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Instructional Resources and Emotional Resiliency on Teaching Efficiency

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Abstract: This study examined the relationship between instructional resources, emotional resiliency, and teaching efficiency among public school teachers in Valencia City, Bukidnon. It utilized a quantitative research design, employing adapted questionnaires and statistical tools such as correlation and multiple regression analyses.

Findings showed moderate use of instructional resources, with equipment and visual materials being most frequently used. Teachers demonstrated high emotional resiliency, particularly in family cohesion and spiritual influences, and teaching efficiency was generally rated as very satisfactory across all domains. Correlation analysis revealed a significant positive relationship between instructional resources and teaching efficiency, as well as between emotional resiliency and teaching efficiency. Peer support and personal competencies were notably associated with higher teaching efficiency. Regression analysis identified peer support as a significant predictor of teaching efficiency. The model was statistically significant and explained a meaningful portion of the variance.

The findings underscore the importance of emotional support and instructional tools in enhancing teacher performance. Strengthening peer collaboration and resource availability is vital for improving educational outcomes.

Keywords*: Peer Support, Visual Materials, Personal Competencies, Teaching Performance, Resource Availability*.

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I. INTRODUCTION

Over 42% of teachers in the Philippines work more than 50 hours a week, with nearly 18 hours spent on non-teaching duties like paperwork and program-related tasks. This workload significantly impacts teaching efficiency, a long-standing issue in the country's education system. Despite ongoing reforms by the Department of Education (DepEd), many educators struggle to meet instructional demands due to systemic barriers. Large class sizes—often 50 to 60 students per room—exceed the ideal 30:1 student-teacher ratio recommended by UNESCO. This makes it difficult for teachers to give personalized attention, manage classrooms effectively, or assess student learning accurately. On top of that, teachers often take on roles beyond instruction, such as counseling students and handling administrative responsibilities due to the lack of non-teaching staff.

While DepEd has taken steps to reduce the burden—like DepEd Order No. 2, s. 2024, which aims to reassign administrative tasks—the rollout has been uneven. Many schools with hundreds of students still operate with only a handful of support personnel, and slow hiring processes further delay relief. As Dela Cruz & Arcangel (2021) pointed out, effective teaching relies not just on strong instructional skills but also on adaptability and emotional intelligence. Unless structural issues like staffing, class sizes, and workload are addressed, efforts to improve instructional quality may fall short.

A critical component of teaching efficiency is the availability and use of instructional resources. Teaching tools such as projectors, computers, textbooks, and visual aids are essential for enhancing student engagement and comprehension. However, many schools—particularly those in geographically isolated and disadvantaged areas (GIDAs)—suffer from a shortage of these vital resources. Orale &

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Baticulon (2020) found that teachers in these areas often struggle with inadequate access to basic materials such as textbooks, science equipment, and general teaching supplies. This lack of resources severely limits teachers' ability to implement innovative, student-centered learning strategies. SEAMEO INNOTECH (2018) further highlighted that the scarcity of appropriate instructional tools often leads to mechanical, less interactive teaching methods, which are misaligned with the demands of modern education. Therefore, improving access to instructional resources is crucial to enhancing teaching efficiency.

Equally crucial in influencing teaching efficiency is the emotional resilience of teachers. Teaching is a high-stress profession, and the emotional demands placed on educators can significantly impact their performance, according to Reyes & Sta. Maria (2017), many Filipino teachers experience high levels of occupational stress due to their workload, administrative responsibilities, and societal expectations. Emotional resiliency is the ability to maintain psychological well-being and effectively cope with stress, which plays a vital role in helping teachers manage these pressures. Research by Arugay et al. (2022) indicates that emotionally resilient teachers are better equipped to handle job-related stress, reducing burnout and absenteeism while maintaining consistent instructional quality. Personal competencies such as self-efficacy and external support systems like peer relationships and family cohesion are key factors in fostering emotional resilience.

In Valencia City, Bukidnon, these issues converge: teachers struggle with limited resources, weak peer networks, and emotional stress, all of which affect their effectiveness. This study examines how the availability of instructional resources and teachers' emotional resilience influence teaching efficiency, underscoring the need for a more integrated approach to supporting educators in both practical and emotional aspects of their work.

A. Statement of the Problem

This research aimed to evaluate teachers' instructional resources and emotional resilience, assess the extent of their teaching efficiency, and explore the correlation between these factors. Furthermore, it sought to identify the primary factors that significantly influenced teaching efficiency among educators. The study addressed the following key questions:

- *What is the Level of Instructional Resources in Terms of:*

a) Equipment/Hardware;
b) Visual Materials;
c) Audio-Visual Materials; and
d) Audio Materials?

- *What is the Level of the Emotional Resilience of the Teachers in Terms of:*

a) Personal Competencies;
b) Spiritual Influences;
c) Family Cohesion; and
d) Peer Support?

- *What is the Level of Teaching Efficiency of the Teachers in Terms of:*

a) Teaching Skills;
b) Teacher-Student Relationship;
c) Management Skills;
d) Evaluation Skills; and
e) Personal-Social Competencies?

- *Is there a Significant Relationship that Existed between:*

a) instructional resources;
b) emotional resiliency and teaching efficiency?

- *Which Variable, Singly or in Combination, Best Predicts the Teachers' Teaching Efficiency?*

II. METHODOLOGY

This study used a quantitative, descriptive-correlational research design to explore the relationships among instructional resources, emotional resiliency, and teaching efficiency. The goal was to determine the levels of each variable, assess their interrelations, and identify which factor best predicts teaching efficiency.

- *Instrumentation*

The instrument used in this study is adopted from the studies of Borja (2017) entitled "Instructional Resources, School Climate and Performance of Elementary Teachers: A Causal Model", Derijie(2023) entitled "Self-Efficacy and Classroom Management Pratices on Emotional Resiliency of Teachers" and Barrios et. al (2023) entitled "Workload and teaching efficiency of high school teachers in Southern Baptist College, Incorporated, Mlang, Cotabato, Philippines.

- *Statistical Tools*

This study employed descriptive statistics such as mean to determine the levels of key variables, namely: Instructional Resources, Emotional Resiliency, Teaching Efficiency

Pearson Product-Moment Correlation Analysis to examine whether significant relationships exist between instructional resources and emotional resiliency to teaching efficiency.

Multiple Regression Analysis was employed to determine the extent to which the independent variables predict teaching efficiency. Specifically, this inferential technique was used to identify which among the predictor variables significantly contributes to the variance in teaching efficiency among teachers.

- *Research Hypotheses*

- Ho1: There is no significant relationship between instructional resources, emotional resiliency, and teaching efficiency of teachers.
- Ho2: No variable, singly or in combination, predicts the teaching efficiency of teachers.

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III. RESULTS AND DISCUSSION

Table 1 summarizes instructional resources. The overall mean of 3.50, with a descriptive rating of "Often" and a qualitative interpretation of "Moderate," indicates that instructional resources were Moderate.

Table 1. Instructional Resources of Teachers

INDICATORS	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
Equipment/Hardware	4.05	Almost Always	High
Visual Materials	3.79	Almost Always	High
Audio-Visual Materials	3.26	Often	Moderate
Audio Materials	2.75	Often	Moderate
OVERALL MEAN	3.50	Often	Moderate

Instructional resources are essential to effective teaching, enhancing student engagement and understanding. The study recorded an overall mean score of 3.50, classified as *Moderate*, indicating that while instructional materials were regularly used, there is still significant room to improve their availability, accessibility, and integration into classroom routines.

Among the resource types, *Equipment/Hardware* received the highest rating (M = 4.05), suggesting strong use of tools like projectors, computers, and lab equipment, especially in subjects that benefit from visual or experimental learning. *Visual materials* (M = 3.79) also scored high, underscoring their importance in simplifying complex ideas and supporting learners with diverse needs, especially in early education.

In contrast, *Audio-Visual* (M = 3.26) and *Audio materials* (M = 2.75) were rated as *Moderate*, pointing to limited use—likely due to infrastructure challenges, such as inadequate training, equipment, or connectivity in some schools. Despite clear pedagogical benefits, these tools remain underutilized.

The findings suggest a gap between understanding the value of instructional resources and consistently applying them in practice. Factors like alignment with learning goals, usability in local contexts, and material upkeep may be contributing to this disconnect. Addressing these areas could lead to more effective and engaging instruction across various learning environments.

Table 2 summarizes of emotional resiliency. The overall mean of 4.11 with a descriptive rating of "Often" and qualitative interpretation of "High" indicates that emotional resiliency was high.

Table 2. Emotional Resiliency of Teachers

INDICATORS	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
Family Cohesion	4.50	Always	Very High
Spiritual Influences	4.45	Always	Very High
Personal Competencies	4.28	Often	High
Peer Support	4.11	Often	High
OVERALL MEAN	4.30	Often	High

Teachers in the study demonstrated strong emotional resilience, with an overall mean score of 4.30. The highest contributing factors were Family Cohesion (M = 4.50), Spiritual Influences (M = 4.45), Personal Competencies (M = 4.28), and Peer Support (M = 4.11). Family support emerged as the most significant factor. Teachers who felt emotionally supported at home were better equipped to manage stress and avoid burnout. In the Philippine context, where family plays a central role, this support was key to maintaining balance between personal and professional life. Teachers with strong family ties were better equipped to handle stress and burnout, as family members provided crucial emotional support to cope with job pressures (Meredith, Lapp, & Girard, 2015). In the Philippines, where family played a central role in the cultural and social fabric, the study confirmed that teachers who felt supported by their families were more capable of balancing work and personal life, which ultimately enhanced their emotional well-being. This family-based support acted as an anchor for teachers, helping them to better manage the challenges of their profession.

Table 3 summarizes emotional resiliency. The overall mean of 4.34 with a descriptive rating of "Very Satisfactory"

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and qualitative interpretation of "High" indicates that emotional resiliency was high.

Table 3. Teaching Efficiency of Teachers

INDICATORS	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
Personal-Social Competencies	4.38	Very Satisfactory	High
Student-Teacher Relationship	4.35	Very Satisfactory	High
Evaluation Skills	4.34	Very Satisfactory	High
Teaching Skills	4.33	Very Satisfactory	High
Management Skills	4.23	Very Satisfactory	High
OVERALL MEAN	4.34	Very Satisfactory	High

The study showed that teachers demonstrated a high level of teaching efficiency, with an overall mean of 4.34 and a descriptive rating of "Very Satisfactory," indicating strong competence across multiple instructional domains. Personal-Social Competencies received the highest score (M=4.38), highlighting teachers' strong interpersonal skills, emotional intelligence, and alignment with Filipino values such as pakikipagkapwa-tao and malasakit. Student-Teacher Relationship followed closely (M=4.35), emphasizing the value teachers placed on nurturing trust and emotional connection with learners, which was especially vital in the Philippine context where teachers often served as second parents. Evaluation Skills (M=4.34) and Teaching Skills (M=4.33) were also rated very highly, reflecting teachers' ability to assess learning effectively and deliver lessons with mastery, engagement, and adaptability. These findings affirmed that teachers were integrating diverse methodologies and adapting to evolving educational demands, including technology use and learner-centered instruction. However, Management Skills, while still rated high (M=4.23), emerged as the area most in need of improvement, pointing to challenges in handling large classes, discipline, and resource limitations. This suggested the need for targeted professional development in classroom management and organizational strategies. Hence, the results underscored that teaching efficiency was multifaceted, and strengthening areas like classroom management could further elevate instructional quality and student outcomes.

Table 4 reveals the correlation analysis of instructional resources, emotional resiliency, and teaching efficiency of teachers. As shown in the table, the two independent variables have a significant relationship with teaching efficiency

Table 4. Correlation Analysis on Instructional Resources, Emotional Resiliency, and Teaching Efficiency of Teachers

VARIABLES	CORRELATION COEFFICIENTS (R-VALUE)	PROBABILITY
Instructional Resources	.262	.000**
Equipment Hardware	.153	.015*
Visual Materials	.248	.000**
Audio-Visual Materials	.146	.021*
Audio Materials	.132	.037*
Emotional Resiliency	.243	.000**
Personal Competencies	.127	.046*
Spiritual Influences	.029	.650 ns
Family Cohesion	.009	.884 ns
Peer Support	.266	.000**

The correlation analysis revealed a significant and positive relationship between instructional resources, emotional resiliency, and teaching efficiency among teachers. These findings collectively rejected the null hypothesis and confirmed that both instructional resources and emotional resiliency played crucial roles in enhancing teaching efficiency. The study highlighted the need for improved access to instructional tools and stronger professional support systems to further boost teacher effectiveness.

Instructional resources showed a moderately strong correlation with teaching efficiency ($r = 0.262$, $p = 0.000$), suggesting that the more frequently and effectively teachers used educational tools, especially visual materials, the more efficient their teaching became. All sub-components of instructional resources were significantly linked to teaching efficiency, affirming the importance of integrating hardware, visual, audio-visual, and audio tools in daily instruction. . As Desimone and Garet (2015) and Moolenaar et al. (2021)

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showed, peer networks, mentorship, and professional learning communities significantly reduce teacher burnout and increase instructional quality

Emotional resiliency also demonstrated a highly significant correlation with teaching efficiency (r = 0.243, p = 0.000), particularly through peer support (r = 0.266, p = 0.000) and personal competencies (r = 0.127, p = 0.046), underscoring the impact of emotional strength and collegial relationships on professional performance. Interestingly, spiritual influences and family cohesion, though important aspects of resilience, were not statistically significant in this context. . This suggests that emotionally resilient teachers—those capable of adapting to stress, maintaining motivation, and balancing work-life pressures—are more effective educators. This aligns with the findings of Darling-Hammond et al. (2021), who emphasized that emotionally competent teachers managed classrooms more effectively and formed stronger relationships with students.

Table 5 presents the results of the multiple regression analysis conducted to identify the significant predictors of teaching efficiency among teachers. Standardized beta coefficients, t-values, and significance levels (p-values) were used to determine the strength and statistical contribution of each predictor.

Table 5. Multiple Regression Analysis of Predictors of Teaching Efficiency: Emotional Resiliency and Instructional Materials

Coefficients					
MODEL	UNSTANDARDIZED COEFFICIENTS		STANDARDIZED COEFFICIENTS	t	Sig.
	B	Std.Error	Beta		
(Constant)	3.072	.196		15.706	.000**
Emotional Resiliency					
Peer Support	.137	.030	.270	4.512	.000**
Instructional Materials					
Visual Materials	.102	.029	.210	3.545	.000**
Audio-Visual Materials	.073	.025	.173	2.909	.004*
a. Dependent Variable: Teaching Efficiency					
R= 0.386	R^2 = 0.149		F= 14.378	Prob.=.000	

The regression analysis identified Peer Support, Visual Materials, and Audio-Visual Materials as significant predictors of teaching efficiency, with the overall model showing statistical significance ($F = 14.378$, $p < .001$). The R value of 0.386 indicated a moderate relationship between the predictors and teaching efficiency, while the R^2 value of 0.149 suggested that 14.9% of the variance in teaching efficiency could be explained by these three factors. Among them, Peer Support emerged as the strongest predictor ($\beta = .270$, $p < .001$), emphasizing the vital role of collegial collaboration and professional networks in enhancing teacher performance. Visual Materials ($\beta = .210$, $p < .001$) also significantly contributed to the model, reinforcing their effectiveness in improving student engagement and learning outcomes. Audio-Visual Materials ($\beta = .173$, $p = .004$), though slightly weaker, still had a meaningful positive impact on teaching efficiency. These results underscored the combined importance of emotional and instructional support in fostering teacher effectiveness. Enhancing peer collaboration and investing in quality instructional tools were thus key strategies for improving overall teaching performance. Moreover, Access to and effective integration of teaching tools had the strongest statistical association with improved classroom performance. This underscores the critical importance of equipping teachers with the right materials and training, as well as fostering a culture of resource sharing and innovation. Moving forward, educational leaders may prioritize investment in instructional infrastructure and teacher training, as these efforts are most likely to yield measurable improvements in teaching quality and, consequently, student learning outcomes.

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