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Systematic Appraisal of the Teachers' Occupational Stress Management Strategies and Resilience: Designing a Workplace Wellness Framework

Meriam P. Polinar
Doctor of Education Major in Educational Management and Development, Cebu Technological University - Main Campus, Cebu City, Philippines

Email: meriam.polinar01@deped.gov.ph

ABSTRACT

This study examined occupational stress management practices and teacher resilience among public secondary school teachers in Carmen I District, Schools Division of Bohol, Philippines, during School Year 2026–2027, as a basis for designing a Workplace Wellness Framework. Using a descriptive-correlational research design and universal sampling, data were collected from 100 respondents across four public secondary schools through a modified and adapted structured questionnaire. Descriptive statistics, ranking, and Pearson's product-moment correlation were employed for data analysis. Results revealed that occupational stress management practices were consistently observed (M = 4.47), while teacher resilience was very high (M = 4.54). Collegial and social support and spiritual and purpose-oriented resilience emerged as the strongest dimensions, whereas physical health, rest and recovery practices, and emotional resilience received the lowest relative ratings. A statistically significant positive relationship was established between occupational stress management practices and teacher resilience (r = 0.3951, p < .001). Heavy workloads, time constraints, and emotional demands were the leading occupational challenges. The study concludes that stronger stress management practices are associated with higher teacher resilience, highlighting the importance of individual coping strategies and organizational support. Accordingly, pilot implementation and evaluation of the proposed Workplace Wellness Framework are recommended. The localized setting, self-reported assessments, and correlational design limit generalizability and causal interpretation. The study provides an empirical foundation for institutionalizing teacher wellness initiatives, supporting Sustainable Development Goals 3 (Good Health and Well-Being), 4 (Quality Education), and 8 (Decent Work and Economic Growth), while promoting educational and institutional sustainability.

Keywords: *Emotional Resilience, Occupational Stress Management, Organizational Support, Teacher Resilience, Teacher Well-Being, Work-Life Balance, Workplace Wellness Framework*

1. INTRODUCTION

Teaching is a demanding profession requiring sustained intellectual, emotional, social, and physical engagement. Beyond classroom instruction, teachers manage administrative responsibilities, learner concerns, professional development, and educational reforms that contribute to occupational stress. Excessive workloads and administrative demands remain persistent concerns across educational systems (OECD, 2025), while occupational stress, burnout, and technostress are associated with teachers' resilience and professional well-being (Pagán-Garbín et al., 2024). Effective stress management requires both personal coping strategies and institutional support. Teacher resilience encompasses physical, emotional, psychological, social, and spiritual capacities that enable educators to adapt to workplace challenges (Chen, 2024). Furthermore, manageable workloads, supportive leadership, collegial relationships, and psychological resources contribute to occupational well-being (Lu et al., 2024; Zhou et al., 2024). Structured professional development and wellness interventions may further strengthen teachers' coping capacities (Shakimova et al., 2024; Beames et al., 2023). In the Philippines, instructional demands, administrative responsibilities, and changing educational practices contribute to teachers' occupational stress (Dureza et al., 2022; Obrero & Serviñas, 2024). Nevertheless, adaptive coping mechanisms and supportive workplace relationships help teachers manage professional challenges (Gomez & Bantulo, 2024; Sarmiento & Badiang, 2024). Similarly, studies in Bohol highlight the importance of psychosocial resources, administrative assistance, and preventive interventions in addressing occupational stress and burnout (Suaybaguio & Magallen, 2024; Alcantara et al., 2025). Against this background, the study examined occupational stress management strategies and teacher resilience in Carmen I District, Division of Bohol, as a basis for designing an evidence-based Workplace Wellness Framework.

Research Problem

Teachers encounter excessive workloads, time pressure, inadequate resources, and competing responsibilities that may compromise their physical, emotional, and psychological well-being. Conversely, professional autonomy, social support, and favorable organizational conditions serve as protective resources (Pan et al., 2023; Nwoko et al., 2023; Sohail et al., 2023). Although individual coping mechanisms are important, effective stress management also requires institutional support that facilitates recovery, work-life balance, and psychosocial wellness (Gearhart et al., 2022; Sandilos et al., 2023). Previous studies in Bohol have examined occupational stress, burnout, psychosocial skills, and teacher well-being (Suaybaguio & Magallen, 2024; Cagulada & Trabajo, 2024; Alcantara et al., 2025; Marcojos & Salipong, 2026). However, limited localized evidence exists regarding the relationship between occupational stress management strategies and multidimensional teacher resilience in Carmen I District. This study addressed this research gap to establish an empirical foundation for a responsive Workplace Wellness Framework.

Assumptions of the Study

The study assumed that occupational stress management and teacher resilience are associated with personal coping capacities, workplace demands, and organizational resources. Effective workload management, emotional regulation, physical recovery, work-life balance, and social and administrative support may strengthen teachers' adaptive capacities (Lu et al., 2024; Bidi et al., 2024; Chen, 2024). Similarly, hope, self-efficacy, optimism, and resilience contribute to psychological well-being (Cahapay & Bangoc, 2022; Bertieaux et al., 2024). Accordingly, the study tested the null hypothesis that no significant relationship existed between occupational stress management practices and teacher resilience at the 0.05 significance level.

Objectives of the Study

This study aimed to assess occupational stress management strategies and teacher resilience among public secondary school teachers in Carmen I District, Division of Bohol, during School Year 2026–2027. Specifically, it sought to describe respondents' demographic and professional profiles, determine the extent of occupational stress management strategies, and assess teacher resilience across their respective dimensions. Furthermore, it examined the significant relationship between the two variables and identified occupational challenges encountered by teachers. Ultimately, the findings served as the basis for designing a stress management-oriented Workplace Wellness Framework.

Theoretical or Conceptual Basis

The study was anchored in complementary theories explaining occupational stress management and teacher resilience. The Job Demands–Resources (JD–R) Theory emphasizes balancing occupational demands with available resources (Bakker et al., 2023; Lu et al., 2024), while the Conservation of Resources Theory highlights resource preservation and recovery (Jõgi et al., 2023). Similarly, the Transactional Model of Stress and Coping explains adaptive responses to stressful situations (Bidi et al., 2024). Self-Determination Theory emphasizes autonomy, competence, and relatedness (Haw et al., 2024), whereas Psychological Capital Theory highlights hope, self-efficacy, resilience, and optimism (Bertieaux et al., 2024; Cahapay & Bangoc, 2022). Furthermore, the PERMA Well-Being Model and Broaden-and-Build Theory emphasize positive experiences and psychological resources (Dreer, 2023; Zhang & Luo, 2023), while Organizational Support Theory and Social Cognitive Theory recognize institutional support, environmental conditions, and self-efficacy in strengthening resilience (Wang, 2024; Qamar et al., 2025). Drawing from these foundations, occupational stress management encompasses workload and time management (Pan et al., 2023; OECD, 2025; Wang et al., 2025); emotional and psychological stress management (Corrente et al., 2022; Vo & Allen, 2022; Beames et al., 2023); physical health, rest, recovery, and work-life balance (Sohail et al., 2023; Aguilar-Delavin & Pogoy, 2023; Zhou et al., 2024); and collegial, social, administrative, and organizational support (Gearhart et al., 2022; Gadermann et al., 2023; Kingsford-Smith et al., 2023; Einav et al., 2024; Vo et al., 2024). These dimensions emphasize wellness as a shared individual and organizational responsibility (Berger et al., 2022; Sandilos et al., 2023; Nwoko et al., 2023). Correspondingly, teacher resilience encompasses physical, emotional, psychological, social, and spiritual and purpose-oriented dimensions (Chen, 2024), reflecting adaptive coping, recovery, supportive relationships, and professional commitment (Banal & Ortega-Dela Cruz, 2022; Pekas et al., 2022; Ellovido & Quirap, 2024). Moreover, structured wellness interventions and institutional support strengthen occupational well-being and resilience (D'Agostino et al., 2025; Fox et al., 2023; Gámez-Genovart et al., 2025; Añosa et al., 2025). The study is further supported by international workplace mental health guidelines promoting psychosocial risk prevention and organizational responsibility (World Health Organization, 2022; World Health Organization & International Labour Organization, 2022). Likewise, national policies emphasize employee welfare, workload rationalization, mental health services, and wellness leave (Civil Service Commission, 2022; Department of Education, 2024, 2025, 2026), complemented by Republic Act No. 12080. Collectively, these foundations support the examination of occupational stress management and teacher resilience and the development of an evidence-based Workplace Wellness Framework.

The study aligns with SDG 3 – Good Health and Well-Being, particularly Target 3.4, through its emphasis on occupational stress management, mental health, physical wellness, and psychosocial support. Similarly, it supports SDG 4 – Quality Education through the promotion of teacher resilience, professional well-being, and supportive educational environments.

Furthermore, it contributes to SDG 8 – Decent Work and Economic Growth, particularly Target 8.8, through its emphasis on manageable workloads, work-life balance, and safe and supportive working conditions. Collectively, the proposed Workplace Wellness Framework contributes to public health, educational, socio-economic, and institutional sustainability through systematic stress prevention, resilience-building, and continuous employee wellness initiatives that support sustainable educational service delivery.

2. METHODOLOGY

Research Design

The study utilized a descriptive-correlational research design to assess respondents' demographic and professional profiles, occupational stress management practices, teacher resilience, and workplace challenges. The descriptive component examined existing conditions, while the correlational component determined the significant relationship between occupational stress management practices and teacher resilience without manipulating the study variables.

Research Locale or Study Setting

The study was conducted in four public secondary schools in Carmen I District, Schools Division of Bohol, Philippines, during School Year 2026–2027. These included Valeriano A. Ganas High School, Isabel S. J. Gujol Memorial High School, Policronio S. Dano Sr. High School, and Ponciano F. Ramasola Sr. High School. These institutions provided an appropriate setting for examining teachers' occupational demands, stress management practices, and resilience.

Participants or Data Sources

The study employed universal sampling, involving 100 eligible public secondary school teachers. Of these, 38 were from Policronio S. Dano Sr. High School, 25 from Ponciano F. Ramasola Sr. High School, 20 from Valeriano A. Ganas High School, and 17 from Isabel S. J. Gujol Memorial High School. Teachers served as the respondents because of their direct experiences with occupational demands, stress management practices, workplace challenges, and professional resilience.

Research Instruments or Materials

The study utilized a modified and adapted structured questionnaire comprising four parts: demographic and professional profiles, occupational stress management practices, teacher resilience, and workplace challenges. The occupational stress management component was guided by the World Health Organization (WHO, 2022) Guidelines on Mental Health at Work, covering workload and time management, emotional and psychological stress management, physical health and recovery, work-life balance, collegial support, and administrative and organizational support. Meanwhile, the resilience component was adapted from the Teacher Resilience Inventory developed by Chen (2024), encompassing physical, emotional, psychological, social, and spiritual or purpose-oriented resilience. The instrument employed a five-point Likert-type scale and underwent expert content validation and pilot testing, with Cronbach's alpha used to assess internal consistency.

Data Gathering Procedure

Prior to data collection, the researcher secured permission from the Schools Division Superintendent of Bohol, the Public Schools District Supervisor of Carmen I District, and the participating school heads. After obtaining informed consent, the validated questionnaires were administered personally or through a secure online platform, depending on respondents' accessibility and preferences. Adequate time and appropriate follow-up were provided to

facilitate questionnaire completion. Subsequently, responses were checked for completeness, coded, encoded, and tabulated for statistical analysis. The findings served as the basis for designing the proposed Workplace Wellness Framework.

Data Analysis

The study employed descriptive and inferential statistics. Frequency and percentage were used to describe respondents' profiles, while mean and standard deviation summarized age and length of service. Weighted mean and standard deviation assessed occupational stress management practices and teacher resilience using five numerical ranges: 4.21–5.00 (very highly practiced/very high), 3.41–4.20 (highly practiced/high), 2.61–3.40 (moderately practiced/moderate), 1.81–2.60 (slightly practiced/low), and 1.00–1.80 (not practiced/very low). Furthermore, Pearson's product-moment correlation coefficient was employed to determine the relationship between occupational stress management practices and teacher resilience at the 0.05 significance level. Frequency, percentage, weighted mean, and ranking were used to identify and prioritize workplace challenges, as appropriate.

Ethical Consideration

The study adhered to ethical research principles, including informed consent, voluntary participation, anonymity, confidentiality, and data privacy. Respondents were informed of the study's objectives, procedures, and right to withdraw without penalty. All collected information was handled responsibly and used exclusively for academic research. Furthermore, the research instrument was not intended to diagnose mental health conditions but to assess teachers' workplace experiences, occupational stress management practices, and resilience.

3. RESULTS AND DISCUSSION

3.1 Demographic and Professional Profile of the Respondents

3.1.1 Age and Gender

The largest proportions of respondents were aged 31–35 and 36–40 years, each comprising 19%, followed by those aged 26–30 and 51 years and above, each accounting for 18%. Female respondents predominated (83%), while males accounted for 17%. The mean ages were 39.41 years for males and 40.41 years for females. These findings highlight the importance of wellness initiatives responsive to teachers' diverse demographic characteristics and occupational needs. Workplace demands, available resources, and professional relationships are important considerations in teacher well-being (Stang-Rabrig et al., 2022; Tsubono et al., 2024; Nwoko et al., 2023; Cann et al., 2024; Beames et al., 2023; Dreer, 2023).

3.1.2 Highest Educational Attainment

The largest proportion of respondents had earned master's degree units (42%), followed by college graduates (21%) and master's degree holders (15%). Meanwhile, 3% held doctorate degrees, and another 3% had earned doctorate units. The reported categories accounted for 84 respondents, leaving 16 unclassified in the original data. Although these findings reflect participation in continuing professional education, academic advancement should be complemented by healthy coping practices, manageable workloads, and institutional support (Nwoko et al., 2023; Beames et al., 2023; Collie, 2023).

3.1.3 Length of Service

Respondents with at least 21 years and those with 11–15 years of service each comprised 22%, followed by those with 1–5 years (21%), 16–20 years (15%), and 6–10 years (11%). The reported

mean length of service was 12.42 years (SD = 8.07). The reported categories accounted for 91 respondents, leaving nine unclassified. The distribution emphasizes the importance of wellness initiatives responsive to different career stages. Regardless of professional experience, teachers require supportive working conditions, coping resources, and opportunities for recovery (Nwoko et al., 2023; Collie, 2023; von Haaren-Mack et al., 2025).

3.1.4 Current Position or Rank

Teacher III comprised the largest group (49%), followed by Teacher I (22%), Master Teacher I (8%), Teacher IV (7%), and Teacher II (5%). Principals, Master Teacher II, and Teacher VI each accounted for 3%. These findings reflect diverse professional responsibilities and levels of accountability. Accordingly, workplace wellness initiatives should address position-specific demands while strengthening professional relationships and organizational support (Nwoko et al., 2023; Dreer, 2023; Cann et al., 2024).

3.1.5 Related Training, Seminars, and Professional Development Activities

The largest proportion of respondents attended one to two wellness-related training activities (44%), followed by three to four (21%), five to six (9%), and seven or more (8%). Meanwhile, 18% reported no participation in relevant training. The findings highlight the need for more consistent professional development in occupational stress management, emotional regulation, and resilience-building. Structured psychological interventions and context-responsive wellness programs may strengthen teachers' coping capacities and well-being (Beames et al., 2023; Cann et al., 2024).

3.2 Extent of Occupational Stress Management Practices

3.2.1 Workload and Time Management

Workload and time management obtained an overall weighted mean of 4.51 (SD = 0.596), interpreted as Always Practiced. Prioritizing tasks according to urgency and importance received the highest mean of 4.67, while avoiding unnecessary delays in completing school-related tasks obtained the lowest mean of 4.44. The findings indicate consistent task prioritization and workload organization, although timely task completion remains an area for improvement. Effective workload management requires both individual planning and institutional mechanisms that address excessive occupational demands (Nwoko et al., 2023; Cann et al., 2024; Ostermeier et al., 2023).

3.2.2 Emotional and Psychological Stress Management

Emotional and psychological stress management obtained an overall weighted mean of 4.44 (SD = 0.736), interpreted as Always Practiced. Recognizing the emotional effects of work-related pressure received the highest mean of 4.51, while reflecting on stressful situations before responding obtained the lowest mean of 4.39. These findings demonstrate strong emotional awareness, although reflective coping and emotional regulation may be further strengthened. Structured psychological interventions and adaptive emotion regulation strategies are associated with favorable teacher well-being (Beames et al., 2023; Cann et al., 2024; Wang et al., 2023).

3.2.3 Physical Health, Rest, and Recovery Practices

Physical health, rest, and recovery practices obtained an overall weighted mean of 4.35 (SD = 0.74), interpreted as Always Practiced. Obtaining sufficient rest whenever work schedules permitted received the highest mean of 4.47, while engaging in physical activities or exercise obtained the lowest mean of 4.28. Although respondents consistently practiced physical wellness strategies, regular exercise and recovery opportunities remain priorities for enhancement. Adequate rest, healthy routines, and psychological detachment from work support teachers' occupational well-being (Dreer, 2023; Cann et al., 2024; Beames et al., 2023; von Haaren-Mack et al., 2025).

3.2.4 Work-Life Balance and Boundary Management

Work-life balance and boundary management obtained an overall weighted mean of 4.46 (SD = 0.72), interpreted as Always Practiced. Allocating sufficient time for family and personal responsibilities received the highest mean of 4.61, while engaging in activities unrelated to teaching and preventing school-related concerns from dominating personal time both obtained the lowest mean of 4.40. The findings indicate that teachers generally maintain work-life balance, although protecting personal time from professional demands requires continued attention. Supportive working conditions, manageable workloads, and healthy work-life boundaries contribute to occupational well-being (Yabut et al., 2023; Nwoko et al., 2023; Cann et al., 2024; Ostermeier et al., 2023).

3.2.5 Collegial and Social Support

Collegial and social support obtained an overall weighted mean of 4.56 (SD = 0.60), interpreted as Always Practiced. Three indicators obtained the highest mean of 4.60, reflecting strong collegial assistance and supportive relationships. Meanwhile, openly discussing work-related concerns with trusted colleagues obtained the lowest mean of 4.48. The findings demonstrate that collegial relationships constitute an important occupational resource. Nevertheless, opportunities for open communication and constructive dialogue should be strengthened to promote interpersonal trust and professional well-being (Nwoko et al., 2023; Cann et al., 2024; Collie, 2023).

3.2.6 Administrative and Organizational Support for Workplace Wellness

Administrative and organizational support obtained an overall weighted mean of 4.51 (SD = 0.56), interpreted as Always Practiced. Effective communication between administrators and teachers in preventing unnecessary workplace stress received the highest mean of 4.55, while providing school-based health and wellness activities obtained the lowest mean of 4.43. These findings reflect favorable administrative support, although organized wellness activities may be further strengthened. Effective workplace wellness requires supportive leadership, accessible psychosocial resources, and systematic organizational interventions (Nwoko et al., 2023; Cann et al., 2024; World Health Organization, 2022).

3.2.7 Overall Extent of Occupational Stress Management Practices

Occupational stress management practices obtained an overall weighted mean of 4.47 (SD = 0.66), interpreted as Always Practiced. Collegial and social support ranked highest (4.56), followed by workload and time management (4.51), administrative and organizational support (4.51), work-life balance and boundary management (4.46), emotional and psychological stress

management (4.44), and physical health, rest, and recovery practices (4.35). The findings demonstrate consistent occupational stress management practices, particularly through interpersonal and organizational support. However, physical wellness and recovery require greater attention. These results reinforce the importance of comprehensive wellness initiatives integrating personal coping strategies with supportive workplace conditions (Nwoko et al., 2023; Cann et al., 2024; Beames et al., 2023).

3.3 Level of Teacher Resilience

3.3.1 Physical Resilience

Physical resilience obtained an overall weighted mean of 4.58 (SD = 0.61), interpreted as Very High. Recognizing the body's need for rest and recovery received the highest mean of 4.65, while recovering physically after demanding school days obtained the lowest mean of 4.47. The findings indicate strong awareness of physical wellness, although recovery following demanding workdays requires continued attention. Sustainable physical resilience depends on personal health practices, manageable workloads, and adequate recovery opportunities (Nwoko et al., 2023; Beames et al., 2023; von Haaren-Mack et al., 2025).

3.3.2 Emotional Resilience

Emotional resilience obtained an overall weighted mean of 4.44 (SD = 0.68), interpreted as Very High. Maintaining composure during unexpected workplace problems and regaining positive emotional states after stressful experiences both received the highest mean of 4.47. Meanwhile, recovering emotionally after disappointment or conflict obtained the lowest mean of 4.40. Although teachers demonstrated strong emotional resilience, managing workplace conflicts and recovering from negative experiences remain important areas for improvement. Adaptive emotion regulation, supportive relationships, and structured psychological interventions can promote emotional well-being (Nwoko et al., 2023; Beames et al., 2023; Wang et al., 2023).

3.3.3 Psychological Resilience

Psychological resilience obtained an overall weighted mean of 4.51 (SD = 0.63), interpreted as Very High. Learning from challenging experiences to improve future responses received the highest mean of 4.62, while pursuing professional goals despite setbacks obtained the lowest mean of 4.45. The findings reflect teachers' psychological adaptability and capacity for reflective learning. Nevertheless, sustained professional motivation requires appropriate coping resources, self-efficacy, and supportive organizational conditions (Chen, 2024; Nwoko et al., 2023).

3.3.4 Social Resilience

Social resilience obtained an overall weighted mean of 4.57 (SD = 0.63), interpreted as Very High. Maintaining positive relationships with colleagues during stressful periods received the highest mean of 4.61, while constructively resolving workplace disagreements obtained the lowest mean of 4.48. These findings highlight the importance of supportive professional relationships in sustaining teacher resilience. However, interpersonal communication and conflict-resolution competencies require continued development to strengthen workplace relationships (Chen, 2024; Nwoko et al., 2023; Cann et al., 2024).

3.3.5 Spiritual and Purpose-Oriented Resilience

Spiritual and purpose-oriented resilience obtained an overall weighted mean of 4.61 (SD = 0.60), interpreted as Very High. Drawing strength from personal values and beliefs during challenging situations received the highest mean of 4.66. Meanwhile, finding meaning in teaching during stressful periods and appreciating the profession through difficult experiences both obtained the lowest mean of 4.58. The findings demonstrate that personal values, professional purpose, and commitment constitute important sources of resilience. Nevertheless, supportive workplace conditions remain essential in sustaining teachers' motivation and professional well-being (Chen, 2024; Nwoko et al., 2023).

3.3.6 Overall Level of Teacher Resilience

Teacher resilience obtained an overall weighted mean of 4.54 (SD = 0.63), interpreted as Very High. Spiritual and purpose-oriented resilience ranked highest (4.61), followed by physical resilience (4.58), social resilience (4.57), psychological resilience (4.51), and emotional resilience (4.44). The findings demonstrate strong perceived resilience across all five dimensions, particularly in maintaining professional purpose and personal values. However, emotional resilience remains a priority for improvement. These findings emphasize the importance of comprehensive interventions that strengthen emotional regulation, psychological coping, and supportive workplace conditions (Chen, 2024; Nwoko et al., 2023; Beames et al., 2023).

3.4 Significant Relationship Between Occupational Stress Management Practices and Teacher Resilience

Pearson's product-moment correlation analysis revealed a positive, weak-to-moderate relationship between occupational stress management practices and teacher resilience ($r = 0.3951$, $df = 98$, $p < .001$). Since the probability value was below the 0.05 significance level, the null hypothesis was rejected, indicating a statistically significant relationship between the variables. The findings indicate that teachers who consistently employ occupational stress management strategies tend to report higher resilience. Personal coping resources, socioemotional competencies, supportive professional relationships, and organizational assistance provide important foundations for teacher well-being and resilience (Nwoko et al., 2023; Chen, 2024; Cann et al., 2024; Beames et al., 2023). Nevertheless, the observed relationship does not establish causality, suggesting that stress management represents one of several factors associated with teacher resilience.

3.5 Challenges in Managing Occupational Stress and Strengthening Teacher Resilience

Heavy teaching workloads and multiple school responsibilities ranked first among the identified occupational challenges, followed by limited time to complete instructional and administrative requirements and emotional demands arising from learner concerns and classroom situations. Overlapping deadlines and school activities ranked fourth, followed by performance expectations and accountability requirements, difficulty disconnecting from school-related concerns, limited participation in wellness activities, work-family imbalance, insufficient rest and recovery, and limited access to psychosocial support. The findings indicate that workload, time pressure, and emotional demands remain prominent occupational concerns despite teachers' consistently favorable stress management and resilience assessments. This emphasizes the need to complement individual coping strategies with organizational

interventions addressing workload distribution, scheduling, psychosocial support, and recovery opportunities (Nwoko et al., 2023; World Health Organization, 2022; Cann et al., 2024). Similarly, Hulme et al. (2026) emphasize the importance of addressing workload intensification and organizational conditions in promoting teacher well-being.

3.6 Basis for the Workplace Wellness Framework

The findings identified physical health, rest, and recovery practices (4.35) and emotional resilience (4.44) as the lowest-rated dimensions of their respective variables. Furthermore, heavy workloads, limited time, and emotional demands emerged as the leading occupational challenges. These findings established the priority areas for the designed Workplace Wellness Framework. The results emphasize the importance of integrating workload management, physical wellness, emotional regulation, work-life balance, collegial support, and organizational assistance into a systematic wellness framework. Comprehensive and context-responsive interventions can support teachers' personal coping resources and occupational well-being while addressing unfavorable workplace conditions (Chen, 2024; Nwoko et al., 2023; Cann et al., 2024; Beames et al., 2023).

4. CONCLUSIONS AND RECOMMENDATIONS

The study concludes that public secondary school teachers in Carmen I District, Division of Bohol, consistently practice occupational stress management strategies and demonstrate very high perceived resilience despite persistent workplace challenges. Collegial and social support emerged as the strongest stress management dimension, while spiritual and purpose-oriented resilience reflected teachers' commitment, personal values, and professional motivation. However, physical health, rest and recovery practices, and emotional resilience remained priority areas for improvement. Heavy teaching workloads, time constraints, and emotional demands further emphasized the need for appropriate organizational interventions. The significant positive relationship between occupational stress management practices and teacher resilience indicates that stronger stress management practices are associated with higher perceived resilience. Collectively, the findings underscore that sustainable teacher resilience requires both individual coping capacities and supportive organizational conditions. These findings establish an empirical foundation for designing a comprehensive Workplace Wellness Framework responsive to teachers' personal, professional, and institutional needs.

The Department of Education, Schools Division of Bohol, and Carmen I District should support the implementation of the proposed Workplace Wellness Framework to strengthen occupational stress management and teacher resilience. School administrators should prioritize equitable workload distribution, reasonable scheduling, adequate recovery opportunities, and accessible mental health and psychosocial support services. Furthermore, school-based wellness initiatives should emphasize physical health, emotional regulation, psychological recovery, and healthy work-life boundaries. Master teachers and teacher leaders should facilitate mentoring, peer support, collaborative learning, and wellness-focused Learning Action Cell sessions to sustain positive professional relationships. Meanwhile, teachers should maintain effective coping strategies, prioritize personal well-being, and participate in resilience-building activities. The proposed framework should undergo pilot implementation, regular monitoring, and evaluation to assess its effectiveness and identify opportunities for improvement. Future researchers should further validate the framework across diverse educational settings to strengthen its applicability and sustainability.

The study was limited to 100 respondents from four public secondary schools in Carmen I District during School Year 2026–2027, which may restrict the generalizability of its findings. Moreover, questionnaire-based assessments relied on respondents' perceptions, while incomplete frequencies in certain demographic categories limited the accuracy of selected profile descriptions. The descriptive-correlational research design established statistical associations but did not determine causal relationships between occupational stress management practices and teacher resilience. Furthermore, the proposed Workplace Wellness Framework was not evaluated through an intervention study. Future research may employ larger samples, broader geographical coverage, mixed-methods approaches, and longitudinal or experimental designs to validate the findings and evaluate the framework's effectiveness.

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