneously addresses teachers' professional fulfillment and resilience. Collaborative coaching, peer support networks, and recognition systems can be designed to ensure that improvements in job satisfaction directly reinforce resiliency, creating a synergistic effect that benefits teacher well-being and student outcomes.

- Teacher training programs may prioritize areas identified as having the lowest mean scores, such as sustaining passion despite challenges, managing stress during peak workloads, adapting lesson plans to unexpected classroom situations, fostering collaboration, and viewing failures as professional learning opportunities. Focusing on these areas ensures that training interventions are evidence-based, relevant, and responsive to the most critical professional needs of teachers.

- Future research may replicate this study with additional variables to provide a more comprehensive understanding of factors affecting teaching job satisfaction and resiliency in teaching. Potential variables may include emotional intelligence, teacher self-efficacy, leadership support, work-life balance, and digital competence. Expanding the study to other districts or regions can also validate findings, inform policy, and guide the development of scalable programs to enhance teacher satisfaction and resiliency nationwide.

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