

Professional Competence as a Predictor of Workplace Resiliency Among Public High School Teachers in Olongapo City

Shermein F. Sunga¹, Santi A. Magtalas²

¹Graduate Student, President Ramon Magsaysay State University, Iba, Zambales

²Graduate School Lecturer, President Ramon Magsaysay State University, Iba, Zambales

Abstract

This study examined professional competence as a predictor of workplace resiliency among public high school teachers in the Schools Division of Olongapo City. Specifically, it assessed teachers' perceptions of professional competence and determined its relationship with emotional regulation, adaptability to change, stress management, and professional commitment.

The study employed a quantitative descriptive-correlational research design involving 605 public high school teachers from sixteen public secondary schools. Data were gathered through a validated researcher-developed questionnaire and analyzed using weighted mean and Pearson Product-Moment Correlation Coefficient.

Findings revealed that professional competence obtained the highest rating among workplace resiliency predictors (WM = 3.43). Significant positive relationships were found between professional competence and emotional regulation ($r = .909$), adaptability to change ($r = .899$), stress management ($r = .911$), and professional commitment ($r = .843$).

Professional competence emerged as a significant predictor of workplace resiliency among public high school teachers. Strengthening professional skills, instructional expertise, and continuous professional learning may enhance teachers' ability to adapt, manage stress, regulate emotions, and sustain commitment to the profession.

Keywords: professional competence, workplace resiliency, stress management, teacher resilience, professional commitment

1. INTRODUCTION

The teaching profession has become increasingly complex due to expanding instructional responsibilities, administrative demands, educational reforms, and accountability requirements. Teachers are expected to deliver quality instruction while simultaneously managing diverse learner needs, technological changes, and workplace pressures. These realities require not only professional expertise but also resilience to sustain effectiveness in increasingly demanding educational environments.

Workplace resiliency has emerged as an essential characteristic among educators. It refers to the ability to adapt, recover, and continue functioning effectively despite workplace challenges. Resilient teachers demonstrate emotional regulation, adaptability to change, stress management, and

professional commitment that enable them to sustain their performance despite occupational pressures.

Among the identified predictors of workplace resiliency, professional competence occupies a central position. Professional competence encompasses teachers' knowledge, instructional skills, classroom management capabilities, problem-solving abilities, and commitment to continuous professional growth. Teachers with strong competence are more likely to respond effectively to workplace challenges and maintain professional effectiveness under changing conditions.

Although existing studies have examined resiliency and professional competence separately, limited research has explored professional competence as a direct predictor of workplace resiliency among public secondary school teachers in the Philippine educational setting. This gap highlights the need to investigate the relationship between professional competence and workplace resiliency among public high school teachers.

2. LITERATURE REVIEW

2.1 Professional Competence in the Teaching Profession

Professional competence has become one of the most important determinants of teacher effectiveness in contemporary educational systems. As educational environments become increasingly complex, teachers are expected to demonstrate not only mastery of subject matter but also proficiency in pedagogy, assessment, classroom management, communication, and instructional innovation. Professional competence encompasses the knowledge, skills, attitudes, and behaviors that enable teachers to perform their professional duties effectively while responding to changing educational demands. According to Blömeke et al. (2022), professional competence is a multidimensional construct involving cognitive, motivational, and affective domains that collectively influence teacher performance. Similarly, Darling-Hammond et al. (2020) emphasized that effective teaching is strongly associated with teachers' ability to integrate pedagogical expertise with subject-matter knowledge to meet diverse learner needs.

The growing emphasis on competency-based education has further highlighted the importance of professional competence among educators. Educational reforms worldwide require teachers to continuously update their knowledge and skills to remain effective. This expectation has elevated professional competence from a desirable characteristic to a fundamental requirement for educational effectiveness. Teachers who possess higher levels of competence are better equipped to implement curriculum reforms, integrate technology into instruction, employ varied pedagogical approaches, and address diverse learner needs effectively. These competencies contribute substantially to teaching quality and professional sustainability.

Recent studies have consistently demonstrated positive associations between professional competence and teacher effectiveness. Research indicates that competent teachers exhibit stronger instructional practices, greater classroom effectiveness, improved learner outcomes, and higher professional confidence. Professional competence enhances teachers' ability to make instructional decisions, solve problems, adapt to unexpected situations, and maintain educational quality despite workplace challenges. As educational systems continue to evolve, competence remains a crucial professional resource that supports both performance and adaptation.

2.2 Professional Competence as a Resource for Workplace Resiliency

Contemporary resilience research increasingly recognizes competence as one of the most important resources contributing to workplace resiliency. Earlier studies conceptualized resilience primarily as a

personality trait. However, more recent scholarship views resilience as a dynamic process that develops through the interaction of personal capacities and environmental influences. Within this perspective, professional competence represents a critical resource that enables educators to adapt successfully to professional demands and workplace adversity.

The Job Demands-Resources framework proposes that employees utilize personal and organizational resources to address occupational demands. Professional competence functions as a personal resource that reduces workplace strain while enhancing adaptive capacity. Teachers who possess strong professional capabilities can better understand, interpret, and respond to workplace challenges. Consequently, competent teachers often report greater confidence, lower stress levels, and stronger professional engagement. Bakker and Demerouti (2023) argued that personal resources strengthen employees' ability to cope with work demands and sustain workplace well-being.

Professional competence also contributes to resilience through enhanced self-efficacy. Teachers who feel capable of accomplishing professional tasks are more likely to approach challenges with confidence and persistence. Self-efficacy influences how individuals perceive adversity and determine appropriate responses to workplace difficulties. Research conducted by Klassen and Tze (2020) found that teacher self-efficacy is positively associated with resilience, emotional well-being, and professional effectiveness. Similarly, Zee and Koomen (2021) reported that teachers with stronger efficacy beliefs demonstrate greater adaptability, reduced burnout, and improved occupational functioning.

The relationship between competence and resiliency may therefore be understood as reciprocal and reinforcing. Professional competence enhances confidence and effectiveness, which strengthen resilience, while resilient teachers continue developing their competencies through sustained engagement and professional growth. This interaction suggests that resilience is not solely influenced by personal dispositions but is also shaped by professional capabilities acquired through education, training, and workplace experience.

2.3 Professional Competence and Emotional Regulation

Emotional regulation represents a core dimension of workplace resiliency and is particularly important within the teaching profession. Teachers routinely encounter situations requiring emotional control, including learner behavior concerns, classroom difficulties, administrative demands, and stakeholder interactions. Professional competence strengthens emotional regulation by increasing teachers' confidence and providing effective strategies for managing workplace situations.

Teachers who possess high levels of professional competence are generally better equipped to interpret classroom events objectively and respond appropriately to emotionally demanding situations. Their professional knowledge enables them to identify effective responses rather than reacting impulsively to challenges. According to Keller et al. (2021), emotionally competent teachers are more capable of maintaining positive classroom environments and supporting learner engagement. Similarly, Frenzel et al. (2020) found that emotional competence contributes significantly to teacher effectiveness and educational quality.

Furthermore, professional competence enhances teachers' confidence in addressing instructional and organizational challenges, thereby reducing emotional distress. Teachers who possess sufficient professional expertise are more likely to approach workplace situations from a problem-solving perspective rather than an emotional perspective. Consequently, competence contributes to emotional stability and psychological well-being, both of which are essential components of workplace resiliency.

2.4 Professional Competence and Adaptability to Change

Adaptability has become increasingly important due to rapid changes in curriculum, technology, instructional practices, and educational policies. The ability to adjust successfully to changing circumstances constitutes a critical aspect of workplace resiliency. Competence supports adaptability by equipping teachers with the knowledge and skills needed to respond effectively to emerging demands.

Research suggests that competent teachers demonstrate greater flexibility and openness to innovation. They are more likely to adopt new teaching methods, integrate digital technologies, and modify instructional strategies in response to learner needs. According to Collie et al. (2020), teacher adaptability is positively associated with self-efficacy, professional confidence, and instructional effectiveness. Similarly, Kim and Asbury (2024) emphasized that professional competence facilitates successful adaptation to rapidly changing educational environments.

The COVID-19 pandemic provided further evidence of the role of competence in adaptability. Teachers with stronger technological and pedagogical skills were better able to transition to online and blended learning environments while maintaining instruction quality. These findings suggest that competence strengthens adaptability by increasing teachers' capacity to manage uncertainty and respond constructively to change.

2.5 Professional Competence and Stress Management

Stress management is another important component of workplace resiliency. Teachers frequently experience occupational stress arising from workload demands, classroom challenges, administrative responsibilities, and organizational expectations. Professional competence contributes to stress management by providing teachers with the skills and knowledge necessary to address these challenges effectively.

Competent teachers are generally more effective in planning, organizing, and prioritizing professional responsibilities. Their ability to manage instructional and organizational requirements reduces uncertainty and enhances feelings of control. Similarly, Skaalvik and Skaalvik (2021) reported that teachers who possess stronger competencies and self-efficacy beliefs are less likely to experience occupational stress and burnout. Their findings indicate that professional competence positively contributes to teachers' ability to cope with workplace demands and maintain psychological well-being.

Furthermore, competence enables teachers to employ proactive coping strategies rather than reactive responses to workplace demands. This proactive approach supports psychological well-being and reduces vulnerability to professional exhaustion. Consequently, professional competence serves as a protective factor that strengthens stress management and overall workplace resiliency.

2.6 Professional Competence and Professional Commitment

Professional commitment reflects teachers' dedication to their profession and willingness to remain engaged despite workplace challenges. Several scholars have argued that competence strengthens commitment by increasing confidence, job satisfaction, and professional identity. Teachers who perceive themselves as competent are generally more invested in their profession and more willing to pursue continuous improvement.

Research demonstrates that competence contributes to sustained engagement and long-term career commitment. Collie (2021) found that competence contributes positively to teacher motivation, engagement, and professional satisfaction. Teachers who experience professional success through competence often develop stronger identification with their professional roles and educational mission.

Professional commitment is particularly important because it influences resilience, retention, and organizational effectiveness. Teachers who remain committed despite challenges contribute positively to educational quality and school improvement efforts. Professional competence therefore not only enhances performance but also strengthens dedication to the profession itself.

Research Gap

Although numerous studies have examined teacher workplace resiliency and professional competence independently, limited studies have investigated professional competence as a direct predictor of workplace resiliency among public high school teachers in the Philippine setting. Furthermore, few studies have examined the specific relationships between professional competence and the resiliency dimensions of emotional regulation, adaptability to change, stress management, and professional commitment. This gap necessitated the conduct of the present study.

3. THEORETICAL FRAMEWORK

This study is anchored on the Social Cognitive Theory, the Job Demands-Resources Theory, and Resilience Theory.

Social Cognitive Theory

Social Cognitive Theory. This study is anchored on the Social Cognitive Theory of Bandura (1986), which emphasizes the role of self-efficacy in influencing behavior, motivation, and adaptation. The theory posits that individuals who believe in their capabilities are more likely to persevere through challenges and successfully manage difficult situations. Within the context of this study, professional competence may enhance teachers' self-efficacy, thereby strengthening workplace resiliency.

Job Demands-Resources Theory

Job Demands-Resources Theory. The Job Demands-Resources Theory proposed by Demerouti, Bakker, Nachreiner, and Schaufeli (2001) explains that employee well-being and performance are influenced by the interaction between workplace demands and available resources. Professional competence functions as an important personal resource that enables teachers to cope with occupational demands, maintain effectiveness, and strengthen resilience in challenging educational environments.

Resilience Theory

Resilience Theory emphasizes the capacity of individuals to adapt positively despite adverse conditions. Professional competence contributes to the development of adaptive behaviors and coping strategies necessary for resilience.

Purpose of the Study

This study examined professional competence as a predictor of workplace resiliency among public high school teachers in the Schools Division of Olongapo City. Specifically, the study determined the level of professional competence and workplace resiliency and investigated the relationship between professional competence and the dimensions of workplace resiliency, namely emotional regulation, adaptability to change, stress management, and professional commitment.

4. METHODOLOGY

Research Design

This study employed a quantitative descriptive-correlational research design to determine the relationship between professional competence and workplace resiliency among public high school teachers in the Schools Division of Olongapo City. The descriptive component was used to assess

teachers' perceptions of professional competence and workplace resiliency, while the correlational component examined the degree of association between professional competence and the dimensions of workplace resiliency, namely emotional regulation, adaptability to change, stress management, and professional commitment.

Research Participants

The study involved 605 public high school teachers from sixteen public secondary schools in the Schools Division of Olongapo City. A total enumeration approach was employed to ensure that all qualified teachers had the opportunity to participate in the study. The respondents represented varied teaching experiences, academic disciplines, and educational backgrounds, providing a comprehensive representation of the teaching population within the division.

Research Instrument

Data were collected using a researcher-developed questionnaire designed to assess predictors of workplace resiliency and the level of workplace resiliency among public high school teachers. For this article, only the Professional Competence construct and the four workplace resiliency dimensions were analyzed. The workplace resiliency dimensions included emotional regulation, adaptability to change, stress management, and professional commitment. Responses were measured using a four-point Likert scale, with higher scores indicating stronger agreement with the statements presented.

Validity and Reliability of the Instrument

The research instrument underwent expert validation by specialists in educational management and research methodology to establish content validity. Recommendations from the validators were considered and incorporated to improve the clarity, relevance, and appropriateness of the questionnaire items prior to data collection.

A reliability test was subsequently conducted to determine the internal consistency of the instrument. Results revealed excellent reliability coefficients across all constructs examined in this study. Specifically, the Professional Competence scale obtained a Cronbach's alpha coefficient of .967, while Emotional Regulation, Adaptability to Change, Stress Management, and Professional Commitment obtained coefficients of .982, .952, .961, and .975, respectively. Based on the criteria of George and Mallery (2019), all coefficients indicated excellent reliability, confirming that the instrument was highly consistent and suitable for data collection.

Table 1
Reliability Coefficients of the Research Instrument

Construct	Cronbach's Alpha	Interpretation
Professional Competence	.967	Excellent
Emotional Regulation	.982	Excellent
Adaptability to Change	.952	Excellent
Stress Management	.961	Excellent
Professional Commitment	.975	Excellent

Note. Interpretation based on George and Mallery (2019): $\alpha \geq .90$ = Excellent Reliability.

Data Gathering Procedure

Prior to the conduct of the study, approval was secured from the concerned educational authorities and school administrators. After obtaining the necessary permissions, the researcher administered the

questionnaires to the respondents. Participants were informed of the purpose of the study and were assured that their participation was voluntary. Confidentiality and anonymity of responses were maintained throughout the research process. Completed questionnaires were retrieved, coded, and prepared for statistical analysis.

Data Analysis

The data were analyzed using descriptive and inferential statistical techniques. Weighted mean was used to determine the level of professional competence and workplace resiliency. Pearson Product-Moment Correlation Coefficient (Pearson r) was employed to determine the significance and strength of the relationship between professional competence and the dimensions of workplace resiliency. Statistical significance was tested at the .05 level.

Ethical Considerations

The study adhered to established ethical standards in educational research. Participation was voluntary, informed consent was obtained from all respondents, and confidentiality of information was strictly maintained. No identifying information was collected or disclosed, and the data were used solely for academic and research purposes.

5. RESULTS

5.1 Professional Competence of Public High School Teachers

Table 2
Professional Competence of Public High School Teachers

Indicator	Mean	Interpretation
I possess the necessary skills to perform my job effectively.	3.50	Strongly Agree
I manage my tasks efficiently and effectively.	3.49	Strongly Agree
I solve work-related problems confidently.	3.45	Strongly Agree
I make sound professional decisions under pressure.	3.36	Strongly Agree
I continuously improve my professional skills.	3.51	Strongly Agree
I effectively handle complex workplace situations.	3.39	Strongly Agree
I keep myself updated with current professional trends and practices.	3.41	Strongly Agree
I demonstrate competence in carrying out my assigned responsibilities.	3.44	Strongly Agree
Overall Mean	3.43	Strongly Agree

Note. Scale interpretation: 3.26-4.00 = Strongly Agree; 2.51-3.25 = Agree; 1.76-2.50 = Disagree; 1.00-1.75 = Strongly Disagree. Adapted from the study findings.

As shown in Table 2, the respondents demonstrated a strong level of professional competence, obtaining an overall mean of 3.43, interpreted as Strongly Agree. Among the indicators, continuous improvement of professional skills received the highest mean score ($M = 3.51$), followed by possession of the necessary skills to perform job responsibilities effectively ($M = 3.50$) and efficient task management ($M = 3.49$). The findings indicate that public high school teachers perceive themselves as professionally capable and committed to continuous learning and development.

The results further indicate that teachers consistently demonstrate confidence in carrying out instructional responsibilities, solving workplace problems, and adapting professional practices to meet organizational and educational demands. The high ratings obtained across the indicators reflect a positive perception of teachers' capabilities and readiness to address workplace challenges.

5.2 Level of Workplace Resiliency

Table 3
Level of Workplace Resiliency Among Public High School Teachers

Workplace Resiliency Dimension	Mean	Interpretation	Rank
Professional Commitment	3.49	Very High	1
Adaptability to Change	3.40	Very High	2
Emotional Regulation	3.36	Very High	3
Stress Management	3.35	Very High	4
Grand Mean	3.40	Very High	

Note. Scale interpretation: 3.26-4.00 = Very High; 2.51-3.25 = High; 1.76-2.50 = Moderate; 1.00-1.75 = Low. Adapted from the study findings.

Table 3 presents the level of workplace resiliency among public high school teachers. The overall workplace resiliency level was Very High ($M = 3.40$). Among the four dimensions, Professional Commitment obtained the highest mean score ($M = 3.49$), followed by Adaptability to Change ($M = 3.40$), Emotional Regulation ($M = 3.36$), and Stress Management ($M = 3.35$). The findings suggest that teachers generally maintain a strong commitment to their profession despite workplace challenges. Moreover, their ability to adapt to changing educational conditions, regulate emotions, and manage stress reflects a considerable level of resilience necessary for sustaining performance within demanding school environments.

5.3 Relationship Between Professional Competence and Workplace Resiliency

Table 4.
Relationship Between Professional Competence and Workplace Resiliency

Workplace Resiliency Dimension	r	Interpretation
Emotional Regulation	.909	Very High Positive Correlation
Adaptability to Change	.899	High Positive Correlation
Stress Management	.911	Very High Positive Correlation
Professional Commitment	.843	High Positive Correlation

Note. All relationships were significant at $p < .01$.

Table 4 presents the relationship between professional competence and workplace resiliency dimensions.

Results revealed statistically significant positive relationships between professional competence and emotional regulation ($r = .909$), adaptability to change ($r = .899$), stress management ($r = .911$), and professional commitment ($r = .843$). The strongest relationship was observed between professional competence and stress management, while the lowest, although still very strong, relationship was found between professional competence and professional commitment. These findings indicate that

increases in professional competence are associated with corresponding increases in workplace resiliency among public high school teachers.

The consistently high correlation coefficients suggest that professional competence plays an important role in helping teachers effectively manage workplace demands and maintain positive professional functioning.

6. DISCUSSION

6.1 Professional Competence as a Resource for Workplace Resiliency

The findings of the study demonstrate that professional competence is strongly associated with workplace resiliency among public high school teachers. Teachers who perceived themselves as professionally competent also reported higher levels of emotional regulation, adaptability to change, stress management, and professional commitment. This finding suggests that professional competence functions as an important professional resource that enables teachers to cope effectively with workplace demands and challenges.

The result supports the assumptions of Social Cognitive Theory, which posits that individuals who possess stronger competence and self-efficacy beliefs are more capable of managing challenges and sustaining effective performance. Teachers who are confident in their professional abilities are more likely to approach difficult situations with persistence, optimism, and adaptive problem-solving strategies. Professional competence therefore extends beyond technical capability and contributes directly to resilience development.

The findings likewise align with the Job Demands-Resources Framework, which identifies personal resources as significant factors that help employees deal with occupational demands. Professional competence serves as a critical personal resource that enables teachers to navigate instructional, organizational, and interpersonal challenges while preserving psychological well-being and professional effectiveness.

6.2 Professional Competence and Emotional Regulation

The study revealed a very strong positive relationship between professional competence and emotional regulation ($r = .909$). This finding suggests that professionally competent teachers possess greater capacity to manage emotions effectively when confronted with workplace challenges and pressures.

Teaching is inherently emotional in nature. Teachers regularly face situations involving learner behavior concerns, instructional difficulties, assessment demands, administrative responsibilities, and interactions with various stakeholders. Those who possess strong professional competence are more likely to respond to these situations in a composed and constructive manner because they have confidence in their knowledge, skills, and decision-making abilities.

Professional competence may reduce uncertainty, which is one of the common sources of emotional strain in professional settings. According to Keller, Frenzel, and Taxer (2021), emotionally competent teachers are better able to respond constructively to classroom and organizational challenges because they possess the necessary professional knowledge and coping strategies. Likewise, Taxer and Frenzel (2020) emphasized that teachers' emotion regulation capabilities are closely linked to professional effectiveness and well-being. When educators understand how to address workplace challenges effectively, they are less likely to experience emotional disruptions that negatively affect their performance, thereby contributing to greater emotional stability and

workplace resiliency.

6.3 Professional Competence and Adaptability to Change

The strong positive relationship between professional competence and adaptability to change ($r = .899$) highlights the importance of competence in helping teachers navigate evolving educational environments.

Educational institutions continually experience changes in curriculum standards, instructional approaches, assessment systems, technological integration, and organizational expectations. Teachers who possess strong professional competence are better equipped to adjust their instructional practices and respond confidently to emerging demands because they possess the foundational knowledge and skills necessary for adaptation.

The findings suggest that competence supports what scholars describe as adaptive expertise, or the ability to apply professional knowledge flexibly across changing contexts. Collie et al. (2020) found that adaptability is positively associated with self-efficacy, professional confidence, and effective instructional practices. Similarly, Kim and Asbury (2024) emphasized that professional competence facilitates successful adaptation to rapidly changing educational environments. Teachers who continuously develop professionally are therefore more likely to embrace innovation, educational reforms, and technological advancements. As educational systems continue to transform, professional competence becomes increasingly essential for sustaining adaptability and workplace resiliency.

6.4 Professional Competence and Stress Management

The strongest finding of the study was the relationship between professional competence and stress management ($r = .911$). This indicates that teachers who possess higher levels of professional competence are better able to manage workplace stress and maintain effective functioning despite occupational pressures.

Similarly, Skaalvik and Skaalvik (2021) reported that teachers who possess stronger competencies and self-efficacy are less likely to experience occupational stress and burnout. Their findings suggest that professional competence contributes positively to teachers' ability to cope with workplace demands and maintain psychological well-being despite increasing educational pressures.

Teacher stress has remained a significant concern across educational systems due to increasing workloads, accountability measures, administrative requirements, and learner-related concerns. The present findings suggest that competence serves as a protective factor against workplace stress. When teachers possess sufficient instructional and professional expertise, they are more capable of anticipating challenges, organizing responsibilities, solving problems effectively, and maintaining control over professional tasks.

Moreover, competent teachers are likely to experience stronger perceptions of self-efficacy. According to Klassen and Tze (2020), self-efficacy influences how teachers interpret and respond to professional challenges, often promoting persistence and adaptive coping behaviors. Likewise, Skaalvik and Skaalvik (2021) reported that teachers with stronger competence and efficacy beliefs are less likely to experience emotional exhaustion and burnout. The strong relationship observed in this study suggests that professional competence enhances coping capacity and may reduce vulnerability to occupational strain while promoting long-term professional well-being.

The practical implication of this finding is particularly important for educational leaders. Investments in professional development may not only improve instructional quality but may also contribute to

teacher well-being by strengthening teachers' ability to cope with stress-related workplace demands.

6.5 Professional Competence and Professional Commitment

The findings also revealed a substantial positive relationship between professional competence and professional commitment ($r = .843$). This suggests that teachers who perceive themselves as professionally competent are more likely to remain dedicated to their profession and committed to their organizational responsibilities.

Professional commitment often develops when individuals experience success, confidence, and a sense of accomplishment in their work. Gu and Day (2022) emphasized that competence, resilience, and professional commitment are closely interconnected and contribute to teachers' long-term engagement in the profession. Similarly, Klassen, Yerdelen, and Durksen (2021) found that professional motivation, resilience, and commitment are significant predictors of sustained teacher engagement. These findings suggest that competence development may strengthen teachers' identification with their profession and reinforce long-term commitment despite workplace challenges.

The finding further suggests that competence development may contribute to long-term teacher retention. Educators who feel confident in their abilities may be more likely to remain motivated, engaged, and committed to educational service. Consequently, professional competence serves not only as a predictor of performance but also as an important factor supporting workforce sustainability in the education sector.

6.6 Implications for Educational Leadership and Teacher Development

The study highlights the importance of viewing professional competence as both a performance-enhancing and resilience-building resource. The consistently strong relationships observed across all workplace resiliency dimensions indicate that professional competence contributes significantly to teachers' ability to remain effective despite workplace challenges.

Educational leaders should therefore prioritize sustained professional development initiatives that address instructional competence, reflective practice, adaptive expertise, and continuous learning. Professional learning communities, mentoring programs, coaching systems, and capability-building initiatives may serve as strategic interventions for simultaneously strengthening teacher competence and workplace resiliency.

The findings further suggest that resilience-building programs should not focus exclusively on stress reduction and psychological wellness. Developing teachers' professional competence may be equally important because competence appears to strengthen emotional regulation, adaptability, stress management, and professional commitment. Therefore, resilience enhancement and competence development should be viewed as complementary rather than independent organizational goals.

7. CONCLUSION

This study established that professional competence is a significant predictor of workplace resiliency among public high school teachers in the Schools Division of Olongapo City. Teachers demonstrated high levels of professional competence and very high levels of workplace resiliency, indicating their capacity to maintain effectiveness despite the demands and challenges of the teaching profession.

The findings revealed that professional competence was strongly and positively associated with all dimensions of workplace resiliency, namely emotional regulation, adaptability to change, stress management, and professional commitment. Among these dimensions, the strongest relationship was

observed with stress management, highlighting the important role of professional expertise in helping teachers cope with occupational pressures and challenges.

The results affirm that professional competence functions not only as a performance-related attribute but also as a valuable personal resource that strengthens resilience. Teachers who possess strong professional knowledge, skills, and commitment to continuous learning are more capable of regulating emotions, adapting to educational changes, managing workplace stress, and sustaining long-term commitment to the teaching profession.

Furthermore, the study supports the assumptions of Bandura's Social Cognitive Theory, the Job Demands-Resources Framework, and Resilience Theory by demonstrating that competence contributes significantly to adaptive functioning and professional sustainability. Consequently, efforts to strengthen teacher competence may simultaneously enhance workplace resiliency and contribute to improved educational outcomes.

8. RECOMMENDATIONS

Educational leaders should prioritize continuous professional development initiatives that enhance instructional competence, adaptive expertise, and reflective practice. Schools may strengthen professional learning communities, mentoring programs, and coaching systems to support both competence development and workplace resiliency. Future studies may employ predictive and causal models, such as regression analysis and structural equation modeling, to further examine the mechanisms through which professional competence influences workplace resiliency.

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