

Resiliency and Work Performance of Faculty Members in Tomas Claudio Colleges

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Abstract

The study examined the relationship between resiliency and work performance of faculty members at Tomas Claudio Colleges, Morong, Rizal during School Year 2024–2025. Using a descriptive survey design, data were gathered from 100 faculty members across elementary, secondary, tertiary, and graduate levels through a researcher-made questionnaire and faculty performance evaluations. Results showed that most respondents were aged 31 and above, female, married, instructors or assistant professors, and pursuing graduate studies, with training experiences from regional to international levels. Faculty members demonstrated high to very high levels of resiliency, particularly in emotional regulation, social support, adaptability, problem-solving skills, and positive outlook. Significant differences in resiliency were found when grouped by age, civil status, educational attainment, length of service, and seminars/trainings attended, while sex and position title were not significant factors. Most faculty members exhibited good to excellent work performance. A significant relationship was established between resiliency and work performance, indicating that higher resiliency is associated with better performance. The study concluded that resiliency is a key factor influencing faculty performance and recommended continuous professional development and resiliency-focused training programs.

Keywords: Resiliency, Work Performance, Faculty Members, Emotional Regulation, Social Support, Professional Development, Tomas Claudio Colleges, Descriptive Survey Research

1. Introduction

Education plays a vital role in the development of human resources and national progress, as it equips individuals with the knowledge, skills, and values necessary for productivity and quality living. It is widely recognized as a cornerstone of social and economic development and a primary instrument in achieving both personal and societal advancement. In the Philippines, this importance is enshrined in Article XIV, Section 2 of the 1987 Philippine Constitution, which mandates the State to establish, maintain, and support a complete, adequate, and integrated system of education responsive to the needs of society. This constitutional provision underscores the need for educational institutions to ensure quality teaching and learning processes through competent and committed educators.

Teachers are central to the realization of educational goals. As the largest group of professionals in the education sector, they serve not only as facilitators of learning but also as role models and agents of social transformation. Republic Act 8545, or the *Expanded Government Assistance to Students and Teachers in Private Education Act*, further recognizes the invaluable contribution of private educational institutions and their teachers in complementing public education. Given this critical role, teachers must possess not only professional competence but also psychological and emotional capacities that enable them to perform effectively despite increasing demands and challenges in the workplace.

Teaching is widely acknowledged as a highly demanding profession. Faculty members are exposed to various stressors arising from instructional responsibilities, student diversity, administrative tasks, and personal and family concerns. These challenges necessitate a high level of resiliency, defined as the ability to cope with adversity, recover from stress, and adapt positively to changing circumstances. Kendra (2024) described resilience as the capacity to rebound from challenges by drawing upon emotional awareness, self-control, problem-solving skills, and social support. Similarly, Ribeiro (2021) emphasized that resilience enables individuals not only to recover from setbacks but also to grow and improve as a result of difficult experiences.

In the educational context, resiliency is particularly significant as it influences teachers' well-being, classroom management, and instructional effectiveness. Martin (2021) stressed that emotional regulation is crucial for teachers, as it allows them to manage their own emotions while responding appropriately to students' needs, thereby fostering a positive learning environment. Burns (2021) further highlighted that problem-solving skills are integral to resilience, enabling individuals to respond calmly and effectively to complex and stressful situations. Additionally, social support networks have been identified as vital protective factors that help educators manage stress and maintain psychological well-being (Bustos, 2021; Torralba, 2021).

Adaptability, flexibility, and optimism also play a significant role in sustaining teachers' resilience. Ansar (2021) noted that adaptable and flexible teachers are better able to respond to diverse learner needs and rapidly changing educational demands. Meanwhile, Zabala (2021) emphasized that a positive outlook and optimism among teachers contribute to higher engagement, improved performance, and a more supportive classroom atmosphere. Empirical studies have consistently shown that teachers with higher levels of resilience demonstrate better work performance, engagement, and job satisfaction (Latif, 2021; Carballo, 2022; Maghfirroh, 2024).

Despite the growing body of research on teacher resiliency, there remains a need to examine how resiliency relates specifically to work performance among faculty members in private higher education institutions, particularly within the local Philippine context. Tomas Claudio Colleges in Morong, Rizal is composed of faculty members from varying age groups, educational backgrounds, lengths of service, and professional experiences, making it a suitable setting for examining the role of resiliency as a determinant of work performance.

Thus, this study seeks to determine the extent of resiliency of faculty members of Tomas Claudio Colleges in terms of emotional regulation, social support networks, adaptability and flexibility, positive outlook and optimism, and problem-solving skills, and to examine its relationship with their level of work performance. The findings of this study are expected to provide valuable insights that may serve as a basis for developing programs and interventions aimed at enhancing faculty resiliency, improving work performance, and ultimately supporting the institution's mission of delivering quality education to the community.

2. Materials and methods

2.1 Research Design

This study employed a descriptive survey research to determine the the extent of resiliency of faculty members in Tomas Claudio Colleges. Documentary analysis was applied since the latest ratings of the faculty members in their performance evaluation were obtained as basis of the level of their work performance .

2.2 Research Setting

The study was conducted in Tomas Claudio Colleges located at Sitio Taghangin, Morong Rizal. The school implements programs and projects for faculty development. Faculty members given opportunities to attend seminars and trainings for professional development. Financial support and incentives are provided to faculty and staff by the administration.

2.3 Respondents

The study considered 100 faculty members in Tomas Claudio Colleges. Quota sampling was applied. They were described in terms of their age, sex, civil status, educational attainment, length of service, position title and seminars/ trainings attended.

2.4 Research Instruments

A researcher-made questionnaire-checklist was utilized to gather the data needed for the study. The instrument was divided into two major parts. Part I focused on the demographic profile of the respondents, which included age, sex, civil status, educational attainment, length of service, position title, and seminars or trainings attended. Part II consisted of items that measured the extent of resiliency of the faculty members of Tomas Claudio Colleges with respect to emotional regulation, social support networks, adaptability and flexibility, positive outlook and optimism, and problem-solving skills. Each dimension of resiliency was represented by ten (10) items, making a total of forty (40) items. Respondents were asked to rate each statement using a five-point Likert scale, where 5 (4.50–5.00) corresponded to “Strongly Agree” or Very High Resilience, 4 (3.50–4.49) as “Agree” or High Resilience, 3 (2.50–3.49) as “Neutral” or Moderate Resilience, 2 (1.50–2.49) as “Disagree” or Low Resilience, and 1 (1.00–1.49) as “Strongly Disagree” or Very Low Resilience. The level of work performance of the faculty members was based on the ratings obtained from their individual performance evaluation. Performance levels were interpreted as follows: 4.50–5.00 as Excellent, 3.50–4.49 as Good, 2.50–3.49 as Satisfactory, 1.50–2.49 as Needs Improvement, and 1.00–1.49 as Unsatisfactory.

To ensure the validity of the instrument, the researcher sought the assistance of subject-matter experts who evaluated the questionnaire for clarity, relevance, and appropriateness in relation to the objectives of the study. Their suggestions and recommendations were carefully considered and incorporated into the final version of the instrument prior to its administration. This process ensured that the questionnaire was both comprehensive and capable of accurately measuring the resiliency and work performance of faculty members.

2.5 Data Collection

The researcher followed the Gantt Chart of Activities in the conduct of the study. This includes the formulation of the research problem up to the revision of the manuscript and submission of the final copy. After the validation of the instrument, permission to conduct the study was obtained from the concerned authorities. The questionnaire-checklist was administered to the respondents through the Google survey form considering the guidelines in the Data Privacy Act of 2012. Retrieved data were encoded and processed utilizing Statistical Package for Social Sciences (SPSS). Based from the interpreted data, summary of findings, conclusions and recommendations were formulated.

2.6 Data Analysis

In order to obtain answers to the research problems, the study employed various statistical tools appropriate for each objective. To describe the profile of the respondents in terms of selected demographic variables, frequency, percentage, and rank distribution were utilized. The extent of resiliency of faculty members, as perceived by themselves across different aspects, was determined using the weighted mean. To examine significant differences in the extent of resiliency with respect to the respondents' profile, one-way analysis of variance (ANOVA) was applied. The level of work performance of the respondents, based on their performance evaluation ratings, was analyzed using frequency, mean, and standard deviation. Finally, to determine the significant relationship between the extent of resiliency of faculty members and their level of work performance, correlation analysis was employed. These statistical tools provided a comprehensive approach to describe, compare, and relate the key variables of the study.

2.7 Ethical Considerations

The study ensured the protection of the rights and welfare of all respondents. Participation was voluntary, and respondents were informed about the purpose of the study. Confidentiality and anonymity of all information provided were strictly maintained, and data were used solely for research purposes. The researcher ensured that the respondents were treated with respect and that no harm, whether physical, emotional, or psychological, would result from their participation in the study..

3. Results and Discussion

3.1. Demographic Profile of Respondents

Table 1 presents the frequency and percentage distribution of the respondents in terms of the selected variables. As shown in the table, out of 100 respondents, in terms of age, 35 % are 41-50 years old , 22 % are 31-40 years old , 18 % are 21-30 years old and the rest belong to age bracket 51-60 years old and 61 years old and above with 15% and 10 % respectively. In terms of sex, most of them are females with 85%. As to their civil status, 60% are married and 40 % are single. With regard to their educational attainment, 40 % are Masters' degree holder, 18 % have MA units, 17% are Bachelors' degree holder and the rest have Doctorate units and Doctorate degree with 13% and 12% respectively. As to their position title, 41% have Instructor position, 34 % are Assistant Professors, 20 % are Associate Professors and 5% have Professor positions.. With regard to their length of service, 43 % have been teaching for 10 years and below, 30 % for 11-20 years and the rest have been teaching for 21-30 years and 31-40 years with 20% and 17% respectively. With regard to seminars / trainings attended, 30 % have attended in the regional level, 26% in the Division level, 14% in the school level and the rest have attended in the National and international level with 20% and 10% respectively.

Table 1: *Frequency and Percentage Distribution of the Respondents in Terms of the Selected Variables*

Age	Frequency	Percent	Rank
61years old and above	10	10	5
51-60 years old	15	15	4
41-50 years old	35	35	1
31-40 years old	22	22	2
21-30 years old	18	18	3
Total	100	100.0	
Sex			
Male	15	15	2
Female	85	85	1
Total	100	100.0	
Civil Status			
Single	40	40	2
Married	60	60	1

Total	100	100.0	
Educational Attainment			
Doctorate Degree	12	12	5
MA with Doctorate units	13	13	4
Master's Degree	40	40	1
With MA units	18	18	2
Bachelor's Degree	17	17	3
Total	100	100.0	
Position Title			
Professor I	7	7	4
Associate Professor	18	18	3
Assistant Professor	34	34	2
Instructor	41	41	1
Total	100	100.0	
Length of Service			
31-40 years	17	17	4
21-30 years	20	20	3
11-20 years	30	30	2
10 years and below	33	33	1
Total	100	100.0	
Seminars/ Trainings Attended			
International Level	10	10	5
National Level	20	20	3
Regional Level	30	30	1
Division Level	26	26	2
School Level	14	14	4
Total	100	100.0	

3.2. Extent of Resiliency of Faculty Members in TCC as Perceived by Themselves with Respect to the Different Aspects

As gleaned from the table, the composite weighted mean of 4.36 indicates that the respondents generally exhibit high resilience. Among the different aspects, “Positive Outlook and Optimism” ranked first with an overall weighted mean of 4.58, interpreted as Very High Resilience. The remaining aspects—emotional regulation, social support networks, adaptability and flexibility, and problem-solving skills—were interpreted as High Resilience, with “Problem Solving Skills” ranking lowest at 4.22. These results suggest that teachers possess very high resilience in terms of maintaining a positive outlook and optimism, while they demonstrate high resilience in the other key areas. The findings imply that resilience is essential for teachers to effectively manage the inherent stressors of the profession. It helps them remain in the teaching field, enhances student learning outcomes, fosters a positive school environment, and promotes their personal well-being. Resilience equips teachers with the capacity to recover from setbacks, adapt to challenges such as diverse student needs and systemic changes, and model persistent problem-solving skills. This aligns with Roberts (2020), who emphasized that resilient individuals experience stress, setbacks, and difficult emotions but are able to tap into their strengths and support systems to overcome challenges. Resilience enables individuals to accept, adapt, and move forward, reflecting the ability to withstand adversity and bounce back from life’s difficulties.

Table 2: *Extent of Resiliency of Faculty Members in TCC as Perceived by Themselves with Respect to the Different Aspects*

Aspects	W$\bar{X}$	Verbal Interpretation	Rank
Emotional Regulation	4.44	High Resilience	2
Social Support Networks	4.30	High Resilience	3
Adaptability and Flexibility	4.25	High Resilience	4
Positive Outlook and Optimism	4.58	Very High Resilience	1
Problem Solving Skills	4.22	High Resilience	5
Composite W$\bar{X}$	4.36	High Resilience	

3.3. Significant Difference on the Extent of Resiliency of Faculty Members in TCC as Perceived by Themselves with Respect to the Different Aspects in Terms of Their Profile

Table 3 indicates that most demographic factors, such as age, civil status, educational attainment, length of service, and seminars/trainings attended, have a significant influence on the resiliency of the respondents. This is evidenced by p-

values less than 0.05, leading to the rejection of the null hypothesis for these variables, which means there is a significant difference in resiliency based on the cited factors. In contrast, sex and position title show no statistically significant influence on the respondents' resiliency, with p-values greater than 0.05; for these variables, the null hypothesis is accepted, indicating that they are not contributory to faculty members' resiliency. These findings reveal that resiliency differs significantly when faculty members are grouped according to age, civil status, educational attainment, length of service, and seminars/trainings attended, while no significant difference exists in terms of sex and position title. The results imply that age, civil status, educational attainment, length of service, and seminars/trainings attended are important predictors of faculty resiliency, whereas sex and position title are not. This aligns with the findings of Navarro (2025), which showed that the resiliency of guidance designates with respect to self-awareness, self-control, problem-solving skills, and social support varies according to age, educational attainment, length of service, and in-service trainings attended, but not by sex, civil status, or position title.

Table 3: Result of the F-test on the Significant Difference on the Extent of Resiliency of Faculty Members in TCC as Perceived by Themselves with Respect to the Different Aspects in Terms of Their Profile

Aspects/Variables	F-value	p-value	Ho	Verbal Interpretation
Age				
Emotional Regulation	4.415	0.046	Rejected	Significant
Social Support and Networks	5.237	0.005	Rejected	Significant
Adaptability and Flexibility	7.643	0.019	Rejected	Significant
Positive Outlook and Optimism	8.355	0.004	Rejected	Significant
Problem Solving Skills	6.776	0.001	Rejected	Significant
Sex				
Emotional Regulation	0.021	0.987	Accepted	Not Significant
Social Support and Networks	0.045	0.921	Accepted	Not Significant
Adaptability and Flexibility	0.711	0.392	Accepted	Not Significant
Positive Outlook and Optimism	2.187	0.199	Accepted	Not Significant
Problem Solving Skills	0.987	0.345	Accepted	Not Significant
Civil Status				
Emotional Regulation	4.221	0.032	Rejected	Significant
Social Support and Networks	7.222	0.022	Rejected	Significant
Adaptability and Flexibility	10.366	0.008	Rejected	Significant
Positive Outlook and Optimism	9.223	0.008	Rejected	Significant
Problem Solving Skills	9.263	0.001	Rejected	Significant
Educational Attainment				
Emotional Regulation	7.632	0.043	Rejected	Significant
Social Support and Networks	9.629	0.022	Rejected	Significant
Adaptability and Flexibility	8.115	0.036	Rejected	Significant
Positive Outlook and Optimism	6.529	0.007	Rejected	Significant
Problem Solving Skills	8.376	0.002	Rejected	Significant
Position Title				
Emotional Regulation	0.514	0.219	Accepted	Not Significant
Social Support and Networks	0.825	0.342	Accepted	Not Significant
Adaptability and Flexibility	1.711	0.939	Accepted	Not Significant
Positive Outlook and Optimism	0.165	0.645	Accepted	Not Significant
Problem Solving Skills	0.265	0.657	Accepted	Not Significant
Length of Service				
Emotional Regulation	9.721	0.007	Rejected	Significant
Social Support and Networks	6.754	0.005	Rejected	Significant
Adaptability and Flexibility	16.622	0.038	Rejected	Significant
Positive Outlook and Optimism	12.018	0.032	Rejected	Significant
Problem Solving Skills	8.346	0.001	Rejected	Significant

Seminars / Trainings Attended				
Emotional Regulation	7.422	0.002	Rejected	Significant
Social Support and Networks	6.029	0.013	Rejected	Significant
Adaptability and Flexibility	9.112	0.007	Rejected	Significant
Positive Outlook and Optimism	8.793	0.003	Rejected	Significant
Problem Solving Skills	9.986	0.005	Rejected	Significant

3.4. Level of Work Performance of Faculty Members in TCC as Revealed by the Results of their Performance Evaluation

The results in Table 4 demonstrate that the level of work performance of faculty members, as indicated by their performance ratings, reveals a generally good performance. Most teachers were rated as having good performance, many achieved excellent performance, and only a few were rated satisfactory. The highest rating obtained was 4.80, the lowest was 3.49, and the overall mean rating was 4.48, interpreted as Good. The relatively low standard deviation of 1.312 suggests that the teachers' ratings were closely clustered around the mean, indicating consistency in performance across faculty members.

These results indicate that the majority of faculty members are performing well in their assigned tasks. The findings suggest that teachers strive to demonstrate instructional effectiveness, exhibit strong personal qualities, and show a deep commitment to student growth. They employ good communication skills, create engaging and supportive learning environments, demonstrate subject matter expertise, exercise patience and adaptability, practice effective classroom management, and show a genuine passion for teaching.

The findings imply that teaching performance encompasses a teacher's actions, attitudes, and behaviors in the classroom that contribute to achieving educational goals. Key factors include lesson planning, mastery of subject content, effective teaching strategies, and classroom management. These results are consistent with the study of Andres (2021), which revealed that teachers exhibited very satisfactory teaching performance and a high level of adaptability in completing related tasks and responding to the demands of a rapidly changing academic environment.

Table 4:. *Level of Work Performance of Faculty Members in TCC as Revealed by the Results of their Performance Evaluation*

Grade	Verbal Interpretation	f	%
4.50 – 5.00	Excellent	40	40.0
3.50 – 4.49	Good	51	51.0
2.50 – 3.49	Satisfactory	9	9.0
1.50 – 2.49	Needs Improvement	-	-
1.00 – 1.49	Unsatisfactory	-	-
Total		100	100
Highest Rating			4.80
Lowest Rating			4.38
Mean			4.48 (Good)
Standard Deviation			1.312

3.5. Significant Relationship Between the Extent of Resiliency of Faculty Members in TCC and their Level of Work Performance

Table 5 demonstrates the Significant Relationship Between the Extent of Resiliency of Faculty Members in TCC and their Level of Work Performance

Table 5: *Significant Relationship Between the Extent of Resiliency of Faculty Members in TCC and their Level of Work Performance*

Aspects	r-values	p-values	Ho	Verbal Interpretation
Emotional Regulation	0.767	0.024	Rejected	Significant
Social Support and Networks	0.822	0.003	Rejected	Significant
Adaptability and Flexibility	0.817	0.008	Rejected	Significant
Positive Outlook and Optimism	0.758	0.045	Rejected	Significant
Problem Solving Skills	0.776	0.036	Rejected	Significant

The computed r-values indicate the strength and direction of the relationship between various aspects of resiliency and the work performance of faculty members. The p-values for all aspects were less than the typical significance level of 0.05, leading to the rejection of the null hypothesis (Ho) of no significant relationship. This indicates that there is a statistically significant relationship between the extent of resiliency and the level of work performance of faculty members. The verbal interpretation confirms that resiliency and work performance are significantly correlated.

These findings imply that teacher resilience has a strong positive relationship with work performance, enabling educators to better manage stress, adapt to challenges, and maintain motivation and effectiveness in their roles. Fostering resilience through professional development programs, mentorship, and supportive school environments can enhance job satisfaction, improve teaching effectiveness, and contribute to better learning outcomes for students.

This is consistent with the findings of Carballo (2022), which revealed that resilience and job performance are positively correlated. The study also found that adaptive behavior partially mediates the relationship between resilience and job performance, indicating that the overall impact of resilience on work performance is transmitted, in part, through adaptive behavior.

4. Conclusion & Recommendations

The study concludes that faculty members of TCC demonstrate high to very high resilience, particularly in positive outlook and optimism, and that their resiliency is significantly influenced by age, civil status, educational attainment, length of service, and trainings attended. Sex and position title, however, do not significantly affect resilience. Faculty work performance is generally good to excellent, and a significant positive relationship exists between resiliency and performance, indicating that resilient teachers tend to perform better.

Based on these findings, it is recommended that faculty members participate in seminars and professional development programs to further enhance their resiliency and work performance. The proposed action plan should be implemented to support these efforts, and future studies may explore additional factors influencing faculty resiliency and effectiveness.

Compliance with ethical standards

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