



PROFESSIONAL COMMITMENT, EMOTION REGULATION, AND PSYCHOLOGICAL WELLBEING OF TEACHERS: A CAUSAL MODEL ON TEACHERS' RESILIENCE IN PUBLIC SECONDARY SCHOOLS

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Abstract:

This study examined the causal relationships among professional commitment, emotion regulation, psychological well-being, and resilience among public secondary junior high school teachers in Region XI. The study employed a quantitative non-experimental predictive design, with 400 teachers involved in the study who were selected by stratified random sampling. Data were analyzed using the following: Mean, Pearson Product-Moment correlation, multiple regression and structural equation modeling. The results indicated that professional commitment, psychological well-being, and resilience were rated as very high, and emotion regulation was rated as high among teachers. There were significant correlations between professional commitment, emotion regulation and psychological well-being and resilience. Psychological well-being was the strongest and most consistent predictor of resilience, and emotion regulation and professional commitment had the least interaction. Results add to the field of teacher well-being and teacher resilience by introducing an empirically supported model that could inform policies, teacher professional development, and institutional supports designed to support teacher psychological well-being, adaptive emotion regulation, teacher commitment, and work functioning in a way that ensures their sustainability. The study provides contextually appropriate and empirically grounded explanation of teacher resilience, with psychological well-being as its core foundation. The results of this study can help education leaders design wellness initiatives, mentoring programs, leadership that supports teachers, professional development opportunities, and practices that can ensure teachers stay in school, function well, ensure continuity of instruction and support the ongoing delivery of quality education in the complex and constantly evolving context of public schools.

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1. Introduction

Teacher resilience has become a critical educational issue because teachers regularly face emotional demands, institutional pressures, and workloads that can threaten their persistence and well-being. Possible indicators of low resilience include emotional exhaustion, loss of motivation, attendance issues, and lower quality of teaching, which can impact both classroom dynamics and student learning (Liu *et al.* 2024; 2024; König *et al.* 2025). Therefore, resilience is not just an individual quality, but also a system resource to maintain instructional continuity and educational stability (Zhang, 2023; Li *et al.*, 2023). However, resilient teachers are better at keeping students engaged in learning, doing well in difficult moments and attending to their psychological well-being when things are challenging (Zewude *et al.*, 2022). They are also more likely to have adaptive coping skills and experience less distress, which in turn results in better sustained effectiveness and persistence in their careers (Cho *et al.*, 2021). Improving resilience is relevant both to teacher retention and the quality of education, as teachers' functioning impacts the quality of the classroom climate and engagement of learners.

Positive adaptation results from interactions among individual, school, community, and broader social systems. (Masten, 2024). Collegial support, empowering leadership and positive organizational climate are correlated with enhancing resilience in schools (Karagozoglu & Ozan, 2022; Nadeem, 2024). In this study, we examine resilience in terms of self-reliance, positive thinking, determination and equanimity.

Professional commitment can be a buffer of resilience as it helps teachers maintain their motivation, perseverance and connection with their profession. For teachers, those with high commitment are less likely to quit, and more likely to be motivated to spend on their professional duties, which is mainly caused by occupational stress and professional burden (Pan, 2023; Gao *et al.*, 2024). Commitment has been found to be associated with intention to stay and job stability, especially in educational disruptions (Wu *et al.*, 2025; Zhu *et al.*, 2023; Rahmat *et al.*, 2022).

The study investigates three aspects of professional commitment, such as commitment to the school, commitment to teaching, commitment to the teaching occupation, and commitment to the work group (Celep, 2000; Zhu *et al.*, 2023). These features may be combined to serve as motivating tools for perseverance, collaboration and coping.

Emotion regulation is an important component of teacher resilience as teaching children is an emotionally demanding job. Adaptive regulation is known to enhance the quality of teaching, establish a positive classroom atmosphere and manage classroom stress (Chang & Taxer, 2021; Hu *et al.*, 2023). Cognitive reappraisal, in particular, has been found to be very helpful for teachers who are able to reappraise negative situations in a

more positive light and has been linked to reduction in stress and increased resilience (Gross, 2015).

However, not all emotion-regulation strategies have the same professional outcomes. Although teachers' over-use of expressive suppression may help them maintain a temporary state of calmness, it has also been identified as a risk factor for emotional exhaustion and lower well-being (Yin *et al.*, 2022). Conversely, positive emotion strategies can help sustain motivation, engagement, and well-being when teachers face repeated classroom and organizational demands (Wang *et al.*, 2023; Mikus *et al.*, 2023). Thus, the present study examined the three emotion-regulation indicators, reappraisal, suppression, and enhancement, that were relevant to teacher resilience as distinct variables.

Psychological well-being supports teacher resilience, defined as a teacher's ability to work effectively and cope with occupational demands (Sorić *et al.*, 2022). Teacher well-being is correlated with good coping and engagement, low stress, and sustaining effective teaching and an effective classroom climate (Hasan *et al.*, 2023). Some longitudinal evidence of positive association between teacher psychological well-being and teacher resilience over time (Collie, 2023).

The eudaimonic perspective of psychological well-being (Ryff, 2021) is characterized by positive functioning in five domains of autonomy, environmental mastery, personal growth, positive relations, purpose in life and self-acceptance. These dimensions assist teachers in using their professional judgement, dealing with the demands of the workplace, building supportive relationships and developing and maintaining a sense of purpose. Improved wellbeing is therefore likely to lead to greater emotional stability, adaptive functioning and resilience.

Empirical research has linked teacher resilience to continued engagement, coping, psychological health and school career, in the context of challenging schools (Zewude *et al.*, 2022; Liu *et al.*, 2024). Resilience is particularly important in public schools, considering that workload, emotional labor, and organizational demands constantly challenge teachers to adapt and maintain their functionality as educators in the classroom. The results indicate that the study of resilience necessitates a joint consideration of personal resources and the school conditions that facilitate or impede teachers' adaptation.

The study is based on the current resilience perspective of Masten (2024) that highlights the multi-system dynamic process of resilience. Positive adaptation is suggested to be the result of the interplay of risk factors, personal protective resources, and supportive systems. For teachers, professional commitment, emotional regulation and psychological well-being are internal resources, whereas school leadership and collegial support are contextual resources available to adapt to challenges in the occupation.

Self-Determination Theory provides additional understanding as to how these resources can contribute to resilience. Autonomy, competence and relatedness are important for self-determined motivation and healthy functioning (Deci & Ryan, 2000).

When teachers feel valued and empowered, and their fellow teachers support them, they are more likely to be motivated and to surpass challenges (Ryan & Deci, 2017).

In the study, professional commitment is defined as continued investment in the profession, emotion regulation as regulation of affective demands, and psychological well-being as positive personal and interpersonal functioning. These resources are expected to reinforce coping and sustained professional involvement.

To this end, the approach is complemented by Ryff's Model of Psychological Well-Being, which emphasizes six aspects of resilience: autonomy, environmental mastery, personal growth, positive relations, purpose in life, and self-acceptance (Ryff, 1989; Ryff & Keyes, 1995). The dimensions of the model are also affected by personal and environmental factors; therefore, it is applicable to teachers in the context of changing and challenging school environments (Ryff & Singer, 2008).

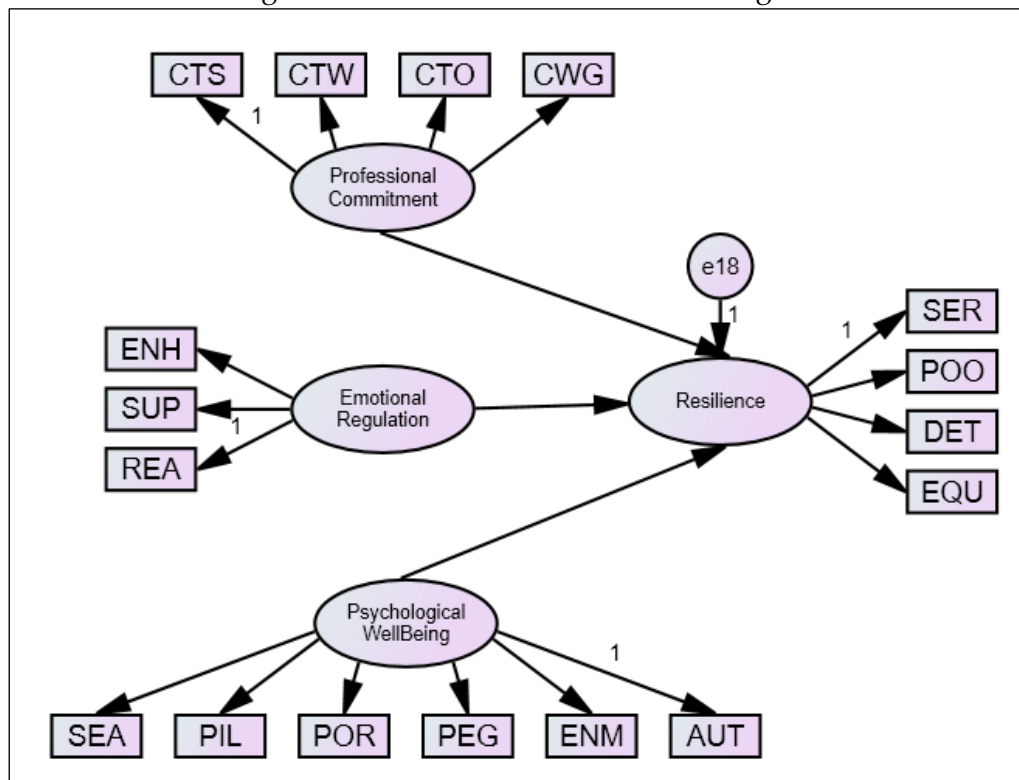
The Job Demands-Resources Model suggests that job and personal resources and demands are correlated with well-being and performance (Bakker & Demerouti, 2007). In this present study, professional commitment, emotion regulation, and psychological well-being are conceptualized as resources that buffer workload and emotional labor to develop resilience (Hasan *et al.*, 2023).

Gross's process model of emotion regulation provides a way to understand how emotion regulation strategies may be differentially related to resilience. Reappraisal occurs before the full development of an emotional response and is generally associated with more adaptive outcomes, whereas suppression dampens what can be observed without minimizing what is experienced (Gross & John, 2003; Gross, 2015).

Adhering to Resilience Theory, Self-Determination Theory, the JD-R Model, Ryff's model, and the Process Model of Emotion Regulation, it can be affirmed that teachers' motivational, emotional, and psychological resources, combined with supportive environments, foster resilience. This holistic view led to the proposed structural model of the interconnections between professional commitment, emotion regulation, psychological well-being, and psychological resilience.

Hypothesized model includes professional commitment, emotion regulation as exogenous variables and teacher resilience as the endogenous variable. Professional commitment should promote motivation and persistence; emotion regulation should promote adaptive responses to emotional demands; and psychological well-being should promote positive functioning and coping. Since the design is not experimental, the paths are not treated as causal relationships, but as predictive relationships.

Figure 1: Conceptual Model Showing the Direct Relationship Between the Latent Exogenous Variables and the Latent Endogenous Variable



Legend:

Professional Commitment	Emotion Regulation	Psychological Well-Being	Resilience
CTS = Commitment to School	ENH = Enhancement	AUT= Autonomy	EQU = Equanimity
CTW = Commitment to Teaching Work	SUP = Suppression	ENM = Environmental Mastery	DET = Determination
CTO = Commitment to Teaching Occupation	REA = Reappraisal	PEG = Personal Growth	POO = Positive Outlook
CWG = Commitment to Workgroup		POR = Positive Relations	SER = Self-Reliance
		PIL = Purpose in Life	
		SEA = Self-Acceptance	

The model also assumes that the three exogenous constructs are interrelated, and that they can explain differences in resilience together. As per the JD-R Model, such personal resources are assumed to be able to assist teachers in managing work demands. Thus, the model is simultaneously tested with respect to the direct paths between each predictor and resilience as well as the covariances between the predictors. Several model-fit indices were taken into account to assess the degree of adequacy of the proposed and alternative structural models, including the Goodness of Fit Index, Comparative Fit Index, Normed Fit Index, Tucker–Lewis Index, Root Mean Square Error of Approximation and p-close. The evidence of these indices was combined to evaluate the model–data fit, as relying on only one index can lead to an incomplete assessment of model–data fit (Shi *et al.*, 2022; Goretzko *et al.*, 2024).

There has been considerable focus on teacher resilience, but relatively little focus on teacher professional commitment, emotion regulation and psychological well-being separately. Evidence was found for the relevance of each construct to teacher functioning (Pan, 2023; Hu *et al.*, 2023; Hasan *et al.*, 2023), but most studies focused on the contribution of the constructs alone in different structural models. This restricts the knowledge of the

different and common variance of each predictor. It is also noted that there is limited evidence for public junior high school teachers in Region XI, Philippines. There are a variety of urban and provincial school contexts where teachers experience the pressures of workload, resources, behavioral issues, and emotional work. A model specific to this population is therefore necessary to determine which personal resources are most strongly related to resilience in this population.

This study was conducted out of an ongoing concern for teacher stress, burnout and teacher attrition. Public junior high school teachers have the responsibility to maintain instructional quality and meet curricular, administrative and learner demands. An understanding of the resources of resilience could guide interventions designed to help teachers stay in the profession, feel good, and be effective in the classroom.

In addition, the study helps to achieve Sustainable Development Goal 4 Quality Education, Sustainable Development Goal 3 Good Health and Well-being, and Sustainable Development Goal 8 Decent Work and Economic Growth. Empirical evidence on the factors that contribute to teacher resilience can guide the design of educational policies, institutional supportive measures, and teacher professional development interventions to enhance teacher psychological well-being, adaptive emotion regulation and teacher commitment. Such interventions may also help to establish more supportive, equitable and sustainable working environments that help teachers to be productive, involved and effective in the face of growing demands within the profession. Thus, teacher resilience will bring positive effects for the teacher's health and sustainability, quality education and a stable and competent teacher body.

The aim of the study was to create and validate a structural model of resilience for public junior high school teachers in Region XI. Specifically, it determined the levels of professional commitment in terms of commitment to school, teaching work, teaching occupation, and work group; emotion regulation in terms of reappraisal, suppression, and enhancement; psychological well-being in terms of autonomy, environmental mastery, personal growth, positive relations, purpose in life, and self-acceptance; and resilience in terms of self-reliance, positive outlook, determination, and equanimity. It also examined the combined influence of professional commitment, emotion regulation, and psychological well-being on teachers' resilience through structural equation modeling.

The following null hypotheses were tested at 0.05 level of significance: Firstly, it is hypothesized that there is no significant relationship between professional commitment and teachers' resilience, emotion regulation and teachers' resilience, as well as well-being among junior high school teachers. Secondly, there were no exogenous variables that could have an impact on the level of teacher resilience, as stated as a null hypothesis for junior high school teachers. Lastly, it was assumed that there was no single model that is best suited to describe the resiliency of the teacher of Junior High School.

This study builds on the ongoing scholarly debate around teacher well-being, teacher professional sustainability and teacher resilience by combining the three concepts in one structural model: professional commitment, emotion regulation and psychological well-being. The study's analysis of these constructs, at the same time, is empirical

evidence that could contribute to the international and national work on sustaining teacher effectiveness, teacher attrition, and positive classroom climates. The study is also in line with SDG 4 Quality Education, SDG 3 Good Health and Well-Being, and SDG 8 Decent Work and Economic Growth. These alignments highlight that teacher resilience is the personal responsibility of the individual teacher but also has an institutional and social dimension that underpins teachers' mental health, sustainable working conditions and provision of quality education.

2. Material and Methods

Various study methods are described, which include research design, research locale, population and sample, research instrument that will be used to measure constructs of interest, data collection, statistical tools and ethical consideration.

2.1 Research Respondents

The respondents were 400 permanent Plantilla teachers in the 11 school divisions of Region XI, at the junior high school level. A total of 14521 public junior high school teachers were used and these teachers were selected through stratified random sampling to ensure representation of teachers among different grade levels and divisions. The sample size was appropriate for the structural equation modelling and provided satisfactory statistical stability for testing the model proposed by this study. The respondents were teachers from Davao City, Davao de Oro, Davao Oriental, Davao de Norte, Davao del Sur, Davao Occidental, Tagum City, Panabo City, Digos City, Mati City and Island Garden City of Samal. The distribution showed good coverage of urban and provincial school settings and provided a good spread of sizes of the teachers' population in the region.

The inclusion criteria were that the respondents were permanent Plantilla junior high school teachers having at least one year of teaching experience, and they had to have an active teaching assignment during the data collection period. Non-Plantilla / contractual teachers, extended leave teachers and senior high school teachers were not included. It was explained to the participants that the participation was voluntary and that they would not be penalized for leaving at any time. The researcher has been scrupulous in following ethical guidelines and institutional procedures throughout the study.

2.2 Research Instruments

The study used a modified five-point Likert scale questionnaire to evaluate professional commitment, emotion regulation, psychological well-being and teacher resilience. Professional commitment was measured according to a questionnaire prepared by Celep (2000), which consists of items reflecting commitment to school, commitment to teaching work, commitment to teaching occupation and commitment to work group. Emotion regulation was assessed with the Emotion Regulation Questionnaire (ERQ) adapted by Seixas *et al.* (2021) and measured through reappraisal, suppression and enhancement. The

Psychological Well-Being Scales developed by Ryff (1989) and elaborated by Ryff (2021) were used to assess psychological well-being. It assesses six aspects of positive psychological functioning: autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance. Lastly, Abubakar *et al.* (2022) used the Teacher Personal Resilience Scale, which assesses teacher self-reliance, positivity, determination, and equanimity to capture teacher resilience.

The five-point response scale was used for all items. Mean scores between 4.20 and 5.00 were considered to be Very High (observed almost all the time), mean scores between 3.40 and 4.19 were considered to be High (observed often), mean scores between 2.60 and 3.39 were considered to be Moderate (observed sometimes), mean scores between 1.80 and 2.59 were considered to be Low (observed seldom), and mean scores between 1.00 and 1.79 were considered to be Very Low (observed never or almost never). A common interpretation scheme was used, allowing for comparisons across the four constructs.

The interpretation of the correlation coefficient included the strength of the association between the study variables as suggested by the size of the computed value of the coefficient. The coefficient value from 0.80 to 1.00 was considered very strong; that is, 0.60 to 0.79 was considered strong. A coefficient between 0.40 and 0.59 was considered a moderate relationship, and a coefficient between 0.20 and 0.39 was considered a weak relationship. Finally, a coefficient ranging from 0.00 to 0.19 was classified as a weak/negligible relationship. The degree of association between professional commitment, emotion regulation, psychological well-being, and teacher resilience was determined based on this interpretation.

The instrument was reviewed by experts in educational psychology, measurement and evaluation, and public-school pedagogy to determine the relevance and appropriateness of the instrument in terms of content. They judged the clarity and relevance of each item and their connection with the intended construct as in line with the instrument-development principles outlined by DeVellis (2017). The overall mean rating came from the validation and was rated at 4.46, which is Very Good. The scale which had the highest mean (4.60), interpreted as Excellent, was the scale of the other criteria, and the other criteria ranged from 4.30 to 4.50 and were interpreted as Very Good. The suggestions made in the validators' comments led to changes in wording, readability and cultural appropriateness for public junior high school teachers in the Philippine context. After validation by experts, the research instrument was then piloted to a division other than the division involved in the main study, with permanent junior high school teachers.

The overall mean score for the validation summary was 4.46, which is Very Good. This means that the instrument used in this study is very acceptable in terms of clarity, relevance, appropriateness, and objectivity of the study. The internal consistency reliability coefficient was calculated with Cronbach's alpha of 0.70 was set as the minimum acceptable reliability coefficient (Taber, 2018). The alpha coefficients for professional commitment, emotion regulation, psychological well-being, and resilience were 0.926, 0.814, 0.955, and 0.917, respectively, in the pilot test. The results showed

adequate to very good internal consistency for the instrument, suggesting its reliability with respect to administration to the main sample.

2.3 Design and Procedure

The study used a quantitative, non-experimental, predictive research design suitable for dealing with the relationship between variables when conditions are not manipulated. Justifying the design because it provided the opportunity to examine the natural levels of professional commitment, regulation of emotions, psychological well-being, and resilience of teachers. In studies that try to determine the effect of an independent variable on an outcome variable, predictive research designs are commonly employed in the field of education (Maftoon *et al.*, 2024). The study aimed to uncover the predictive ability of the three personal resources in predicting teacher resilience, so this design was used to set up statistical relationships and test the theoretical assumptions presented in the causal model.

Structural equation modeling was used due to the multiple latent constructs and simultaneous relationships. Structural equation modeling is capable of analyzing direct predictive relationships among variables, covariances between exogenous constructs and the extent to which the overall model accurately reflects the observed data compared to separate regression analyses. The structure of the study was non-experimental, which required a different interpretation of the structural paths as predictive relationships as opposed to establishing causation.

Goodness of fit measures were used to assess the model's adequacy. The model was deemed acceptable when the chi-square probability value was greater than 0.05; chi-square divided by degrees of freedom was less than 2.00; Goodness of Fit Index, Comparative Fit Index, Normed Fit Index and Tucker-Lewis Index were greater than 0.95; Root Mean Square Error of Approximation was less than 0.05; and the probability of close fit was greater than 0.05. They were found to be complementary to each other in the context of structural equation modeling (SEMs) as per the guidelines (Hair *et al.*, 2021; Kline, 2023; Sathyanarayana & Mohanasundaram, 2024).

The researcher obtained the approval of the University of Mindanao Ethics Review Committee (URC), Certificate No. 2025-552, the endorsement of the Dean of the Professional Schools and permission from DepEd Region XI and concerned School Divisions prior to data collection. School heads/designee persons helped distribute surveys. All respondents were given an informed consent form and ample time to fill out the questionnaire. The finished instruments were retrieved, inspected and coded for analysis.

The study made use of statistical tools that matched the objective of the study. Professional commitment, emotion regulation, psychological well-being, and psychological resilience were determined by mean scores. Pearson Product-Moment Correlation was used to find out the degree and direction of relationship between the variables. Multiple linear regression was employed to examine the combined effect of the three factors: professional commitment, emotion regulation, and psychological well-

being on resilience. The created models were tested using SEMs with the help of AMOS software, and the best model was selected based on the goodness of fit indices.

Ethical guidelines were observed throughout the process of this study. The study was non-compulsory, and all respondents were adequately informed about the purpose, procedures, risks and benefits of the study. All responses were anonymized, and no personally identifiable information was gathered to ensure the confidentiality of the data. Participants could withdraw at any time with no penalty. The study was also conducted in a non-coercive manner, with no impact on the professional status of the participants and with the results being presented and applied in a responsible manner. The ethical issues ensured that all research participants were treated in a respectful, protective and fair manner.

3. Results and Discussion

This section shares the analysis and findings on professional commitment of teachers, emotional regulation of teachers, psychological well-being of teachers, and their impact on resilience. Provides detailed interpretation of findings, highlighting trends, associations and understanding gained from statistical analysis, in relation to the purpose of the study.

3.1 Professional Commitment of Teachers

The findings shown in Table 1 revealed that the professional commitment level of teachers is very high, namely with a mean score of 4.31 and a standard deviation of 0.42, meaning that professional commitment is almost always practiced by teachers. Commitment to school obtained the highest mean with a standard deviation of 0.47, which is very high of the indicators. However, commitment to the work group had the lowest mean of 4.20, and a standard deviation of 0.54, both of which were still within the very high descriptive level. The results suggest that teachers are highly loyal and attached to their schools, and that their commitment to working with colleagues is always high, but not as strong as his/her commitment to the school.

Table 1: Level of Professional Commitment of Teachers

Indicators	SD	Mean	Descriptive Equivalent
Commitment to School	0.47	4.46	Very High
Commitment to Teaching Work	0.50	4.28	Very High
Commitment to Teaching Occupation	0.55	4.28	Very High
Commitment to Work Group	0.54	4.20	Very High
Overall	0.42	4.31	Very High

These results suggest that teachers have positive institutional attachment, commitment to their daily teaching duties, teacher professional identity and collaborative working with fellow teachers. The relatively low standard deviations of the indicators also show that the perceptions of the respondents were relatively uniform, which can be understood as the very high levels of professional commitment were also more widespread among

the teachers. It fits in with the multidimensional concept of professional commitment of Celep (2000), which contains teachers' commitment towards the school, towards teaching, towards the occupation of teaching, and towards the working group. The low level of work-group commitment and high level of commitment to school may suggest that collegial commitment is the most promising area for improvement – and that the school commitment score is exceptionally high, and related to a sense of belonging, loyalty and responsibility to the goals of the school.

The findings were consistent with previous studies which found professional commitment as a source for teachers' motivation, persistence, engagement and continuous participation in their teaching duties when facing occupational stress (Pan, 2023; Gao *et al.*, 2024). They also confirm the negative relationship between professional commitment and intentions to leave the profession and the positive relationship between professional commitment and professional stability, especially when a profession is disruptive as the education profession (Wu *et al.*, 2025; Zhu *et al.*, 2023; Rahmat *et al.*, 2022).

3.2 Emotion Regulation of Teachers

Table 2 shows the teachers' level of emotion regulation with an overall mean of 4.18 or high level of emotion regulation. This suggests that teachers were able to manage their emotional responses to demands in the classroom and professional pressures. The teachers' interpretation of challenging situations with the highest mean was reappraisal, which is 4.28. This finding is consistent with the studies that adaptive emotion-regulation strategies are helpful for teachers to regulate emotional balance and deal with stressful situations (Chang & Taxer, 2021; Hu *et al.*, 2023). Suppression, however, had the lowest mean of 4.03, but was still high. The comparatively lower rating might be beneficial as oversuppression of emotions has been linked to emotional exhaustion and decreased psychological well-being (Yin *et al.*, 2022).

Table 2: Level of Emotion Regulation of Teachers

Indicators	SD	Mean	Descriptive Equivalent
Reappraisal	0.49	4.28	Very High
Suppression	0.71	4.03	High
Enhancement	0.61	4.23	Very High
Overall	0.47	4.18	High

The implication of these findings is that teachers have, in general, adaptive emotional resources that help them react positively to stressful teaching situations, stay in a positive interpersonal relationship when facing the demands of the profession, and regulate their emotions when faced with the demands of the profession. They depend more heavily on reappraisal and enhancement when appraising an event, which indicates that they are more likely to reframe negative aspects of a situation and to develop positive emotions than simply suppress the negative emotional responses.

These results add to the processes outlined in the Process Model of Emotion Regulation, which suggests that reappraisal shifts the meaning of a situation before the

emotion has fully formed, whereas suppression is used to control outward expression once the emotion has arisen (Gross & John, 2003; Gross, 2015). The very high score is consistent with the findings that teachers' flexible emotion-regulation strategies assist them in coping with classroom demands, maintaining emotional balance and keeping the learning environment constructive (Chang & Taxer, 2021; Hu *et al.*, 2023).

However, the relatively lower score for suppression is theoretically important, as regular use of suppression has been associated with emotional exhaustion and lower psychological health (Yin *et al.*, 2022). The very high rating for enhancement demonstrates that strategies that focus on nurturing and building positive emotions may help maintain teachers' motivation, engagement, and well-being (Wang *et al.*, 2023; Mikus *et al.*, 2023). In addition, the results confirm that the indicators that were derived from Seixas *et al.* (2021) were meaningful indicators of emotion-regulation experiences of the respondents. Hence, school administrators can continue building these adaptive capacities through professional development activities dedicated to cognitive reframing, recognizing one's emotions, ways to manage stress, and positive expression of emotions.

3.3 Psychological Well-being of Teachers

Table 3 presents the level of psychological well-being of the teachers, which obtained an overall mean of 4.26 (very high psychological well-being). This implies that overall, teachers had good psychological resources to bring to bear and were able to cope with their personal and professional lives. Teachers were still eager to learn more, improve, and enhance their skills, as personal growth received the highest mean score of 4.34. This is in line with research that indicates that psychological health contributes to positive coping, work engagement, and resilience to work-related stress (Sorić *et al.*, 2022; Hasan *et al.*, 2023). In the meantime, autonomy had the lowest mean of 4.14 and was interpreted as high. This indicates that teachers may be placed in certain restricted situations in making independent professional decisions and in making decisions that impact their work.

Table 3: Level of Psychological Well-being of Teachers

Indicators	SD	Mean	Descriptive Equivalent
Autonomy	0.56	4.14	High
Environmental Mastery	0.56	4.21	Very High
Personal Growth	0.47	4.34	Very High
Positive Relation	0.50	4.25	Very High
Purpose in Life	0.51	4.26	Very High
Self-Acceptance	0.51	4.33	Very High
Overall	0.41	4.26	Very High

The implication of these results is that teachers have the proven psychological resources which allow them to work efficiently without facing challenges in the profession. High scores in personal growth and self-acceptance suggest that most teachers are willing to pursue ongoing development, aware of their strengths and weaknesses, and have positive self-evaluations. The high scores for purpose in life, positive relations, and

environmental mastery also suggest that teachers find purpose in their work, have positive interpersonal relationships, and are able to manage their responsibilities and personal lives effectively. However, the lower autonomy rating may suggest that they lack sufficient autonomy and freedom to make decisions and exercise independent judgment in the school setting.

The findings are in line with previous research presented in the Introduction that identified psychological well-being as consisting of autonomy, environmental mastery, personal growth, positive relations, purpose in life, and self-acceptance (Ryff, 1989; Ryff & Keyes, 1995; Ryff, 2021). The scores on most dimensions are very high, indicating that teachers have many psychological resources to adapt and meet the demands of their professions. This is consistent with Ryff and Singer's (2008) model, which states that psychological wellness is a result of a convergence of assets, experiences, supportive relationships, and environment.

The findings also support previous studies that indicate that psychologically healthy teachers are more likely to have better coping skills, higher work engagement, lower stress and burnout, and greater resilience to challenges at work (Sorić *et al.*, 2022; Hasan *et al.*, 2023; Collie, 2023). Thus, schools need to continue to promote teachers' psychological well-being by providing opportunities for professional development, empowering teachers with a voice in school decision-making, providing supportive leadership, and implementing programs that aim to enhance teachers' work relationships, self-efficacy, and professional purpose. This work could contribute to sustaining teachers' motivation, effectiveness and resilience in the ongoing challenges of teaching.

3.4 Resilience of Teachers

The results presented in Table 4 show that the overall resilience of teachers is very high, with a mean score of 4.31 and a standard deviation of 0.42, indicating resilient behaviors are exhibited almost always. The indicator with the highest mean, 4.35 and a low standard deviation of 0.46, is determination. Self-reliance had the lowest mean score of 4.21 and a standard deviation of 0.53 but was still very high in terms of descriptive level. These results suggest that educators express a high level of persistence to meet their duties and responsibilities, and a high level of confidence in their ability to seek out solutions and resources independently, though less so than their level of determination.

Table 4: Level of Resilience of Teachers

Indicators	SD	Mean	Descriptive Equivalent
Self-Reliance	0.53	4.21	Very High
Positive Outlook	0.51	4.34	Very High
Determination	0.46	4.35	Very High
Equanimity	0.57	4.33	Very High
Overall	0.42	4.31	Very High

These findings suggest that teachers have a high level of personal and emotional skills which can help them cope with professional pressures, have a positive outlook and stay

dedicated to their duties. The elevated determination level reflects teachers' persistence in tasks and performance; they are persistent in doing things even when things go wrong. Similarly, the extremely high scores in positive outlook and equanimity indicate that they tend to be generally optimistic, calm and emotionally stable in the face of challenges at work.

Although self-reliance obtained the lowest mean among the resilience indicators, it was still interpreted as very high. The results suggest that resilience is already a well-documented attribute among the respondents, but it is important that schools continue to build it through mentoring, peer support, wellness initiatives, and professional development to enhance adaptive coping, collaboration, and emotional regulation. Maintaining these supports can also contribute to teacher retention and instructional effectiveness and improve the ability to meet evolving educational needs in an effective way.

The present results corroborate the notion that teachers' abilities for adapting are considerable, allowing them to persist, hold a positive attitude, and stay emotionally regulated when facing professional difficulties. But it would be wrong to think that teachers are immune to stress or challenging working situations given the very high resilience scores. The teacher's resilience can be present in the face of occupational stressors, and can be supported or challenged by contextual factors such as supportive leadership, collegial relationships, having access to institutional resources, and opportunities for teacher growth (Karagozoglu & Ozan, 2022; Nadeem, 2024). As such, the results support the notion that teachers' resilience is a process that is not innate but can be cultivated and enhanced through the appropriate organizational support and specific interventions (Pi, 2025).

3.5 Relationship between Professional Commitment and Resilience among Teachers

Table 5 shows the significance of the relationship between teachers' professional commitment and resilience. Results show a positive, consistently significant correlation across all resilience measures self-reliance, positive outlook, determination, and equanimity with all indicators of professional commitment, which include commitment to school, teaching work, teaching occupation, and work group. The overall correlation between professional commitment and resilience was .661 with a probability value of .000, which is considered as a strong positive relationship. This is a sign of teachers who are more dedicated to the profession as well as higher capability in coping with challenges.

The highest correlation was observed between commitment to the teaching occupation and overall resilience was .599 and a probability value of .000. That implies that those teachers who perceive teaching as a lifelong career and identity will be more resilient, so more motivated and persistent when facing challenges. There is evidence that teaching occupation commitment seems to help to establish a foundation of resilience through meaning and purpose.

**Table 5: Significance of the Relationship between
Professional Commitment and Resilience among Teachers**

Professional Commitment	Resilience				
	Self-Reliance	Positive Outlook	Determination	Equanimity	Overall
Commitment to School	.324** .000	.370** .000	.529** .000	.399** .000	.494** .000
Commitment to Teaching Work	.399** .000	.475** .000	.488** .000	.470** .000	.561** .000
Commitment to Teaching Occupation	.462** .000	.443** .000	.501** .000	.540** .000	.599** .000
Commitment to Work Group	.362** .000	.344** .000	.416** .000	.393** .000	.464** .000
Overall	.485** .000	.509** .000	.601** .000	.564** .000	.661** .000

The implication of these findings is that commitment of the professionals is an important factor in improving teachers' resilience. High commitment to school, teaching assignment, occupation, and work group are associated with higher levels of persistence, optimism, emotional balance, and confidence in dealing with professional problems. Commitment to the teaching occupation was most strongly linked to overall resilience, indicating that a strong sense of purpose and professional identity in teaching may be a protective factor that helps teachers feel committed and determined when faced with occupational stressors. Similarly, there is a high correlation between overall professional commitment and determination, suggesting that teachers with high professional commitment are more determined to complete their duties. Thus, school leaders must maintain and build continuous and consistent commitment of their employees through acknowledgement, mentoring, co-operation, professional learning communities, and avenues for career development. These efforts could also improve teacher retention, resilience and effectiveness of instruction, and continuity.

The present results are further evidence of the Self-Determination Theory (SDT) that suggests meaningful and self-endorsed engagement boosts motivation, persistence and adaptive functioning (Deci & Ryan, 2000; Ryan & Deci, 2017). The results also confirm the previous studies which have noted that professionally committed teachers continue to teach despite the pressures and difficulties in their profession (Pan, 2023; Gao *et al.*, 2024; Rahmat *et al.*, 2022). Thus, teacher professional commitment could be a vital motivational resource that helps to sustain teacher resilience by strengthening teacher identity, purpose and perseverance. It is important to note, however, that the study was of a correlational design, so the relationship that was found should not be interpreted as a direct cause-and-effect relationship between professional commitment and resilience.

3.6 Relationship between Emotion Regulation and Resilience among Teachers

As seen in Table 6, teachers' emotion regulation and resilience were statistically significantly positively related. The overall correlation was found to be 0.663 and the probability value of 0.000, so they have a strong positive relationship. Of these indicators,

the highest correlation with total resilience was found with reappraisal, 0.615, followed by enhancement, 0.528 and suppression, 0.434. The weakest were the correlations with determination, 0.243; and equanimity, 0.275. All the probability values were below 0.05; therefore, the null hypothesis was rejected.

Table 6: Significance of the Relationship between
Emotion Regulation and Resilience among Teachers

Emotional Regulation	Resilience				
	Self-Reliance	Positive Outlook	Determination	Equanimity	Overall
Reappraisal	.491** .000	.511** .000	.555** .000	.454** .000	.615** .000
Suppression	.470** .000	.420** .000	.243** .000	.275** .000	.434** .000
Enhancement	.464** .000	.419** .000	.435** .000	.405** .000	.528** .000
Overall	.611** .000	.573** .000	.505** .000	.473** .000	.663** .000

These results suggest that good emotion regulation plays a role in teachers' ability to be resilient when facing professional problems. Reappraisal and enhancement are more strongly related to resilience, suggesting that it could be more beneficial to try to change how stressful events are perceived than simply suppressing emotions. Schools should therefore offer programs to boost teachers' cognitive reappraisal, emotional awareness, positive coping, and stress management skills to maintain their determination, optimism, emotion regulation, and professional effectiveness.

The findings also confirm the distinction between reappraising the situation in terms of the antecedents and suppressing the response as explained by Gross and John (2003). Reappraisal can help to maintain cognitive flexibility and buffer the emotional impact of stressful experiences, which can help teachers to stay calm and effective under pressure in their professional work (Gross, 2015; Hu *et al.*, 2023). Suppression, in contrast, can be useful for short-term emotional regulation but is likely to be less useful in the long term for psychological well-being and resilience (Yin *et al.*, 2022). The findings further support the importance of emotion regulation in maintaining positive classroom interactions and effective classroom practices (Chang & Taxer, 2021).

3.7 Relationship between Psychological Well-being and Resilience among Teachers

As seen in Table 7, there is a statistically significant positive correlation between psychological well-being and resilience of the teachers. All correlation coefficients were positive with an overall value of 0.784 and a probability value of 0.000, thus showing a very strong positive relationship. This indicates that during the process of developing psychological well-being, teachers are also showing psychological resilience. The dimension of psychological well-being that had the highest correlation with overall resilience was autonomy, 0.649. This was followed by environmental mastery, 0.641; purpose in life, 0.634; self-acceptance, 0.596; personal growth, 0.590; and positive

relations, 0.585. Furthermore, determination had the highest positive correlation value of 0.684 with overall psychological well-being, followed by self-reliance with 0.667, positive outlook with 0.622 and equanimity with 0.589. All probability values were below the 0.05 level of significance, so the null hypothesis, which had no significant relationship between psychological well-being and resilience among teachers, was rejected.

Table 7: Significance of the Relationship between
Psychological Well-being and Resilience among Teachers

Psychological Well-being	Resilience				
	Self-Reliance	Positive Outlook	Determination	Equanimity	Overall
Autonomy	.618** .000	.540** .000	.493** .000	.461** .000	.649** .000
Environmental Mastery	.582** .000	.525** .000	.524** .000	.463** .000	.641** .000
Personal Growth	.463** .000	.454** .000	.574** .000	.446** .000	.590** .000
Positive Relation	.491** .000	.461** .000	.537** .000	.426** .000	.585** .000
Purpose in Life	.482** .000	.515** .000	.583** .000	.495** .000	.634** .000
Self-Acceptance	.494** .000	.432** .000	.530** .000	.488** .000	.596** .000
Overall	.667** .000	.622** .000	.684** .000	.589** .000	.784** .000

The implications of these findings are that psychological well-being is a significant personal resource in the enhancement of teacher resilience. This highly positive correlation suggests that teachers who feel more autonomous, feel more in control of their environment, feel more positively about their personal growth, have positive relationships, feel like they have a purpose in their lives and feel good about themselves are more likely to be motivated, independent, positive and emotionally stable when facing professional difficulties. The strong links between the two autonomy and environmental mastery components and overall resilience may indicate that the ability of teachers to use their professional judgment and handle the pressures of their working environments effectively may be particularly critical in maintaining resilience. Thus, school leaders must foster positive leadership, co-creative decision-making, transformative professional development, teacher support and wellness efforts to enhance teacher psychological wellness. These may improve their ability to deal with the demands of the job, maintain instructional quality, and stay in the field.

The results also confirm Ryff's view of psychological well-being as functioning to purpose and growth rather than absence of distress (Ryff, 1989; Ryff & Keyes, 1995; Ryff & Singer, 2008). The present elaboration by Ryff (2021) adds to the emphasis on meaning and connectedness and on the contexts within which people live and work. The findings also support the research findings that psychological health enhances the coping skills of teachers and buffers them from stress and teacher burnout (Sorić *et al.*, 2022; Hasan *et al.*,

2023). The three predictor variables tested had bivariate correlations that were generally largest with psychological well-being, followed by social support, and then by demographic factors. Of the three predictor variables, the social support and psychological well-being variables had the greatest bivariate correlation with resilience and thus suggested it would have the largest contribution in the regression and final structural model.

3.8 Influence of Professional Commitment, Emotional Regulation and Psychological Well-being on Resilience among Teachers

Multiple regression analysis was used to test the influence of professional commitment, emotion regulation and psychological well-being on teacher resilience, which is presented in Table 8. The model obtained a multiple correlation coefficient of 0.821 and a coefficient of determination of 0.675. This means that the three predictor variables accounted for 67.5 per cent of the variance in teacher resilience, with the remaining 32.5 per cent of the variance in teacher resilience being explained by other factors not measured in the model. The adjusted coefficient of determination was 0.672, suggesting that the model still had a high degree of predictive power relative to the number of predictors. In addition, the overall regression model was statistically significant with an F value of 273.741 and a probability value of 0.000.

Psychological well-being, with a beta coefficient of 0.516, *t* is equal to 12.071, probability value less than 0.000, was the most significant predictor among the predictors. This indicates that teachers who have higher autonomy, higher purpose in life, self-acceptance, and higher positive relations are more resilient in coping with the difficulties in the profession. Emotional regulation, with a beta coefficient of 0.223 and a *t* value of 5.755 with a probability value of 0.000, also significantly influenced resilience, making emotional regulation strategies of reappraisal and enhancement important in maintaining emotional stability. Last, the professional commitment, beta coefficient is equal to 0.185, *t* I equal to 4.632, with a probability value of 0.000, had a positive effect, suggesting that teachers' loyalty towards the school, their occupation and teaching activities in general has a positive impact on their resilience; although this effect was comparatively lower than the psychological well-being and emotional regulation. All the predictors were significant, with the *p* values of each being 0.000, and the null hypothesis was rejected, indicating that the professional commitment, emotional regulation and psychological well-being have a significant influence on teachers' resilience.

Table 8: Significance of the Influence of Professional Commitment, Emotion Regulation and Psychological Well-being on Resilience among Teachers

Resilience					
(Variables)		<i>B</i>	β	<i>t</i>	<i>Sig.</i>
Constant		.394		2.826	.005
Professional Commitment		.188	.185	4.632	.000
Emotional Regulation		.201	.223	5.755	.000
Psychological Well-being		.532	.516	12.071	.000

R	.821				
R ²	.675				
ΔR ²	.672				
F	273.741				
Q	.000				

These findings suggest that psychological well-being is the strongest predictor of teacher resilience out of the three predictors measured here. The teachers' autonomy, sense of purpose, self-acceptance, good relations, personal development and management of environmental requirements make the most significant contribution to coping with professional challenges, as evidenced by their substantially higher beta coefficients. Emotion regulation and professional commitment also contributed significantly but less than the other factors. This indicates that resilience enhancement programs need to focus mainly on the development of positive psychological health among teachers, as well as on adaptive emotion regulation strategies and on reinforcing teachers' commitment to their profession.

Consequently, schools and education authorities need to focus on wellness programs, leadership support, participatory decision-making, counselling, collegial support, and meaningful professional development. Probability values of all three predictors were 0.000, which led to the rejection of the null hypothesis, indicating that professional commitment, emotion regulation and psychological well-being do significantly impact teacher resilience.

The results are consistent with prior research that found psychological well-being, emotion regulation and professional commitment as significant personal resources that enhance teacher resilience. In the present study, psychological well-being was the strongest predictor, as it relates to adaptive coping, work involvement, and prevention of occupational stress (Hasan *et al.*, 2023). Likewise, adaptive emotion-regulation strategies have been shown to help teachers to cope with their emotional demands and promote emotional resilience (Hu *et al.*, 2023), and professional commitment contributes to teachers' motivation and persistence in difficult working environments (Pan, 2023).

This is similar to the Job Demands–Resources Model, which suggests that employees' personal resources help them deal with the challenging demands of their jobs successfully (Bakker & Demerouti, 2007). Psychological well-being is a broad-based resource as it includes autonomy, mastery over the environment, personal growth, positive relations, purpose in life and self-acceptance. There are more specific strategies for regulating emotions (emotion regulation) and sustaining motivation and identification with the teaching profession (professional commitment). These predictors can be seen as resources for autonomous motivation, competence and relatedness that combine to enhance adaptive functioning and resilience (Deci & Ryan, 2000; Ryan & Deci, 2017).

3.9 Covariances of the Best-Fit Model

The results of the covariances among the exogenous variables included in the best-fitting model are presented in Table 9. Professional commitment highly covaried with emotion regulation, with an estimate of 0.094 and a standard error of 0.012, and with psychological well-being, with an estimate of 0.109 and a standard error of 0.012. Emotion regulation also had a significant covariance estimate of 0.133, with a standard error of 0.014, with psychological well-being. All probability values of the covariance were equal to 0.000. The results showed that the predictors were positively interrelated with one another and were personal resources, thus enabling each other in terms of professional commitment, emotion regulation, and psychological well-being.

Table 9: Covariances: (Group number 1 – Best Fit Model)

Variables			Estimates	S.E.	P-value
Professional Commitment	<-->	Emotion Regulation	.094	.012	***
Emotion Regulation	<-->	Psychological Well-being	.133	.014	***
Professional Commitment	<-->	Psychological Well-being	.109	.012	***

The significant covariances show that the three predictors were related but empirically distinguishable. Teachers who reported stronger professional commitment also tended to report more adaptive emotion regulation and higher psychological well-being; similarly, stronger emotion regulation was associated with higher well-being. These shared relationships help explain why professional commitment and emotion regulation were significant in the composite regression but not as direct predictors in Model 3.

The covariance pattern is consistent with an integrated resource perspective. Supportive professional environments may promote commitment, emotional functioning and well-being (Karagozoglu & Ozan, 2022; Nadeem, 2024), whereas adaptive regulation may safeguard psychological functioning under pressure (Gross, 2015). The findings support the interpretation that resilience is associated with a network of mutually reinforcing resources rather than a single isolated attribute.

3.10 Regression Weights of the Generated Models

Presented in Table 9.1 are the standardized regression weights of professional commitment, emotion regulation, and psychological well-being across the three generated structural models. The variation in the magnitude and significance of the coefficients indicates that the direct effects of the predictors on resilience changed according to the indicators and structural paths retained in each model. Across all three models, psychological well-being emerged as the most stable and influential predictor of teacher resilience.

In Model 1, professional commitment obtained a standardized regression weight of 0.274, emotion regulation obtained 0.305, and psychological well-being obtained 0.566. All three predictors had significant positive direct effects on resilience, with a probability value equal to 0.000. Among the predictors, psychological well-being registered the

largest standardized coefficient, indicating that it contributed most strongly to resilience in the initial model.

In Model 2, professional commitment obtained a standardized regression weight of 0.085 and was not statistically significant. In contrast, emotion regulation remained significant, with a standardized regression weight of 0.411 and a probability value of less than 0.01, while psychological well-being remained significant, with a standardized regression weight of 0.515 and a probability value equal to 0.000. The reduced and nonsignificant coefficient of professional commitment suggests that its unique contribution to resilience diminished after accounting for the shared effects of emotion regulation and psychological well-being.

Table 9.1: Regression Weights of the Generated Models

Model	Exogenous Variables to Endogenous Variables		
	Professional Commitment	Emotion Regulation	Psychological Well-being
1	.274***	.305***	.566***
2	.085 ^{NS}	.411**	.515***
3	-.489 ^{NS}	.513 ^{NS}	.865**

* p<0.05, ** p<0.01, *** p=0.000

In Model 3, both the standardized regression weights for the predictors, professional commitment and emotion regulation, were negative, at 0.489 and 0.513, although they were not statistically significant. The standardized regression weight for psychological well-being was 0.865, and the probability value was less than 0.01, which manifested as the only direct significant predictor of being resilient. This finding suggests that the models created were not significantly different in terms of psychological well-being, and that it was the most reliable and robust indicator. This suggests that the effect of professional commitment and emotion regulation was dependent on model specifications, and psychological well-being had a strong direct effect on teacher resilience.

Implication for these findings is that in the three structural models, psychological well-being is the most stable and robust factor of teacher resilience. The results are significantly different across levels, and for teachers' autonomy, mastery of the environment, personal growth, positive relationships, purpose in life and self-acceptance, the effects are relatively large, which shows the importance of these variables in combating and adapting to teachers' professional challenges. However, the role of professional commitment and emotion regulation in the model can vary in importance, which suggests that the direct role of professional commitment and emotion regulation in resilience can vary by the indicators and relationships that are included in the model. However, further research is needed on educational policies and intervention programs to keep the psychological well-being of teachers as the main goal and continue to strengthen adaptive emotion-regulation strategies and profession involvement as resources. This comprehensive support program may lead to more lasting support for teacher resiliency and effectiveness, and teacher retention.

This discovery indicates that the profession and emotional regulation could play a role in resilience, not through unique direct effects, but rather via variance common to it and psychological well-being. The theoretical construct that emerged is that effective emotion regulation has a positive impact on well-being, and professional meaning can help foster purpose and self-acceptance. It also highlights the importance of the interpretation of the structural coefficients in the complete model and not separately.

3.11 Goodness of Fit Measures of the Three Generated Models

In Table 10, the goodness-of-fit values of the three structural equation models that were developed are presented for comparison and to facilitate the decision on which model best fits the observed data. No single fit index can capture model adequacy, and therefore, multiple fit indices are considered in SEM.

Recent research has focused on the use of a combination of fit indexes, absolute fit index, incremental fit index and parsimonious fit index, such as Chi Square/Degrees of Freedom (CMIN/DF), Goodness of Fit Index (GFI), Comparative Fit Index (CFI), Tucker-Lewis Index (TLI), Normed Fit Index (NFI), and Root Mean Square of Error Approximation (RMSEA), to validate and strengthen the model validity and robustness (Hair *et al.*, 2021; Kline, 2023; Shi & Maydeu-Olivares, 2022). From Model 1 to Model 3, it is evident that there is a clear improvement in the model, which is typical of the SEM model development process.

Table 10: Summary of Goodness of Fit Measures of the Three Generated Models

Model	P-value (>0.05)	CMIN / DF (0<value<2)	GFI (>0.95)	CFI (>0.95)	NFI (>0.95)	TLI (>0.95)	RMSEA (<0.05)	P-close (>0.05)
1	.000	7.693	.793	.783	.760	.745	.130	.000
2	.000	3.362	.893	.925	.898	.910	.077	.000
3	.071	1.463	.985	.994	.983	.987	.034	.857

Legend:

CMIN/DF - Chi Square/Degrees of Freedom

GFI - Goodness of Fit Index

RMSEA - Root Mean Square of Error Approximation

NFI - Normed Fit Index

TLI - Tucker-Lewis Index

CFI - Comparative Fit Index

As can be seen in Model 1, the fit of the model to the data is very poor on all indices, which suggests that the hypothesized relationships between the variables are not empirically supported. A significant probability value of 0.000 indicates that there is a significant difference between the model and the observed covariance matrix, while an acceptable model should have a non-significant probability value. The Chi-square divided by Degrees of Freedom value of 7.693 is much higher than the acceptable value of less than 2, showing that there is a large model misfit.

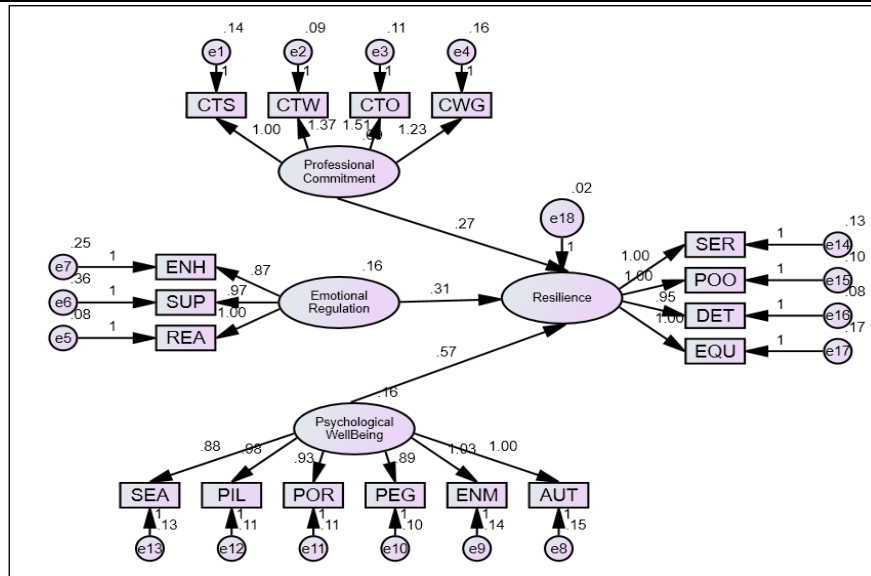


Figure 2: Model 1 in Standard Solution

Model 1 was rejected due to poor fit of the model. The Goodness of Fit Index was 0.793, Comparative Fit Index was 0.783, Normed Fit Index was 0.760, and Tucker-Lewis Index was 0.745, all of which were below the recommended value of 0.90, meaning that these indices have poor explanatory power and poor comparative fit. Similarly, the Root Mean Square Error of Approximation was 0.130, which was above the acceptable value of 0.10, and the P-close value was 0.000, which did not indicate a close fit. These results imply potential model misspecification and lack of representation of the data structure (Shi & Maydeu-Olivares, 2022; Schermelleh-Engel *et al.*, 2022).

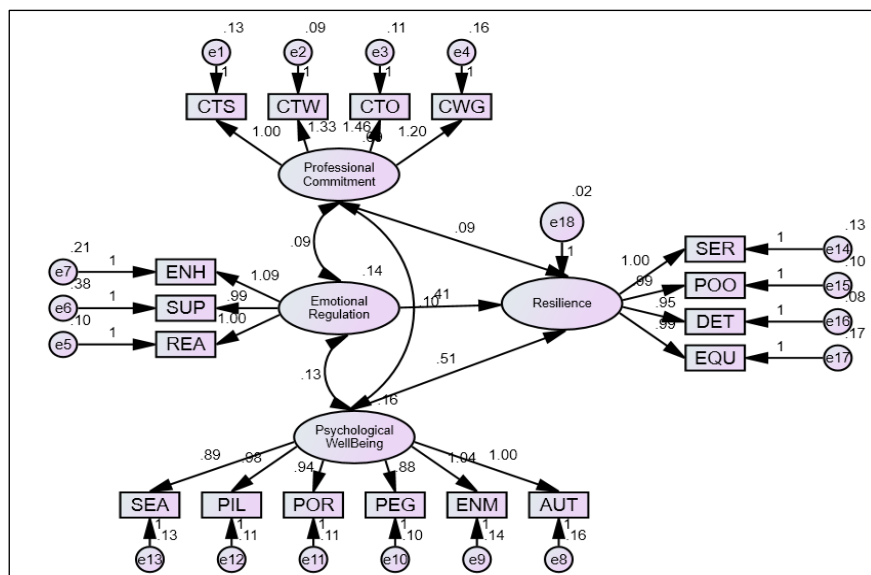


Figure 3: Model 2 in Standard Solution

Model 2, however, improved markedly and was moderately acceptable. The Chi Square / Degrees of Freedom of 3.362 was more acceptable than that of Model 1; the Comparative Fit Index of 0.925 and the Tucker Lewis Index of 0.910 were above the

minimum acceptable of 0.90. Goodness of Fit Index (GFI) and Normed Fit Index (NFI) were 0.893 and 0.898, respectively, which were slightly less than the recommended value, indicating the need for further refinement of the model. There was a reasonable fit of the model (RMS error of approximation: 0.077), but a close fit was not achieved (P-close: 0.000). Therefore, Model 2 was deemed conditionally acceptable but would benefit from additional improvements of theoretical consistency and accuracy in prediction (Putnick & Bornstein, 2022; Savalei, 2023).

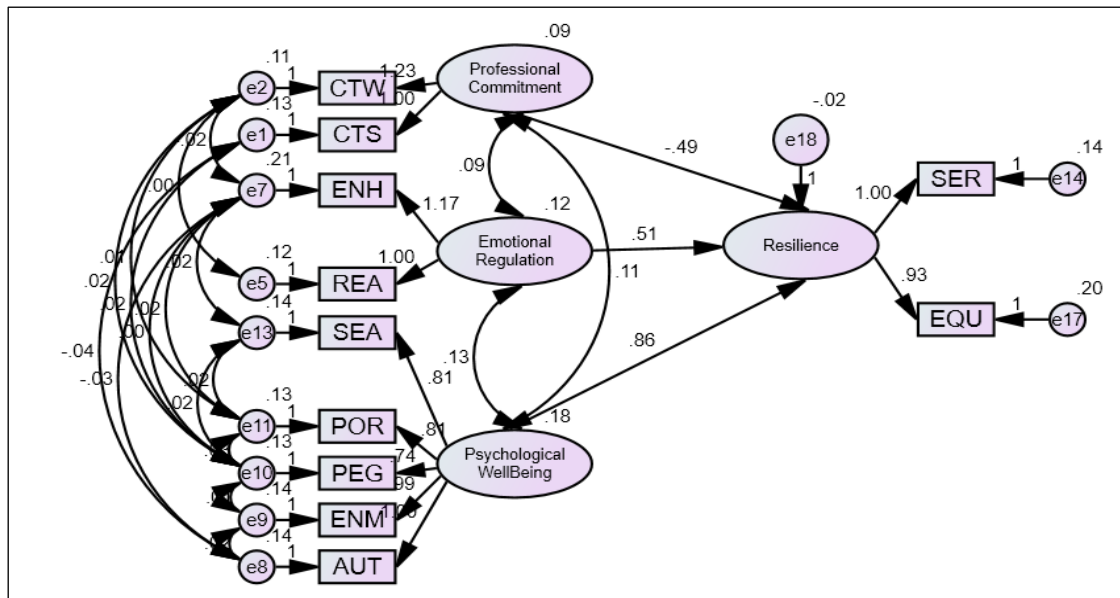


Figure 4: Model 3 Best Fit Model in Standard Solution

Model 3 showed a good fit for all indices and was the best-fitting model. The non-significant probability value of 0.071 showed that the model was a good fit with the observed data, and the value of Chi Square/Degrees of Freedom of 1.463 demonstrated there were minimal differences between the model and the covariance matrix. All the fit indices were greater than the recommended value of 0.95; the Comparative Fit Index was 0.994, the Tucker-Lewis Index was 0.987, the Normed Fit Index was 0.983, and the Goodness of Fit Index was 0.985, suggesting very good model fit. Similarly, the R.M.S.E.A and P-close values of 0.034 and 0.857, respectively, indicated excellent approximation and close fit to the data. Based on these results, Model 3 can be considered valid, statistically sound, and theoretically meaningful, and it has good validity and prediction. The findings have indicated that the model 3 is valid, statistically sound, and theoretically meaningful and is capable of good validity and prediction (Kline, 2023; Savalei, 2023; Shi *et al.*, 2023). The best-fit model of the structural equation model is shown in Figure 4, which shows the significant relationships between the latent constructs and their indicators.

Furthermore, emotional regulation plays an important role in resilience, especially when it comes to reappraisal and enhancement strategies. Positive reinterpretations of challenging situations and positive amplifications of emotions are more likely to help teachers develop resilience, especially when it comes to positive emotions, but less likely

than psychological well-being. Professional commitment, although having a smaller effect, is also an important supportive factor. Indicators of commitment to school and indicators of commitment to teaching work indirectly contribute to the teachers' sense of purpose and professional identity, which in turn supports resilience.

The progression of the model from Model 1 to Model 3 represents the iterative process of model re-specification in structural equation modeling, where low-loading indicators are discarded, and the relationships supported by theory are adjusted to improve the fit of the model (Hair *et al.*, 2021; Kline, 2023). The significant improvement in Model 3 indicates that the final model successfully integrates empirical evidence and theoretical frameworks. These results are consistent with previous research that has demonstrated that psychological wellness improves teachers' coping resources and reduces psychological stress and burnout (Sorić *et al.*, 2022; Hasan *et al.*, 2023), and that adaptive emotion regulation, professional commitment, and their interactions are important for teachers' resilience (Hu *et al.*, 2023; Pan, 2023).

This is supported by Self-Determination Theory, which states that autonomy, competence and relatedness enhance motivation, well-being and adaptive functioning. Likewise, the Job Demands-Resources Model proposes that mental health, emotion regulation and professional commitment are personal resources that support teachers in coping with job stress. Masten's contemporary view of resilience underscores that resilience is a result of the interplay of personal strengths and supportive systems. Together, these theories account for the fact that psychological well-being was the most significant predictor of resilience in the most parsimonious model.

4. Recommendations

The findings can contribute significantly to the efforts of the Department of Education (DepEd) staff, especially public school teachers, in designing and implementing programs promoting psychological well-being and resilience. They can include formal mental health programs, mental health counseling services, and stress and burnout prevention or intervention programs. DepEd may also include in teacher professional development programs modules on building resilience focusing on self-determination, life purpose, and positive relationships. From a policy level, enhancing teachers' job demands and support for them by reducing excessive workloads in teaching and administration, and providing adequate instructional resources, could contribute to improving their psychological resilience and well-being.

Creating a positive school climate is critical for school administrators. The administrators can foster collegial relationships, value teachers' work and arrange opportunities for further development. Teachers can learn to deal with stress in a more constructive way through workshops based on emotional regulation and reflective practices. Raising the commitment of the professional can be done by aligning the institutional objectives with the values of the teachers, providing advancement opportunities for them and mentoring and recognizing their professional identities. For teachers, it is important to engage in self-care practices that enhance psychological well-

being, such as mindfulness and peer support groups. Teachers should also employ adaptive emotional regulation strategies such as reappraisal and enhancement in the day-to-day challenges of teaching to ensure that resilience is maintained. They are encouraged to think about the meaning and purpose of teaching continually, which will help to reinforce their motivation and perseverance, so that teachers can succeed in their teaching despite the challenges of the profession.

Finally, future studies could examine resilience in teachers with a longitudinal design to examine change over time and the persistence of psychological well-being, emotional regulation, and professional commitment. Studies can also investigate cultural and contextual differences, comparing what predicts resilience between regions, or between educational systems. Further, researchers could explore the mediation and/or the moderation of organizational support and leadership styles in resilience. Last, mixed methods (quantitative SEM and qualitative interviews) would help to gain further insight into the personal experiences and maintenance of teacher resilience across a range of educational contexts.

5. Conclusion

This study included descriptive statistics, correlation analysis, regression weights and structural equation modelling (SEM) to examine relationships among professional commitment, emotional regulation, resilience, and psychological well-being of teachers in the study. The results showed that the most effective explanation of resilience is through the emphasis on psychological well-being, followed by emotional regulation and professional commitment.

Consolidated results from the descriptive tables indicate that teachers demonstrate extremely high rates of emotion regulation, psychological well-being and resilience in all dimensions consistently. Teachers are highly dependent on adaptive strategies (reappraisal and enhancement) in their emotion regulation and suppression when needed to preserve professionalism. They score very high on personal growth, self-acceptance, purpose in life, positive relations, and environmental mastery, with autonomy being rated slightly lower, due to some contextual restrictions on decision-making. Last but not least, their resilience is clearly demonstrated in self-reliance, positive mindset, perseverance and calmness, which shows good motivation, composure and optimism in facing challenges.

The study consistently demonstrates that resilience among teachers is significantly influenced by professional commitment, emotional regulation, and psychological well-being. While all three predictors contribute, psychological well-being consistently emerges as the strongest and most stable determinant. Emotional regulation fosters resilience via positive emotional strategies, and professional commitment offers motivational support, but resilience is ultimately founded on teachers' psychological well-being. Strong support for this conclusion in explaining teacher resilience can be found in the best fit model that integrates empirical data and theoretical perspective.

The best fit SEM model provides a representation of the interaction of emotion regulation, psychological well-being, and resilience in supporting teachers' professional commitment, which corresponds to the theoretical perspective mentioned above. In the Process Model of Emotion Regulation, Gross has posited that three processes enhancement, suppression, and reappraisal underlie adaptive emotional strategies that contribute to strengthening resilience. The 4-dimensional aspects of the contributions of autonomy, personal growth, purpose in life, and self-acceptance of Ryff's Model of Psychological Well-being directly relate to resilience and professional engagement. The satisfaction of autonomy, competence and relatedness is captured in teachers' sense of meaning, growth and positive relations, which boost motivation and commitment and is a key aspect of SDT. Last but not least, the Job Demands-Resources Model and Resilience Theory explain how self-reliance, positive thinking, determination and equanimity are personal factors which protect against stress and maintain professional commitment. To conclude, the SEM model validates these theories, revealing that psychological and emotional factors are interconnected and that teachers' resilience and wellbeing are not separate entities but are interdependent in shaping their enduring commitment in the face of adversity in the school environment.

Thus, the study confirmed that the three factors of professional commitment, emotional regulation, and psychological well-being are important factors that affect resilience in teachers, among which psychological well-being has the greatest and most clear effect. Emotional regulation is associated with adaptive strategies (reappraisal, enhancement) and professional commitment with motivational support (but less stability than well-being). The best fit model showed that the three factors, specifically within the framework of teachers' psychological well-being, represent the best fit for resilience.

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Appendix A: Research Instrument

Professional Commitment, Emotion Regulation, and Psychological Well-being of Teachers: A Causal Model on Teachers' Resilience in Public Secondary Schools

Name (optional): _____

Age: _____ Sex: _____ Years in Teaching: _____ Ethnic Group: _____

Type of Institution: _____ Private _____ Public

Directions: Rate the levels of the following areas using the scale below. Indicate your agreement with each statement describing the indicator of commitment by placing a check mark after each statement.

5 – Strongly Agree (SA)

4 – Agree (A)

3 - Neither Agree nor Disagree (N)

2 – Disagree (D)

1 – Strongly Disagree (SD)

Part I: Professional Commitment

<i>Commitment to School</i> <i>As a teacher...</i>	5 SA	4 A	3 N	2 D	1 SD
1. I work hard for school					
2. I am proud of the school					
3. I work according to the desire created by the school.					
4. I prefer working at this school even though the teachers have choices for working at the other school.					
5. I agree with the relations existing between the people in the school.					
6. I deal with the future of the school.					
7. I perceive the school as the best one among the others.					
<i>Commitment to Teaching Work</i> <i>As a teacher...</i>	5 SA	4 A	3 N	2 D	1 SD
1. I spend time with the students on subjects (activities) related with the lesson outside the classroom.					
2. I look for extra courses/teaching load.					
3. I accomplish the job with enthusiasm.					
4. I get information about the student's family life.					
5. I try to do the best for the struggling students.					
6. I enjoy teaching.					
<i>Commitment to Teaching Occupation</i> <i>As a teacher...</i>	5 SA	4 A	3 N	2 D	1 SD
1. I take the choice of becoming a teacher as the best decision in my life.					
2. I am proud of being a teacher.					

Almie Catherine N. Asuro, Rinante L. Genuba
PROFESSIONAL COMMITMENT, EMOTION REGULATION, AND PSYCHOLOGICAL WELLBEING
OF TEACHERS: A CAUSAL MODEL ON TEACHERS' RESILIENCE IN PUBLIC SECONDARY SCHOOLS

3. I perceive the values of teaching occupation as more important than those of other professional values					
4. I perceive teaching as the best for working life.					
5. I desire to be well-known in the teaching profession.					
6. I desire to continue teaching even without economic gains					
Commitment to Work Group <i>As a teacher...</i>	5 SA	4 A	3 N	2 D	1 SD
1. I am pleased spending time with the other teachers.					
2. I am proud of my colleagues.					
3. I have the perception of being felt as a close friend by the other teachers at the school.					
4. I feel the other teachers in the school as their best friends.					
5. I have a relationship with co - teachers outside of the school.					
6. I feel myself as the other teachers' close friend in the school.					

Source: Hussien, Anwar & Awgichew, Sisay & Zelalem, Tamrat. (2021). Teachers Professional Commitment towards their Students Learning, the Community and their Professions. Asia-Pacific Journal of Teacher Education. 5. 289-314. Profession and the Community in Eastern Ethiopian Secondary Schools.

Part II: Emotion Regulation

Reappraisal <i>As a teacher...</i>	5 SA	4 A	3 N	2 D	1 SD
1. When I want to feel more positive emotion (such as joy or amusement), I change what I'm thinking about.					
2. When I want to feel less negative emotion (such as sadness or anger), I change what I'm thinking about.					
3. When I'm faced with a stressful situation, I make myself think about it in a way that helps me stay calm.					
4. When I want to feel more positive emotions, I try to avoid discussing with troublesome people.					
5. I try to avoid a certain situation that may bring about undesirable emotions.					
6. When I want to feel less negative emotion, I think of good thinking things that may come out of the difficult situation.					
Suppression <i>As a teacher...</i>	5 SA	4 A	3 N	2 D	1 SD
1. I keep my emotions to myself.					
2. When I am feeling positive emotions, I am careful not to express them.					
3. I control my emotions by not expressing them.					
4. When I am feeling negative emotions, I do not to express them.					
Enhancement <i>As a teacher...</i>	5 SA	4 A	3 N	2 D	1 SD
1. When I want to feel more positive emotions, I manifest my expression					
2. In certain situations, I manifesting expression of what I am feeling (be it positive or negative).					

Source: Heydarnejad, T., Zareian, G., Ghaniabadi, S., & Adel, S. M. R. (2021). Measuring language teacher emotion regulation: development and validation of the language teacher emotion regulation inventory at workplace (LTERI). Frontiers in Psychology, 12, 708888.

Part III: Resilience

Self-Reliance <i>As a teacher...</i>	5 SA	4 A	3 N	2 D	1 SD
1. I can cope with job difficulties by myself.					
2. I do not have to rely much on my colleagues at work.					
3. I can handle many job tasks at one time.					
4. I can get through hard times in doing certain tasks by myself.					
5. I can usually find something to laugh about at work.					
6. My self-efficacy gets me through hard times in dealing with problems in school.					
7. Although I may not like some of the tasks given to me at work, I would make sure that I do it.					
Positive Outlook <i>As a teacher...</i>	5 SA	4 A	3 N	2 D	1 SD
1. I try not to overthink my workload.					
2. I take things one day at a time.					
3. I keep being interested in my profession					
4. I try to be creative in solving problems.					
Determination <i>As a teacher...</i>	5 SA	4 A	3 N	2 D	1 SD
1. When I make plans, I follow through with them.					
2. I usually manage to do my tasks one way or the other.					
3. I make sure I complete important job tasks.					
4. I feel satisfied when I do my work well.					
5. I am determined in my profession.					
6. In an emergency at school, I am someone my colleagues can rely on.					
Equanimity <i>As a teacher...</i>	5 SA	4 A	3 N	2 D	1 SD
1. My work life has meaning					
2. I do not dwell on things that I can't do anything about.					
3. When I'm in a difficult situation at work, I can still focus on my job.					

Source: Abubakar, A. M., Tengku Ariffin, T. F., & Md Jaafar, F. (2022). Teacher resilience instrument: Development and validation of a four-factor model. *International Journal of Evaluation and Research in Education*.

Part IV: Psychological Wellbeing

Autonomy <i>As a teacher...</i>	5	4	3	2	1
1. I am not afraid to voice my opinions, even when they are in opposition to the opinions of most people.					
2. My decisions are not usually influenced by what everyone else is thinking.					
3. I do not worry about what other people think of me.					
4. I am not influenced by people with strong opinions.					
5. I have confidence in my opinions, even if they are contrary to the consensus.					
6. It's easy for me to voice my own opinions on controversial matters.					
7. I judge myself by what I think is important, not by the values of what others think is important.					
Environmental Mastery	5	4	3	2	1

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PROFESSIONAL COMMITMENT, EMOTION REGULATION, AND PSYCHOLOGICAL WELLBEING
OF TEACHERS: A CAUSAL MODEL ON TEACHERS' RESILIENCE IN PUBLIC SECONDARY SCHOOLS

<i>As a teacher...</i>					
1. I feel I am in charge of the situation in which I live.					
2. The demands of everyday life do not get me down.					
3. I fit with the people and the community around me.					
4. I am quite good at managing the many responsibilities of my daily life.					
5. I do not feel overwhelmed by my responsibilities					
6. I have no difficulty arranging my life in a way that is satisfying to me.					
7. I have been able to build a home and a lifestyle for myself that is much to my liking.					
Personal Growth	5	4	3	2	1
<i>As a teacher...</i>					
1. I am interested in activities that will expand my horizons.					
2. I think it is important to have new experiences that challenge how you think about yourself and the world.					
3. When I think about it, I have continued to improve as a person over the years.					
4. I have the sense that I have developed a lot as a person over time.					
5. I enjoy being in new situations that require me to change my old familiar ways of doing things.					
6. For me, life has been a continuous process of learning, changing, and growth.					
7. I gave up trying to make big improvements or changes in my life a long time ago.					
Positive Relations	5	4	3	2	1
<i>As a teacher...</i>					
1. Most people see me as loving and affectionate.					
2. Maintaining close relationships has been easy and fulfilling for me.					
3. I enjoy personal and mutual conversations with family members or friends.					
4. People would describe me as a giving person, willing to share my time with others.					
5. I have experienced many warm and trusting relationships with others.					
6. I know that I can trust my friends, and they know they can trust me.					
Purpose in Life	5	4	3	2	1
<i>As a teacher...</i>					
1. I don't live life one day at a time and I really think about the future.					
2. I have a sense of direction and purpose in life.					
3. My daily activities seem great and important to me.					
4. I have a good sense of what it is I'm trying to accomplish in life.					
5. I enjoy making plans for the future and working to make them a reality.					
6. Some people wander aimlessly through life, but I am not one of them					
7. I feel sometimes feel as if I've done all there is to do in life.					
Self-Acceptance	5	4	3	2	1
<i>As a teacher...</i>					
1. When I look at the story of my life, I am pleased with how					

things have turned out.					
2. I feel confident and positive about myself.					
3. I feel like many of the people I know have gotten more out of life than I have.					
4. I like most aspects of my personality.					
5. In many ways, I feel proud about my achievements in life.					
6. My attitude about myself is probably as positive as most people feel about themselves.					
7. When I compare myself to friends and acquaintances, it makes me feel good about who I am.					

Appendix B: Specific items per Indicator

Table 1: Level of Professional Commitment of Teachers

Indicators	SD	Mean	Descriptive Equivalent
Commitment to School	0.47	4.46	Very High
Commitment to Teaching Work	0.50	4.28	Very High
Commitment to Teaching Occupation	0.55	4.28	Very High
Commitment to Work Group	0.54	4.20	Very High
Overall	0.42	4.31	Very High

Table 2: Level of Emotion Regulation of Teachers

Indicators	SD	Mean	Descriptive Equivalent
Reappraisal	0.49	4.28	Very High
Suppression	0.71	4.03	High
Enhancement	0.61	4.23	Very High
Overall	0.47	4.18	High

Table 3: Level of Psychological Well-being of Teachers

Indicators	SD	Mean	Descriptive Equivalent
Autonomy	0.56	4.14	High
Environmental Mastery	0.56	4.21	Very High
Personal Growth	0.47	4.34	Very High
Positive Relation	0.50	4.25	Very High
Purpose in Life	0.51	4.26	Very High
Self-Acceptance	0.51	4.33	Very High
Overall	0.41	4.26	Very High

Table 4: Level of Resilience of Teachers

Indicators	SD	Mean	Descriptive Equivalent
Self-Reliance	0.53	4.21	Very High
Positive Outlook	0.51	4.34	Very High
Determination	0.46	4.35	Very High
Equanimity	0.57	4.33	Very High
Overall	0.42	4.31	Very High