Teacher's Resilience and Coping Strategies in the Face of Work-Related Pressures in Diverse School Context

Faith Pulmones Amoroso

ABSTRACT

In the dynamic educational setting, where challenges and uncertainties are the norm, the resilience of teachers becomes not just a personal strength but a critical asset for sustaining the quality of learning. This study examined teachers' resilience levels and coping strategies in the Tupi 3 District, South Cotabato. Using a quantitative approach, the research utilized descriptive and correlational methods with 48 public elementary school teachers as respondents. Using the descriptive correlation design, the study revealed that most teachers were 25-30, predominantly female, with 2-6 years of service. Many teachers commute 1-5 km to school, mostly teaching Blaan learners. Teachers exhibited moderate resilience, with scores reflecting moderate control, ownership, reach, and endurance. The level of coping strategy was high. Positive self-talk, time management and self-care, social support, professional support, and problem-solving. The analysis of variance revealed that age significantly influenced resilience, while professional achievement affected coping strategies. Correlation analysis identified self-care as the strongest factor contributing to overall resilience. In contrast, time management showed weak correlations with resilience. The findings suggest teachers' resilience is best nurtured through self-care, problem-solving, and social support strategies.

Keywords: teacher's resilience, coping strategies, self-care, social support, professional support, problem solving

CHAPTER I
INTRODUCTION
Background of the Study

In a dynamic educational setting, where challenges and uncertainties are the norm, teachers' resilience becomes not just a personal strength but a critical asset for sustaining the quality of learning. As educators try to overcome the complex demands of diverse school contexts, their ability to cope with work-related pressures often defines the success of their classrooms.

Globally, elementary school teachers endure high levels of stress and burnout due to the substantial demands they encounter at work. These stressors can negatively impact teachers' wellness and career fulfillment (Smith & Hoy, 2022). In actuality, teachers in countries like China, Japan, and the United States often feel burdened with heavy job-related tasks, handling classroom discipline, and the necessities to support different types of learners (Chang & Chan, 2015). Such ongoing stress may result in increased turnover, frequent absences, and decreased teaching efficiency (Skaalvik & Skaalvik, 2017).

Teachers face unique challenges that test their resilience and coping strategies across the ASEAN region, where education systems are marked by diversity in culture, language, and socio-economic conditions.

The pressures associated with managing classrooms in such diverse contexts often include language barriers, varying levels of student preparedness, and the integration of inclusive practices (Polla et al., 2021). The role of teacher resilience in ASEAN has gained increasing attention, particularly as the region continues to prioritize educational reforms aimed at achieving inclusive and equitable quality education (UNESCO, 2022). Effective coping strategies are crucial for teachers to maintain their well-being and continue delivering quality education despite many ASEAN countries' socio-economic disparities and infrastructural challenges (Tran et al., 2020).

In the Philippines, elementary school stress is a common problem that requires attention. Research conducted by Dumlao and Dumlao (2020) found that Filipino teachers experienced high work-related demands, including heavy tasks, limited time, and challenges in managing classroom behaviors. Such work-related responsibilities may cause stress and exhaustion or burnout, impairing a teacher's health and capacity to instruct students. Additionally, research conducted by Tagayuna and Acosta (2020) revealed that these work-related stressors, like excessive workload and insufficient materials, are strongly linked to increased stress and burnout among teachers. Nonetheless, Filipino educators have proven resilient in managing pressure from their jobs.

Sepe's study (2021) indicated that teachers with increased levels of emotional competence and self-belief demonstrated greater resilience in handling work-related stress and exhaustion. Similarly, Genuino et al. (2021) revealed that teachers with an optimistic point of view and solid social networks were more effective in coping with work-related stressors.

Teachers in Tupi 3 District deal with many demands on their time, which can cause stress and burnout. Additionally, schools in Tupi 3 District may experience additional stressors due to their proximity to natural disasters or other emergencies. For example, educators who work in mountainous regions might experience earthquakes or landslides. It was reported that teachers with higher levels of stress, anxiety, and trauma had gone through environmental catastrophes (Dela Cruz et al., 2020). These teachers assigned to diverse educational settings, such as isolated or remote areas or indigenous communities, may also encounter difficulties obtaining social support and resources. Accordingly, educators in rural regions expressed feeling alone and cut off from their peers and communities (Skoufalos et al., 2020). Teachers may find it challenging to handle stress and the demands of their jobs due to a lack of social support.

Even though these subjects have been covered in a few studies, much more must be discovered about the elements supporting teachers' resilience and useful coping mechanisms. In particular, a study by Kim et al. (2021) revealed that teacher resilience was linked to greater work fulfillment and lower levels of exhaustion. Nevertheless, the study did not examine teachers' coping mechanisms for job stress. Likewise, research by Jeong and Choi (2020) revealed that support from co-workers and supervisors was a key factor in enhancing teacher resilience. However, the study did not explore other possible causes, such as wellness routines or individual traits.

Research on the particular coping mechanisms teachers employ to deal with work-related stress and the contribution of individual characteristics like optimism and self-efficacy to resilience is thus lacking. To fill this gap in the literature, researchers have examined teachers' resilience and capacity to handle work-related difficulties to ascertain how they manage this stress and pressure.

Theoretical and Conceptual Framework

This study is firmly grounded in Resilience Theory, with Luthar's (2000) emphasis on positive adaptation to adversity as a guiding principle. The core aim of this research is to delve into how teachers not only

endure but also excel and maintain their effectiveness despite the considerable pressures they encounter in their work. Protective factors like strong social support networks, self-efficacy, and useful coping mechanisms are essential for teachers to manage these demands and maintain their general well-being. Since personal situations and outside stressors can greatly impact teachers' resilience, it is also important to recognize that different teachers have different levels of vulnerability.

Furthermore, understanding how these contextual factors affect teacher resilience and coping strategies requires a thorough analysis of the larger educational context, which includes the school environment and administrative support. As the study underscores, resilience is a dynamic process that evolves. Individual differences play a crucial role, with some teachers naturally exhibiting higher levels of resilience while others may need to develop this capacity over time. Understanding these variations is essential for tailoring support and interventions effectively.

Furthermore, Paul Stoltz's (1997) Adversity Quotient Theory lends further significance to this study. Stoltz's theory values developing resilience skills to overcome adversity and obstacles. It asserts that people with high resilience have a higher chance of succeeding in the face of adversity and that resilience is an ability that can be actively cultivated by consistent effort.

According to the theory, control according to the theory, control, ownership, reach, and endurance are the four fundamental components of resilience. These components encourage positive traits like perseverance, adaptability, and optimism. Conversely, those who lack resilience may exhibit negative characteristics like helplessness and a tendency to give up easily.

Furthermore, the study draws support from Smith and Jones (2018), who posit that public elementary school teachers frequently employ various coping strategies to manage work-related pressures. These strategies encompass reaching out to others for assistance, effective time management, personal well-being, accessing professional help, resolving issues, and maintaining self-affirmation.
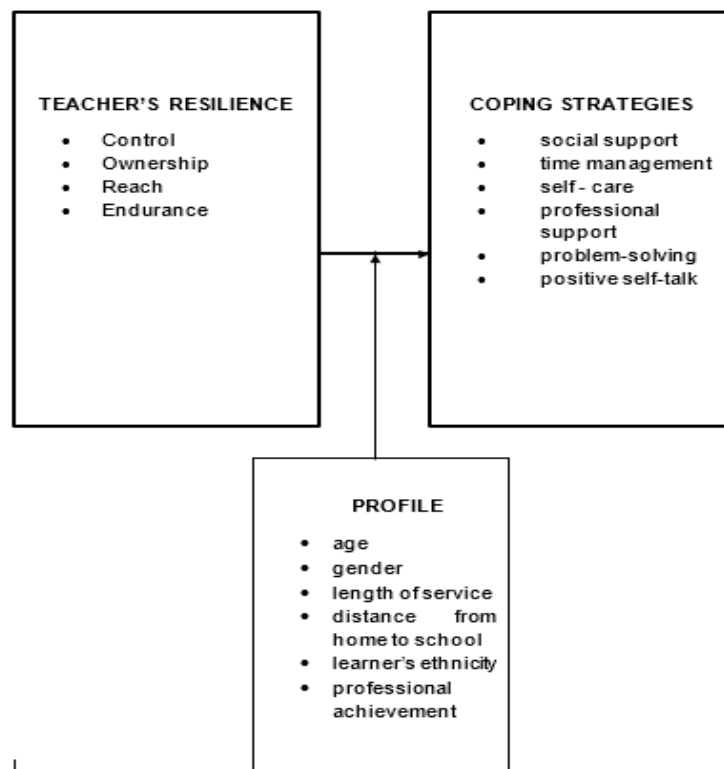

Figure 1. Conceptual Framework

In light of the various and frequently unfavorable circumstances in which elementary school teachers operate, this study focuses on the relationship between resilience and the degree of coping mechanisms they use. The study is based on the idea that more resilient people are less likely to experience stress and anxiety because they are better able to recover from difficult situations. Core, Ownership, Reach, and Endurance are the four main components that this study uses to operationalize resilience. Coping strategies include positive self-talk, time management, self-care, professional support, social support, and problem-solving.

Statement of the Problem

The study ascertained the relationship between the degree of coping strategies teachers use in various educational settings within the Tupi 3 District and their resilience level when faced with work-related stress. It addressed the following research focus:

1. What is the socio-demographic profile of teachers in terms of:

1.1 age;

1.2 gender;

1.3 length of service;

1.4 distance from home to school;

1.5 learner's ethnicity; and

1.6 professional achievement?

2. What is the level of resilience among teachers in diverse school contexts in terms of:

2.1 control;

2.2 ownership;

2.3 reach; and,

2.4 endurance?

3. What is the extent of coping strategies teachers in diverse school contexts used to manage work-related pressure in terms of:

3.1 social support;

3.2-time management;

3.3 self-care;

3.4 professional support;

3.5 problem-solving; and,

3.6 positive self-talk?

4. Is there a significant difference in resilience levels among teachers in diverse school contexts based on socio-demographic characteristics?

5. Is there a significant difference in coping strategies among teachers in diverse school contexts based on socio-demographic characteristics?

6. Is there a significant relationship between teachers' level of resilience and the extent of coping strategies in the face of work-related pressure among teachers in diverse school contexts?

Hypotheses

The research hypotheses in null form are the following:

HO1. There is no significant difference in the levels of resilience of public elementary school teachers across demographic profiles.

HO2. There is no significant difference in coping strategies among teachers in diverse school contexts based on socio-demographic characteristics.

HO3. There is no significant relationship between teacher resilience and the extent of coping strategies among public elementary school teachers.

Significance of the Study

This study could help a large group of school sponsors, including school supervisors and medical experts, by distinguishing useful coping strategies and interventions to address work-related stress and support teachers' well-being. School administrators may find the study very helpful in establishing a positive work environment for educators by determining the causes of work-related stress and implementing policies and initiatives that support teachers' well-being and prevent burnout. By identifying practical coping strategies and stress-reduction tactics, the study may assist educators in creating effective learning environments and raising student achievement.

To better support and resource teachers experiencing stress or burnout, healthcare professionals like school nurses may also gain from the study by learning about effective coping mechanisms and sources of work-related pressure. Lastly, by offering insightful information for further research, the study might add to the knowledge of coping mechanisms and teacher resilience, especially in Philippine public elementary schools.

Scope and Delimitation of the Study

Only public school teachers in the Tupi 3 District, South Cotabato Division, have been the subject of this study, which has focused on their coping mechanisms and resilience in the face of work-related stress. Due to limitations, teachers from private elementary, high, or other educational institutions have been excluded from the study. It specifically focused on teachers working in public elementary schools rather than those who have retired or exited the profession.

The study was limited by excluding certain sources of stress or pressure related to the workplace, such as personal or non-work-related factors. The study was also limited by the self-reported nature of the data collection, which may have led to incomplete or biased responses.

Definition of Terms

The following terms have been defined operationally to clarify and comprehend their meaning in this study.

Control refers to how teachers perceive the ability to manage or influence the circumstances or adversities they encounter. It involves a sense of agency and the belief that one can direct or mitigate the impact of challenges.

Coping Strategy refers to the specific actions, concepts, or methods elementary school teachers in public schools use to manage stress at work.

Endurance refers to the teacher's ability to persist or withstand challenges, stresses, or difficult circumstances. It involves the ability to endure or sustain efforts in the face of adversity without succumbing to the negative effects of the challenges.

Diverse refers to the schools in rural areas where Indigenous people learners dominate; hence, teachers are non-local, having different backgrounds, cultures, and languages than the majority of their learners.

Ownership refers to the degree to which the teacher internalizes the responsibility for addressing and overcoming adversities or challenges. It involves a sense of accountability and commitment to resolving or dealing with difficult situations.

Positive self-talk refers to the conscious use of optimistic and supportive internal dialogue. It involves encouraging, motivating, and affirming oneself through positive statements and affirmations to cultivate a constructive mindset and overcome challenges.

Problem-solving refers to the systematic approach to identifying, analyzing, and resolving challenges or obstacles. It involves a structured process of defining issues, generating solutions, evaluating alternatives, and implementing effective strategies to address problems.

Professional Achievement refers to the highest educational achievement of teachers in the Tupi 3 District.

Professional Support refers to the guidance, mentorship, resources, or assistance provided in the workplace. It includes access to mentors, professional development programs, training, and any support available in the professional environment.

Reach refers to teachers' ability to recognize and actively engage with adversities or challenges. It refers to the willingness and readiness to confront difficulties, adapt, and find solutions or strategies to address these challenges effectively.

Resilience Quotient refers to a person's ability to overcome challenges and cope with adversity, as assessed by the Paul Stoltz assessment tool.

Self-care refers to intentional actions and behaviors focused on maintaining and improving an individual's emotional, physical, and mental health. It includes exercise, adequate sleep, relaxation techniques, healthy eating, and activities that reduce stress and promote personal health.

Social Support refers to the tangible and emotional assistance, guidance, and encouragement from family, friends, colleagues, or a supportive community. It involves the perception of being cared for, esteemed, and included in a network that offers assistance during challenging times.

Teacher refers to individuals who work with public elementary school pupils in this study.

Time Management refers to the capacity to efficiently plan activities, assign time, and prioritize tasks to accomplish goals within predetermined time frames. It involves planning, scheduling, and executing tasks in a manner that optimizes productivity and minimizes stress.

Work-Related Pressure refers to the different pressures and stressors that teachers might experience at work, such as heavy workloads, due dates, time restraints, disciplinary problems with students, other titles given by people in positions of power, and challenges creating lesson plans or curricula.

CHAPTER II
REVIEW OF RELATED LITERATURE AND STUDIES

This chapter reviews various literature and pertinent studies. These resources, which include online and other internet sources such as news articles, are very helpful in conducting the study.

The Level of Teachers' Resilience

Over the past decade, several advancements in resilience theory have laid the groundwork for addressing challenges individuals and communities face. Notably, the contemporary resilience theory proposed by Van Breda (2018) emphasizes the importance of understanding resilience within broader social systems while accounting for issues of influence and social equity. Within this framework, adversity is viewed as a disruptive event or condition significantly impacting people's lives. According to Singh (2017), how an

individual responds to such adversity determines whether the outcome will be frustration, misery, desperation, or satisfaction, progress, and achievement.

In light of this, gaining insights into an individual's reaction to misfortune becomes critical for predicting their level of resilience, cognitive strength, determination, mindset, and adaptability to environmental changes, as highlighted by NashTech (2021). This perspective underscores the relevance of the adversity quotient, especially in the education sector. Juwita et al. (2020) note that the adversity quotient is useful for assessing how individuals, including teachers, faculty, parents, and learners, respond to and overcome various challenges.

Furthermore, the study of resilience goes beyond mere reaction; it evaluates a person's capacity to cope with life's difficulties. Individuals with a high adversity quotient are more inclined to persevere through significant trials and continue advancing, as they are equipped with the mindset and skillset necessary for sustained progress (NashTech, 2021). However, from an emic and social constructionist perspective, even behaviors that may seem antisocial at first glance can be understood as manifestations of resilience processes that ultimately result in positive outcomes. As Van Breda (2018) explains, concepts such as resilience, adversity, and exceptional results are not fixed but are shaped by social and contextual interpretations.

In education, intentionally nurturing teacher resilience proves beneficial, particularly in helping educators sustain their enthusiasm for a meaningful and demanding profession. Wingerden et al. (2019) advocate for resilience-building strategies that support teachers in managing their emotional and professional challenges. During the evaluation phase of any job, it is crucial to understand an individual's vulnerabilities. As Van Breda (2015) points out, effective assessment requires more than a focus on the problem itself—it must consider the individual's background, environment, and personal strengths, recognizing that a person is more than the sum of their difficulties.

Moreover, those who exhibit higher levels of resilience are generally more capable of enduring setbacks and recovering swiftly, as they view challenges as temporary rather than permanent obstacles (NashTech, 2021). In this way, resilience becomes a theoretical construct and a practical attribute that empowers individuals to navigate adversity with strength and purpose.

For Filipinos, resilience is deeply embedded in the national identity. However, while it is often celebrated, its use, particularly by politicians, has taken on a more problematic undertone. As Lasco (2018) argues, political rhetoric around "Filipino resilience" tends to carry an unfavorable implication, suggesting the capacity to endure hardship and the obligation to do so, regardless of the circumstances. This framing has become especially prominent in the aftermath of environmental catastrophes and during the ongoing coronavirus pandemic, where the government's repeated emphasis on resilience implies that Filipinos should withstand adversity rather than expect meaningful change or support.

This mindset is especially concerning given the Philippines' status as one of the most disaster-prone countries in the world. According to the 2015 World Risk Report, the country ranks third globally regarding disaster risk exposure. Alcayna (2016) notes that natural hazards threaten daily life and well-being, particularly for communities near or below the poverty line, who often lack the resources to recover quickly from such disruptions.

In response, the Philippine government has prioritized disaster risk management, investing in local and nationwide initiatives to reduce vulnerability and enhance preparedness. While these efforts are commendable, critics like Lasco (2018) point out that the focus often shifts from proactive planning to

glorifying the ability to endure hardship, thereby deflecting attention from systemic issues such as the lack of centralized planning or sufficient investment in climate-resilient infrastructure.

At the cultural level, resilience, referred to in Filipino as *katatagan,* is viewed as the capacity to adapt and function well despite significant stressors. These can include personal and relational challenges, serious health concerns, and economic or occupational pressures, as described by Hechanova et al. (2015) and based on the framework provided by the American Psychological Association (2012).

This resilient spirit extends to the workplace, where many Filipinos are known for exceeding expectations and striving for positive results despite limited resources or high demands. However, this dedication can have drawbacks. Juariza (2021) explains that pushing beyond one's limits can lead to job exhaustion, particularly in environments lacking support systems.

The COVID-19 pandemic further tested the boundaries of Filipino resilience. Data from the World Health Organization (2020) revealed that the Philippines had the highest number of coronavirus cases in the ASEAN region and ranked among the top 20 globally. In such a context, resilience required psychological endurance and practical adjustments at the household level. This burden fell disproportionately on Filipino working mothers, who, due to traditional gender roles, were expected to manage domestic responsibilities even while fulfilling professional duties.

Based on the findings of Ferrer et al. (2016), women have often been perceived as powerless prey in disaster circumstances. However, women demonstrated higher resilience than men and can take on essential managerial functions in contexts of urgency and calamity. Moreover, Juariza (2021) stated that the citizens of the Philippines are widely recognized for their optimism and resilience. Since resilience in the Philippines has primarily been studied in the context of disasters (Tanyag, 2018) but not from the standpoint of enhancing workplace well-being, it is crucial to prevent its misuse or exploitation. It is essential to recognize that acknowledging your struggles or stepping away is not a sign of weakness, regardless of experiencing negative resilience or career fatigue. Success and progress are essential in establishing personal boundaries (Juariza, 2021).

The Philippines' employment setting has been found to contain numerous reasons that put workers in distress (Errighi et al., 2016). As a result, resilience has become an essential trait among working professionals. Though this word has been described in different ways across different contexts, the most common of its description, where it was applied for the perspective of this research study, is that it refers to one's capacity to rebound from stress and to restore psychologically well-being to its prior state (Boyle et al., 2014). Because resilience is a continuous process, families that are considered resilient may become non-resilient if exposed to more demands and stressors. Rebuilding relationships exemplifies the complex circumstances faced by families caught in the temporary reunion and separation cycle. Resilient families actively strive to break this cycle and remain united, while non-resilient families do not demonstrate this aspiration (Hall, 2019)

As highlighted in the Indeed Editorial Team (2021), stress is a problem or barrier that can affect a team, a company, or a single employee. Ablaña et al. (2016) state that employees may take their adversity quotient into account. A person can undoubtedly perform well at work if they can handle stress. Furthermore, happier people are also more contented in their work; the more contented people are, the more joyful or pleased they become. Every institution's accomplishment varies depending on its associates' performance and responsibilities. When the organization's personnel are productive, capable, and dedicated, it can accomplish its objective.

According to Buenaventura (2021), one of the main duties of employers should be to foster employee resilience. By improving organizational culture, employers can produce flexible, upbeat, and adaptive people. Employees with a strong work support network are better equipped to handle uncertainty. The ability to cope with ongoing stress, adapt to various changes, and tolerate pressure is beneficial in the workplace and enhances one's overall well-being.

Research shows that resilience is widely known (Macías et al., 2018). Those situational factors that influence the capability of teachers to prosper in their careers are also significant in terms of individual aspects (Ainsworth et al., 2019). Consequently, teachers' leadership style is positively associated with educational resilience and enthusiasm, while educational resilience is negatively associated with exhaustion and positively impacts educational achievement. Similarly, academic enthusiasm is negatively associated with burnout and positively linked to educational achievement; finally, exhaustion negatively affects educational resilience (Trigueros et al., 2020). A higher level of resilience at work is associated with improved job performance (Walpita et al., 2020).

On the other hand, Polat et al. (2018) discovered a significant negative correlation between teachers' resilience levels and exhaustion and a significant positive correlation between the teachers' resilience levels and organizational commitment, work fulfillment, and insights into the organizational climate. Additionally, compared to their elementary and high school counterparts, secondary school teachers were found to have significantly lower resilience levels. According to Hidayat et al. (2018), the adversity quotient affects the degree of mathematical creativity. However, campers and climbers tend to be watchful and try to ensure the solutions provided, while quitter-type adversity quotients typically struggle and give up easily when solving problems. Additionally, Hidayat and Husnussalam (2019) found that the adversity quotient positively impacted the development of mathematical understanding skills. Climber students are more adept at understanding mathematics than campers and quitters.

The relationship between resilience and professional performance has been consistently highlighted in recent studies. Fonte et al. (2021) demonstrated that teachers with high levels of resilience tend to deliver highly satisfactory work outputs, suggesting that a teacher's resilience quotient significantly influences their job performance. Similarly, Suprapto et al. (2021) explained that school administrators with high adversity quotients are expected to excel in both instructional leadership and adherence to the basic education program quality standards. Interestingly, the same study found that work ethic appeared unrelated to adversity quotient, indicating that performance may be more closely tied to cognitive resilience than ethical attitudes toward work.

Exploring this connection further, Somaratne et al. (2017) conducted a study among middle-level managers in the NGO sector, uncovering that the adversity quotient was significantly correlated with stress levels. Their findings also showed that age, not gender, was a key demographic factor influencing the adversity quotient. These conclusions were drawn from a sample of 200 participants through self-administered questionnaires, revealing that older individuals generally had higher adversity quotients, affecting their stress management capacity.

A similar trend was identified by Wirandendi (2020), who found a positive correlation between adversity quotients and the productivity levels of young sales personnel. However, other studies, such as the one by Tigchelaar et al. (2015), showed mixed findings. While no significant relationship was found between adversity quotient and general demographic profiles, such as age, years of service, and educational attainment, there was a notable correlation between the control component of the CORE model and the

respondents' highest level of educational achievement. This suggests that while general demographics may not predict the adversity quotient, specific psychological components might be more indicative.

Beyond professional performance, the adversity quotient has also been linked to adaptability and psychological resilience in various settings. During the COVID-19 pandemic, Rahayu (2021) identified a strong positive relationship between students' self-adaptation abilities and their adversity quotient. This suggests that individuals who could better adjust to the new learning environment during the pandemic also had higher resilience capacities.

Additionally, Li et al. (2022) emphasized that adversity quotient and work engagement were positively associated with the work environment, highlighting the indirect influence of a supportive work atmosphere on job involvement. Their findings also showed that personal competence was a moderating factor in the relationship between adversity quotient and job engagement, adding another layer of complexity to the resilience-performance dynamic.

Complementing these findings, Bahri et al. (2020) explored the combined influence of adversity and spiritual quotients on teacher performance. Their results revealed several important conclusions: first, that both spiritual and adversity quotients individually correlated positively and significantly with teacher achievements; second, that there was a strong positive correlation between spiritual quotient and adversity quotient; and finally, that when considered simultaneously, both quotients exerted a significant positive effect on overall teacher performance.

Baroa (2015) conducted a study among school supervisors and found that their overall Adversity Quotient (AQ) across its four dimensions was rated as below average when demographic profiles were considered. Despite this, their leadership skills, which were measured across three specific areas, were found to be high. The study revealed no significant correlation between the total AQ and overall leadership abilities. This suggests that strong leadership capabilities may exist independently of one's resilience levels. Similarly, Vinas et al. (2015), who focused on college students, found that participants perceived themselves as moderately capable of rationally addressing adversity, indicating a moderate level of AQ within this group.

In contrast, Tansiongco et al. (2020) study explored the relationship between adversity quotient, leadership approach, and work efficiency among public elementary school heads. All 38 school heads in the district were assessed using population sampling. The findings revealed that those with high control within their AQ profile performed well in areas such as educational supervision and adherence to quality standards in basic education. However, the study also concluded that leadership skills were not entirely dependent on the resilience level, prompting senior management to consider programs aimed at strengthening leadership competencies—an idea echoed in Baroa's earlier recommendations.

Adiong et al. (2019) presented a different picture among mental health service providers, where overall AQ scores were low, yet emotional intelligence levels were rated high. Despite this contrast, most respondents received positive job efficacy ratings from themselves, colleagues, or administrators. However, Calles (2015) found that participants generally had low AQ levels, indicating limited capacity to recover from adversity. Demographic variables such as age, marital status, and highest educational attainment significantly influence AQ dimensions, particularly endurance and reach. Interestingly, academic standing emerged as the strongest predictor of endurance. Moreover, the study highlighted an inverse relationship between resilience and performance in mathematics, suggesting that a higher ability to manage adversity does not necessarily translate into improved academic outcomes in this subject.

Adding to these findings, Adiong et al. (2019) reported no clear correlation between overall AQ and emotional intelligence among most mental health providers. However, a significant link between AQ and work performance was observed within a specific subgroup of psychological practitioners. Similarly, emotional intelligence significantly correlated with job performance in this subset, supporting Yazon's (2019) conclusion of a complex, and sometimes negative, interrelationship between these variables.

Focusing on the education sector, Castano (2019) found that teachers with an average AQ typically manage challenges effectively. A significant relationship was established between their performance, adversity, and intelligence quotients. However, emotional intelligence did not show a meaningful impact on teacher efficacy. Meanwhile, Manzon (2021) emphasized that teachers' perceptions of their administrators' AQ—particularly in control, ownership of outcomes, and endurance—strongly correlated with the administrators' overall work effectiveness. This underscores the potential influence of perceived resilience in leadership on staff performance.

A. Control

Research consistently shows that perceived control is a critical component of psychological resilience. Individuals who believe they control their environment or circumstances are more likely to exhibit resilient behaviors. According to Schwarzer and Luszczynska (2017), self-efficacy, a form of perceived control in promoting resilience, particularly in health-related contexts, is important. Strong senses of control tend to make people more likely to use active coping mechanisms, which are critical for resilience and include problem-solving and seeking social support. Conversely, those with low perceived control may resort to passive coping strategies, like avoidance or denial, which can hinder resilience (Skinner & Zimmer-Gembeck, 2018). Moreover, depending on the situation, the ability to switch between coping strategies is also influenced by one's sense of control (Cheng et al., 2020).

In organizational contexts, perceived control is linked to resilience against workplace stressors. Rees et al. (2018) found that employees who perceive higher control over their tasks and work environment are more resilient to job-related stress and burnout. This finding is supported by Smith et al. (2021), who emphasize the importance of autonomy and participative decision-making in fostering resilience among employees.

B. Ownership

Psychological ownership is the feeling that something is mine, which can pertain to a job, project, or even an environment. Pierce and Jussila (2017) discuss how psychological ownership contributes to resilience by fostering a sense of control, responsibility, and identity with the object of ownership. People are more resilient to setbacks because they are motivated to preserve and enhance what they own. Resilient people are more likely to have a strong sense of control over their environment or place of employment. Ownership leads to higher engagement, commitment, and proactive coping behaviors, all critical components of resilience (Avey et al., 2018).

C. Reach

The concept of social reach, particularly through social networks, plays a crucial role in resilience. The broad social networks provide individuals access to diverse resources, emotional support, and information to help them navigate challenges (Ungar, 2018). Moreover, according to Norris et al. (2018), communities with a wide social reach, where members are connected across various social, economic, and geographical lines, exhibit greater collective resilience. On the other hand, organizations that cultivate broad networks are better positioned to access resources, share knowledge, and collaborate during crises, enhancing their resilience (Baker & Bulkley, 2017). Norris et al. (2018) also discussed that members connected across various social, economic, and geographical lines exhibit greater collective resilience. These communities

can mobilize resources quickly and support those in need, enhancing their ability to recover from disasters or economic downturns.

D. Endurance

Individuals who can endure prolonged stress without significant psychological decline exhibit higher levels of resilience. This endurance is often supported by adaptive coping strategies, such as reappraisal, mindfulness, and emotional regulation (Bonanno & Diminich, 2017). Consequently, individuals with greater endurance are more likely to persist through the difficult recovery phases, utilizing support systems and therapy to rebuild their lives (Southwick & Charney, 2018). In an organization, Duchek (2020) discussed that endurance is a key aspect of organizational resilience, particularly in the face of prolonged crises, such as economic downturns or pandemics. Organizations with the endurance to sustain operations, maintain employee morale, and innovate under pressure are more likely to emerge stronger from crises. Effective leaders who exhibit endurance by maintaining vision, support, and decision-making capabilities over extended periods contribute significantly to the resilience of their organizations (Boin et al., 2017)

The Teacher's Coping Strategies

As a vital part of comprehending an individual in their social environment, it is necessary to consider their coping resources, strengths, and attempts to deal with their challenges. The focus should be directed to the entire range of a person's narrative, including good and bad, weakness and potency, if it sincerely involves people's dignity and rights (Van Breda, 2018). The awareness of how and why most educators can cope with difficult tests, maintain their resilience, and strive for progress (Gu, 2018). To some extent, there is a correlation between gender orientation and work pressures, and resilience is a mediator to identify if the work pressures of different gender orientations are affected by resilience and lead to a controlling outcome (Shen et al., 2014). Thus, it is crucial, with the increasing complexity and diversity of the modern teaching landscape, that teachers' professional environments are characterized by government policy revisions that have heightened their outside obligations, task difficulty, and psychosocial demands (Gu, 2018).

A solid support system is an additional indication of resilience. Individuals with resiliency distinguish the significance of help and know when to seek assistance (Cherry, 2022). Physical gender becomes irrelevant in the age of gender equality as women's work skills are praised and valued in the contemporary workplace (Shen et al., 2014). In this regard, coping strategies are classified using their capacity to recognize challenges, deal with the situation straightaway, restore self-assurance, and form a solid support system following challenges. According to Vinas et al. (2015), a noteworthy correlation exists between the respondents' adversity quotient and the profile variable regarding the overall weighted Average.

Research on coping strategies for teachers has examined how they manage stress and burnout at work, adjust to the difficulties caused by the COVID-19 pandemic, and manage job-related stress in various contexts. Ruzafa-Martínez et al. (2020) found that among Spanish primary school teachers, positive coping strategies like problem-solving and reaching out for help were linked to higher levels of work fulfillment, while avoidant coping strategies like substance abuse and denial were linked to increased burnout rates. Chan et al. (2021) discovered that teachers in Hong Kong primary schools practice coping strategies like seeking social networks and practicing personal care to fit the epidemic's difficulties.

Morris and Johnston (2019) conducted a literature review on the resilience of teachers in demanding school environments. They found that problem-focused and emotion-focused coping strategies were linked to higher resilience. Cárdenas-Rojas et al. (2019) found that among school teachers at the secondary level in Spain, negative coping mechanisms like social withdrawal and personal guilt were linked with a

greater level of exhaustion. In contrast, optimistic coping mechanisms, including social network assistance and involvement in resolving issues, were related to reduced levels of exhaustion. Lastly, Khalid and Riaz (2020) discovered that college teachers in Pakistan who employed positive coping strategies, such as reaching out to social support and practicing self-care, experienced reduced levels of work-related stress. However, teachers who are dependent on negative coping mechanisms like refusal to accept reality and usage of illegal substances result in increased levels of work-related exhaustion.

Numerous research findings have examined coping mechanisms teachers can use to deal with stress at work and adjust to difficult circumstances. Seeking social support is an optimistic coping mechanism linked to reduced burnout and job-related pressure (Cárdenas-Rojas et al., 2019). Resolving issues and using cognitive reappraisal were associated with increased levels of teacher resilience (Morris & Johnston, 2019).

Additionally, sustaining a positive outlook and prioritizing personal well-being were recognized as efficient coping mechanisms for facing difficult circumstances, including the Coronavirus outbreak (Chan et al., 2021). These studies suggest that teachers can use various coping strategies to handle pressures and difficulties and that these mechanisms can change depending on the people and the given situation. Promoting teachers' well-being and job satisfaction may require helping them create and apply useful coping mechanisms.

Synthesis

Resilience and coping strategies in the context of teachers and their work-related challenges have garnered significant attention in recent years. Resilience theory has evolved to consider resilience within broader social systems, emphasizing responses to adversity as key determinants of an individual's mental capacity, attitudes, and adaptability. The adversity quotient (AQ) plays a prominent role in education, with individuals possessing high AQ showing an ability to navigate challenges and adapt to adverse circumstances successfully. Resilience is crucial for teacher well-being and job satisfaction, as studies have revealed its positive impact on teacher leadership, academic performance, and motivation. Resilience is particularly vital in the Philippines, a country prone to climate-related disasters, where the concept of Filipino resilience is deeply ingrained.

Coping mechanisms play a crucial role in helping teachers deal with the challenges and stressors they encounter. While avoidant coping mechanisms like substance abuse and denial have been linked to burnout, positive coping mechanisms like seeking out social support and taking care of oneself have been linked to resilience and job satisfaction. These studies and literature highlight how crucial it is to assist educators in creating healthy coping mechanisms so they can handle stress and adjust to obstacles in their line of work.

CHAPTER III
METHODOLOGY
This chapter covers the research design, study location, participants, sampling strategies, data collection tools, data gathering procedures, and statistical analysis.

Research Design
This study used a quantitative methodology, which is useful for collecting and evaluating numerical data to make inferences and forecasts about a population or phenomenon. In particular, the descriptive

correlation method was used. This approach involves data gathering through surveys, questionnaires, or experiments, and statistical analysis to find patterns or relationships. Finding cause-and-effect relationships between variables and testing hypotheses are two benefits of quantitative research (Creswell, 2014).

Descriptive research aims to characterize and summarize the features of a specific population or phenomenon without drawing conclusions or forecasting causal relationships. Finding patterns or trends usually involves gathering data through surveys, questionnaires, interviews, or observations, and analyzing it statistically. This design provides a detailed and accurate description of the phenomenon under study (Neuman, 2013).

Another type of research, correlational research design, seeks to determine the relationships between two or more variables. It includes assessing the variables of interest and interpreting the data to identify whether there is a correlation among them. Correlational research design provides valuable information about the relationship between variables without the need for expensive or time-consuming experimental designs (Creswell, 2014).

The descriptive-correlation design combines descriptive and correlational methods to thoroughly understand a phenomenon or relationship. It first describes the variables of interest and examines their correlation to identify if there is a relationship. This design is appropriate in studies that aim to determine the resilience level, extent of coping strategies, and their relationship, as it allows for a comprehensive understanding of the phenomenon under study (Neuman, 2014).

Hence, descriptive and correlational research designs combine both methods and are useful in providing a detailed and accurate description of a phenomenon and determining the relationship between variables. This design was appropriate for this study, which aimed to thoroughly understand the relationship between resilience and coping strategies.

Local of the Study

This study was conducted in the Tupi 3 District Schools Division of South Cotabato. The selection of the Tupi 3 District, located in the Division of South Cotabato, as the locale for this research is scientifically grounded in several key considerations. Notably, this area features rural and remote settings characterized by unpredictable climatic conditions, particularly during the rainy season, which leads to frequent floods and landslides. These environmental challenges are scientifically significant as they introduce external stressors that may impact teachers' resilience and coping strategies.

Additionally, physical accessibility issues, such as teachers and school heads having to commute to school on foot or via motorcycle, add an extra dimension to this study by highlighting the physical demands placed on educators. The locale's diversity, with most students belonging to Indigenous communities while teachers are primarily non-Indigenous, creates a unique context for research into how cultural, linguistic, and socio-economic differences influence teachers' experiences of work-related pressures.

Furthermore, teachers' exposure to various risks due to their remote location offers an opportunity to investigate how these factors affect their resilience and the development of coping strategies. Finally, while the study is localized, the findings have the potential for broader implications. The challenges teachers face in this setting may mirror those in similar rural and remote areas, making the research outcomes applicable to a wider educational context.

Respondents of the Study

Teachers were the primary respondents of this study. The selection of teachers as the key respondents in your research is substantiated by an array of literature highlighting the significance of investigating educators in the context of work-related pressures, resilience, and coping strategies.

Teachers, as primary stakeholders in the educational system, are intrinsically linked to the quality of education delivery, and their well-being has profound implications for students' learning outcomes (Hargreaves, 1998; Day & Qing, 2009). Moreover, teachers encounter many work-related stressors, ranging from heavy workloads to student behavior challenges, making them an invaluable source of insights into how these stressors impact their daily experiences and how they adapt to them (Kyriacou, 2001).

The literature in education also underscores the important role of teachers' resilience. Their resilience is associated with job satisfaction and commitment and is crucial in reducing burnout, highlighting its significance for teacher well-being and effectiveness (Mansfield et al., 2019). Furthermore, teachers employ diverse coping strategies to manage work-related pressures, making it imperative to comprehend these strategies and their efficacy (Hewitt & Stephenson, 2012). As teacher well-being concerns educational policymakers, the insights gleaned from studies involving teachers can directly inform policy decisions, leading to the development of interventions and support systems (Skaalvik & Skaalvik, 2017). Considering the variations in educational contexts, such as rural schools or those with diverse student populations, the study, which is specific to teachers in a particular context, contributes to understanding how the educational setting influences teacher resilience and coping strategies (Johnson et al., 2017).

The study included teachers with at least two years of teaching experience in geographically isolated areas within the Tupi 3 District, ensuring they encountered work-related pressures and developed coping strategies. Only those actively teaching at the public elementary school level were considered. Teachers must also voluntarily agree to participate. The study excluded new teachers with less than two years of experience, as they may not have fully developed the necessary resilience and coping strategies. Non-teaching staff and those working in highly specialized educational environments, such as public high schools with homogeneous student populations, were also excluded. Public elementary school teachers assigned to urban schools were also excluded as respondents. Additionally, teachers who could not commit to the full duration of the study provided incomplete data or were excluded to ensure the accuracy and reliability of the findings.

Table 1. Population distribution of the Respondents

School	Teachers
Atbangan Elem. School	9
Lunen Integrated School	16
Lunen IS Saboy Extension	7
Lunen IS Lamplawan Extension	7
Tubeng ES	9
Total	48

Source: Division Planning Section (2023)

Sampling Technique

Given the limited number of target respondents in the Tupi 3 District, this study employed a purposive sampling technique. Purposive sampling suits small populations and specific criteria (Babbie, 2016). In this instance, a complete enumeration encompassing all fifty-five (55) teachers, [insert number] school heads, [insert number] parent representatives, and the Student Body representative who met the specified criteria was conducted. Complete enumeration, often termed a census, is an optimal sampling approach for populations of 200 individuals or fewer (Creswell, 2014).

This study's use of complete enumeration eradicated sampling error and ensured data collection from the target population (Creswell, 2014). By encompassing the whole population, the study offered a comprehensive grasp of the population's perspectives and experiences concerning implementing integrated schools in the Tupi 3 District. In small populations, sampling the entire population is advantageous as it guarantees a desirable level of data collection accuracy (Babbie, 2016).

Research Instruments

The researcher created A structured survey questionnaire as the first component of the data collection tool to ascertain the respondents' demographic profile. The Adversity Response Profile (ARP), a modified Paul Stoltz questionnaire, was used in the second section to assess the Resilience Quotient. Through eliciting a person's innate response pattern to a wide variety of adverse events, the self-assessment questionnaire is intended to evaluate an individual's capability to react constructively to difficulties (Amparo, 2015). To comprehensively understand the respondents' resilience level, the researcher employed triangulation through the respondents' peers.

The third component of the data collection tool was a structured survey questionnaire on the extent of coping strategies. The researcher created the questionnaires, validated them by experts, and revised and finalized them under the adviser's expert supervision.

Data Gathering Procedure

As Creswell (2014) proposed, data collection follows a sequential order of steps commonly used in quantitative research studies. This process typically involves the following stages: research design, data gathering and analysis, and reporting of results. The study's outline defense can be considered part of the research design stage, while the creation and validation of survey instruments fall under the data collection stage.

Using a communication letter from the participating school district supervisor as part of the data collection process is a common strategy for increasing response rates and maintaining the validity of the data collected (Dillman et al., 2014). The questionnaire administration to identified respondents also requires careful attention to ethical considerations, including protecting participant confidentiality and the informed consent process.

After collecting the data, the researcher analyzed and interpreted the results using appropriate statistical methods. It involved conducting descriptive statistics to summarize the data and inferential statistics to identify relationships between variables or test hypotheses. Finally, the researcher composed the findings for presentation, which typically includes a written report of the study's results, including the implications of the findings for theory and practice (Creswell, 2014).
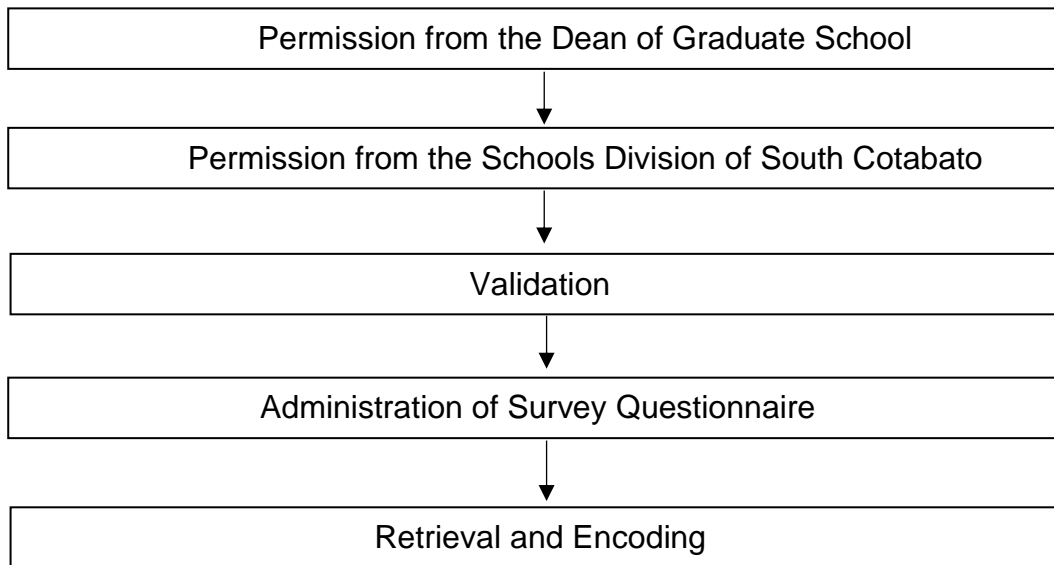
Figure 2 Waterfall Diagram of Data Gathering Procedure

This investigation used descriptive and correlational statistics, so frequency distribution and percentage were used to ascertain the respondents' profiles. The teachers' coping strategies and resilience were assessed using mean and standard deviation. The mean was employed as a representative measure of the data, considering every value in the dataset (Manikandan, 2011). Additionally, the standard deviation provided a comprehensive understanding of the dataset's characteristics, allowing for a quick overview of the data spread (Richard, 2010).

Analysis of Variance (ANOVA) was used to determine whether there was a significant difference between resilience levels across demographic characteristics. Pearson correlation was used to determine whether there was a significant correlation between the degree of resilience and the scope of coping mechanisms. Pearson correlation measures the linear association between two normally distributed random variables (Schoeber et al., 2018).

Table 2 Rating Scale for the Teacher's Resilience

Rating	Mean Range	Verbal Description	Interpretation
5	4.20-5.00	Very high	Teacher can effectively cope with adversity, stress, and challenges.
4	3.40-4.19	High	Teachers can handle difficulties well and recover relatively quickly from stress.
3	2.60-3.39	Moderate	Teachers can manage stress and challenges but may struggle in certain situations
2	1-80-2.59	Low	Teachers find it difficult to cope with stress, setbacks, and adversity

| 1 | 1.00-1.79 | Very low | Teachers have significant difficulty dealing with challenges |

Table 3 Rating Scale for the Teacher's Coping Strategies

Rating	Mean Range	Verbal Description	Interpretation
5	4.20-5.00	Very high	Teacher regularly and effectively uses a wide range of coping mechanisms to manage stress
4	3.40-4.19	High	Teacher frequently employs various techniques to handle stress and adversity
3	2.60-3.39	Moderate	Teacher use coping strategies occasionally but may not apply them consistently or effectively
2	1-80-2.59	Low	Teacher rarely utilize effective mechanisms to manage stress and adversity
1	1.00-1.79	Very low	Teacher has significant difficulty managing stress.

Ethical Considerations

The respondents were allowed to participate voluntarily, without risk of repercussion, loss of benefits, or expectation of compensation. Before participation, the study's purpose and potential benefits were clearly explained, ensuring respondents were fully informed. Their rights as contributors to the body of knowledge were thoroughly respected and anticipated. Participation in this study was entirely voluntary, and respondents retained the right to withdraw at any point if they felt discomfort during the process.

Respondents' right to privacy was strictly observed in adherence to the Data Privacy Act of 2012, legislation safeguarding the fundamental human right to privacy. One measure taken to ensure privacy and confidentiality in this quantitative research was allowing respondents to omit their names from the survey questionnaire. Furthermore, sensitive demographic information such as age, gender, occupation, employment status, and medical conditions (if any) was not published. All responses and personal data were treated as strictly confidential and were safeguarded to protect the identity and safety of the participants.

The researcher is currently enrolled at Sultan Kudarat State University (SKSU) Graduate School and has undertaken multiple thesis revisions based on the guidance and recommendations of her adviser. The adviser has provided ongoing academic support and direction throughout the development of this study. As such, the adviser is recognized as a co-author of this publication.

CHAPTER IV

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

The results of the data collected for the study are presented, examined, and interpreted in this chapter. It

includes how resilient teachers in various educational settings in the Tupi 3 District, South Cotabato Division, are and how many coping mechanisms they employ when faced with work-related stress.

The Profile of Teachers

This section presents the demographic profile of the teachers in terms of age, gender, length of service, distance from home to school, learners' ethnicity, and professional achievement.

Table 4 shows the profile of teachers in Tupi 3 District, South Cotabato Division, in terms of age.

Table 4. Profile of Teachers in Terms of Age

Age in years	frequency	percentage
25-30	20	42%
31-36	16	33%
37-42	6	13%
43-48	3	6%
49-54	2	4%
55-60	1	2%
Total	**48**	**100%**

The highest score is observed for the age group 25-30, with a frequency score of 20 (42%). On the other hand, the lowest score is found for the age group 55-60, with a frequency score of 1 (2%).

The result suggests that the age group with the highest frequency likely represents the dominant or most active age demographic among the respondents. The result indicates that teachers in the Tupi 3 District are currently in their prime working years or are the majority in the teaching workforce.

This finding conforms to Francisco's (2020) observation that most teachers were young and middle-aged adults. Similarly, the study by Pascual et al. (2021) reported that the teaching workforce in public schools is predominantly composed of individuals in the early to mid stages of their professional careers, often between the ages of 25 and 45. This age bracket reflects a vital period of professional growth, innovation, and adaptability to pedagogical reforms. Moreover, a study conducted by Mendoza and Lopez (2019) found that younger educators tend to show higher levels of engagement in professional development activities and are more open to adopting new teaching technologies.

Table 5 presents the gender profile of teachers in the Tupi 3 District.

The highest frequency score was observed for females, with a 41 (85%). On the other hand, males got a frequency score of 7 (15%). This suggests that females likely represent the dominant or most active gender among the respondents. It also indicates that most teachers in the Tupi 3 District are female.

Table 5. Profile of Teachers in Terms of Gender

Gender	frequency	percentage
Female	41	85%
Male	7	15%
Total	**48**	**100%**

This finding is consistent with Francisco's (2020) study, which revealed that most teachers are female and outnumbered by their male counterparts. It also supports UNESCO's (2023) findings, which showed that teaching is becoming increasingly female-dominated globally, with women representing a significant portion of the teaching force. Women comprise 68% of primary school teachers, 58% of lower secondary teachers, and 52% of upper secondary teachers.

Table 6 presents the teachers' profiles in terms of length of service.

Table 6. Profile of Teachers in Terms of Length of Service

Length of Service in Years	frequency	percentage
2-6	22	46%
7-11	18	38%
17-21	3	6%
12-16	3	6%
27-31	2	4%
Total	**48**	**100%**

The highest frequency score is observed in teachers with 2-6 years of service, with a frequency score of 22 (46%). On the other hand, groups 27-31 got the lowest score, with a frequency score of 2 (4%). This means that most teachers are early-career teachers with less teaching experience.

The results negate Burch's (2021) findings, which revealed that most teachers are mid-career (those with 6–17 years of experience). They emphasize their fundamental knowledge and abilities and their need for opportunities to further their expertise. In line with their moderate teaching experience and need for continuous professional development, the authors observe that mid-career teachers frequently encounter a mix of job satisfaction and challenges.

Table 7 presents the profile of teachers in Tupi 3 in terms of distance from home to school.

Table 7. Profile of Teachers in Tupi 3 District in Terms of Distance from Home to School

Distance in Kilometer	frequency	percentage
1-5	23	48%
6-11	11	23%
less than 1	10	21%
18-23	2	4%
24-29	1	2%
12-17	1	2%
Total	48	100%

The highest score is observed in groups 1-5 km, with a frequency of 23 (48%). On the other hand, a distance of 12-17km got a frequency score of 1 (2%), which is the lowest. The result means that most teachers in the Tupi 3 District likely experience shorter travel times.

The findings align with a study by Santell and Grissom (2022), which found that teachers with a commute of 45 minutes or more are 10 percentage points more likely to transfer than those with a 5-minute

commute. Additionally, they are three percentage points more likely to leave the district, highlighting the impact of commuting distance on teacher retention and mobility. This also aligns with the DepEd Order No. 3, s. 2013 granting priority to residents of the Barangay, Municipality, or City where the school is located, in the appointment or assignment of classroom public school teachers.

Table 8 presents the profile of teachers in Tupi 3 District regarding learners' ethnicity.

Table 8. Profile of Teachers in Terms of Learners' Ethnicity

Learner's Ethnicity	frequency	percentage
Blaan	27	56%
Ilonggo	7	15%
Cebuano	5	10%
ilocano	3	6%
Maguindanaon	3	6%
Aklanon	2	4%
Bisaya	1	2%
Total	48	100%

The highest frequency score is observed on Blaan, with a frequency of 27 (56%). On the other hand, Bisaya got the lowest frequency score, 1 (2%). This means that most teachers in the Tupi 3 District are teaching Indigenous learners.

This finding aligns with the study of Minda and Legaspi (2021), which highlights the significant presence of Blaan and other Indigenous Peoples (IPs) in the South Cotabato region, especially in Tupi and nearby municipalities, where Indigenous learners comprise a large portion of the school population. Similarly, Almonte-Acosta (2019) emphasized the need for culturally responsive teaching practices in Mindanao, particularly in regions with substantial IP student populations such as the Blaan, Tboli, and Manobo communities.

Table 9 presents the profile of teachers in Tupi 3 District regarding professional achievement.

Table 9. Profile of Teachers in Terms of Professional Achievement

Professional Achievement	frequency	percentage
w/unit in master's	19	40%
CAR in MAEM	14	29%
Bachelor's Degree	12	25%
MAED	3	6%
Total	**48**	**100%**

The highest frequency score is observed for the master's w/unit, with a 19 (40%) score. On the other hand, the lowest frequency score for MAED is 3 (6%). This means that most teachers in the Tupi 3 District have units in graduate studies but have not graduated.

The findings agree with Ortega et al. (2022), who found that in terms of educational attainment, 70% of the teachers have units in a master's degree, which is evidence of their continuing professional

development. Similarly, Aquino et al. (2020) noted that in many educational settings, professional development through graduate studies enhances teachers' content expertise and equips them with the skills needed to address the evolving challenges in education.

The Level of Teachers' Resilience

The tables below summarize the teachers' resilience levels: control, ownership, reach, and endurance.

Table 10 presents the level of teachers' resilience in the Tupi 3 District in terms of control.

Among the indicators, you can completely influence the situation when personal work obligations are out of balance. This situation got the highest mean (mean = 3.23, SD = 0.81) and was verbally described as moderate. On the other hand, when you are not exercising regularly, even though you know you should, you can completely influence this situation. You got the lowest mean score (mean = 2.94, SD = 0.91) but were still verbally described as moderate.

Table 10. Level of Teacher's Resilience in Tupi 3 District in Terms of Control

Indicators	Mean Rating	SD	Verbal Description
1. When personal and work obligations are out of balance, you can completely influence the situation.	3.23	0.81	Moderate
2. When people respond unfavorably to your latest ideas, you can completely influence the situation.	3.13	0.79	Moderate
3. When you suffer a financial setback, you can completely influence this situation	3.10	0.75	Moderate
4. When your computer crashes for the third time this week, you can completely influence this situation.	3.08	0.85	Moderate
5. When you are not exercising regularly, though you should, you can completely influence this situation.	2.94	0.91	Moderate
Mean	**3.10**	**0.82**	**Moderate**

The level of teachers' resilience in terms of control is verbally described as moderate (mean = 3.10, SD =0.82). These findings suggest that elementary school teachers have moderate control over their personal and work obligations. Still, they feel slightly less powerful when exercising regularly. The overall level of resilience in terms of control indicates that teachers can somewhat manage their challenges. Still, there are areas, like consistent Exercise, where they feel less empowered.

The findings agree with those of Manalo and Velasco (2024), who found that teachers may have moderate control over work-life obligations but struggle with regular exercise due to time constraints and workload demands. Similarly, Ramirez and Santos (2022) emphasized that Filipino teachers frequently experience

difficulty allocating time for physical self-care activities such as exercise, primarily because of extended working hours and additional responsibilities beyond classroom instruction.

Table 11 presents teachers' resilience regarding ownership in the Tupi 3 District.

Table 11. Level of Teachers' Resilience in Tupi 3 District in Terms of Ownership

Indicators	Mean Rating	SD	Verbal Description
1. When you overlooked for a promotion, you can feel responsible for improving the situation.	3.40	0.94	High
2. When your organization is not meeting its goal, you feel responsible for improving this situation.	3.25	0.84	Moderate
3. When your workplace is understaffed, you feel responsible for improving this situation.	3.21	0.80	Moderate
4. When the meeting you are in is a total waste of time, you feel responsible for improving this situation.	3.19	0.84	Moderate
5. When someone you respect ignores your attempt to discuss an important issue, you feel responsible for improving this situation.	3.13	0.91	Moderate
Mean	**3.23**	**0.87**	**Moderate**

Among the indicators, when you are overlooked for a promotion, you can feel responsible for improving the situation, getting the highest mean score (mean = 3.40, SD = 0.94), which is verbally described as high. On the other hand, when someone you respect ignores your attempt to discuss an important issue, you feel responsible for improving this situation, getting the lowest mean score (mean = 3.13, SD = 0.91), which is verbally described as moderate

The level of teachers' resilience in terms of ownership in Tupi 3 District is verbally described as moderate (mean=3.23, SD=0.87). The findings suggest that elementary school teachers in Tupi 3 District feel a stronger sense of ownership when they face situations related to career advancement, such as being overlooked for a promotion. In contrast, teachers think of a more moderate sense of responsibility when someone they respect ignores their attempt to discuss an important issue. The overall level of teachers' resilience in ownership suggests that while teachers feel a moderate sense of responsibility in dealing with various challenges, they may feel more proactive regarding career-related situations (like promotions) than interpersonal difficulties. The result implies that teachers may have a stronger drive to take control of professional matters. In contrast, they may feel less able to influence situations involving others' disregard for their concerns.

The findings conform to Zhang (2023), who suggests that career-related factors are key to teacher resilience. These factors include professional decision-making, self-insight, professional freedom, and initiative. Teachers may exhibit more proactivity in career-related situations because they feel they have more direct control over these factors.

Table 12 presents the level of teachers' resilience in the Tupi 3 District regarding reach.

Table 12. Level of Teachers' Resilience in Tupi 3 District in Terms of Reach

Indicators	Mean Rating	SD	Verbal Description
1. When your boss adamantly disagrees with your decision, the consequences will be limited to this situation.	3.13	0.87	Moderate
2. When you are criticized for a big project you just completed, the consequences will be limited to this situation.	3.04	0.80	Moderate
3. When the high-priority project you are working on gets canceled, the consequences will be limited to this situation.	2.96	0.74	Moderate
4. When you miss an important appointment, the consequences will be limited to this situation.	2.94	0.86	Moderate
5. When you hit the door every time you are on your way to an important appointment, the consequences will be limited to this situation.	2.88	0.84	Moderate
Mean	**2.99**	**0.82**	**Moderate**

Among the indicators, when your boss adamantly disagrees with your decision, the consequences will be limited to this situation. This indicator got the highest mean (mean = 3.13, SD = 0.87) and is described as moderate. Though the indicator, when you hit the door every time you are on your way to an important appointment, got the lowest mean (mean=2.88, SD=0.82), it is still verbally described as moderate.

The level of teachers' resilience in Tupi 3 District in terms of reach is moderate (mean=2.99, SD=0.82). The findings suggest that teachers can somewhat limit the impact of such a disagreement and manage the situation within a controlled scope. On the other hand, it also indicates that teachers feel less control over seemingly minor, everyday occurrences, even though the consequences are still limited. Overall, teachers feel moderately capable of managing the consequences of various situations, whether they are related to work or personal challenges. However, they may feel more in control of work-related challenges (like disagreements with a boss) than of more trivial, day-to-day mishaps.

The findings aligned with Zurlo et al. (2020), whose studies suggest that teachers adopt different conflict management styles depending on the situation. When faced with significant disagreements (e.g., with a boss), teachers may be more likely to employ integrating or collaborating styles, which involve actively addressing the issue and finding mutually beneficial solutions. This proactive approach can lead to a greater sense of control.

Table 13 presents the level of teachers' resilience in the Tupi 3 District regarding endurance.

Among the indicators, when you never seem to have enough money, the consequences will be limited to this situation. When you lose something important to you, the consequences will be limited to this

situation, and the highest mean (mean = 3.08, SD = 0.87, 0.92) is described as moderate. Though an indicator that you cannot take a much-needed vacation, the consequences will be limited to this situation. It got the lowest mean (mean = 2.75, SD = 0.89) but is still verbally described as moderate.

Table 13. Level of Teachers' Resilience in Tupi 3 District in Terms of Endurance

Indicators	Mean Rating	SD	Verbal Description
1. When you never seem to have enough money, the consequences will be limited to this situation.	3.08	0.85	Moderate
2. When you lose something important to you, the consequences will be limited to this situation.	3.08	0.92	Moderate
3. If you cannot find an important document after extensive searching, the consequences will be limited to this situation.	3.02	0.89	Moderate
4. When you accidentally delete an important email, the consequences will be limited to this situation.	3.00	0.90	Moderate
5. When you cannot take a much-needed vacation, the consequences will be limited to this situation.	2.75	0.89	Moderate
Mean	**2.99**	**0.89**	**Moderate**

The level of teachers' resilience in Tupi 3 District regarding reach is endurance (mean=2.99, SD=0.89). The findings suggest teachers feel somewhat capable of enduring challenges and limiting their impact. However, teachers may feel less in control or have less endurance when dealing with personal needs or breaks. Despite this, teachers don't see the consequences as overwhelming, but they may feel less empowered in this particular situation. The result means teachers may handle work-related and personal financial issues better than when their ability to take a break or rest is constrained.

The findings negate Whipple's (2022) study, which revealed that 65% of teachers identified signs of burnout and 85% worked at an unsustainable rate. Hence, they align with the findings of Lacaba et al. (2020), who found that resilient teachers are more committed to their work and more effective in the classroom. They can endure challenges without significant detriment to their performance.

Table 14 summarizes teachers' resilience in the Tupi 3 District.

Table 14. Summary of the Level of Teachers' Resilience in Tupi 3 District.

Level of Resilience	Mean Rating	SD	Description
Ownership	3.23	0.87	Moderate
Control	3.10	0.82	Moderate

Reach	2.99	0.82	Moderate
Endurance	2.99	0.89	Moderate
Mean	**3.08**	**0.85**	**Moderate**

Among the indicators, ownership had the highest mean (mean = 3.23, SD = 0.87) and was verbally described as moderate. On the other hand, endurance had the lowest mean (mean = 2.99, SD = 0.89) but was still verbally described as moderate.

The level of teachers' resilience in Tupi 3 District is moderate (3.08, SD=0.85). The findings suggest that teachers in the Tupi 3 District have a moderate level of resilience, indicating that they feel moderately responsible for managing and improving situations. This means they are somewhat proactive in taking charge of challenges.

On the other hand, teachers feel slightly less capable of enduring or coping with challenges over the long term than they do of taking ownership of situations. Despite this, both dimensions—ownership and endurance—are viewed as moderate in terms of resilience, suggesting that while teachers feel somewhat capable of facing challenges, they might not always feel they can sustain efforts or manage difficulties consistently over time.

These results support Juariza's (2021) theory that Filipinos have long been known for their resilience in various spheres of life, and the workplace is no different. Going above and beyond one's capabilities to deliver positive business outcomes is standard practice. Instead of reacting after something has happened, a proactive teacher controls the expected occurrence and takes action beforehand to address anticipated difficulties. Similarly, David et al. (2020) emphasized that Filipino educators tend to develop anticipatory strategies to manage classroom demands, often linked to their strong sense of responsibility and dedication to students.

The Level of Teachers' Coping Strategies in the Face of Work-Related Pressures

This section presents the results of the teachers' coping strategies in the face of work-related pressures. Table 15 presents teachers' coping strategies in the face of work-related pressures regarding social support.

Table 15. Level of Teachers' Coping Strategies in the Face of Work-Related Pressures in Terms of Social Support

Indicators	Mean Rating	SD	Verbal Description
1. Receive emotional support (e.g., encouragement, empathy) from colleagues or supervisors at work	3.83	0.80	High
2. Talk to someone about problems related to the job as a teacher.	3.67	0.77	High
3. Receive practical support (e.g., Help with tasks, advice from colleagues or supervisor at work.	3.60	0.88	High
4. Contented with the level of social support from colleagues and supervisors at work.	3.56	0.73	High

	Mean	SD	
5. Participate in social activities (e.g., social events and clubs) with colleagues outside work hours.	3.17	0.92	Moderate
Mean	**3.57**	**0.82**	**High**

Among the indicators, receiving emotional support (e.g., encouragement, empathy) from colleagues or supervisors at work had the highest mean (mean = 3.83, SD = 0.80), which was verbally described as high. On the other hand, participating in social activities (e.g., Social events, clubs) with colleagues outside of work hours had the lowest mean (mean=3.17, SD=0.92), which was verbally described as moderate

Teachers' coping strategies regarding work-related pressures regarding social support are described as high (mean = 3.57, SD = 0.82). The result suggests that social support at work is a significant coping mechanism for teachers, with strong emotional backing from colleagues and supervisors. However, there may be opportunities to enhance social engagement outside the workplace to further strengthen collegial relationships and overall well-being.

The findings conform to Nwoko et al. (2024), whose SHIELD model emphasizes the importance of support, health, interaction, empathy, leadership, and development strategies for enhancing teachers' occupational well-being. This model underscores the need for both personal and institutional support systems to help teachers cope with the demands of their profession. Similarly, Collie et al. (2020) argue that occupational well-being among educators is significantly influenced by supportive school environments and collegial relationships, which contribute to reduced burnout and increased job satisfaction.

Table 16 presents teachers' coping strategies in terms of time management in the Tupi 3 District.

Among the indicators, maximizing time effectively in a job as a teacher got the highest mean score (mean = 3.73, SD = 0.68), which is verbally described as high. However, having enough time to complete all the tasks/jobs/ responsibilities got the lowest mean (mean = 3.54, SD = 0.71), which is still verbally described as high.

Teachers' time management coping strategies are high (mean = 3.65, SD = 0.61). It suggests that teachers use time management effectively as a coping strategy, but the pressure of multiple responsibilities may still leave them feeling time-constrained.

Table 16. The Level of Teachers' Coping Strategies in terms of Time Management

Indicators	Mean Rating	SD	Verbal Description
1 Maximize time effectively in a job as a teacher.	3.73	0.68	High
2 Prioritize tasks and activities in order of importance.	3.69	0.69	High
3 Set goals and deadlines for yourself to manage your time more effectively	3.69	0.78	High
4 Use time-management tools or strategies (e.g., To-do lists, time	3.58	0.71	High

	Mean Rating	SD	Verbal Description
blocking) to help you stay organized and on-task.			
5 1. Have enough time to complete all the tasks/job/ responsibilities.	3.54	0.71	High
Mean	**3.65**	**0.61**	**High**

The findings conform to Emborgo and Ucang's (2025) identification of key coping mechanisms among public school teachers, including time management and prioritization, resourcefulness, self-care, perseverance, seeking support and collaboration, and faith. Despite these strategies, the demands of professional development and daily teaching responsibilities can lead to overwhelming feelings.

Table 17 presents the teacher's coping strategies in terms of self-care in the Tupi 3 District.

Among the indicators, practicing self-care and maintaining well-being in a job as a teacher had the highest mean (mean = 3.75, SD = 0.81) and was verbally described as high. Additionally, while prioritizing taking breaks throughout the day(e.g., taking a walk, stretching, and deep breathing) to help manage stress during the workday had the lowest mean (mean = 3.44, SD = 0.99), it was still verbally described as high.

Table 17. The Level of Teachers' Coping Strategies in terms of Self-Care

Indicators	Mean Rating	SD	Verbal Description
1. Practice self-care and maintain well-being in a job as a teacher.	3.75	0.81	High
2. Prioritize getting enough sleep(7-8 hours per night) to ensure your well-being and job performance.	3.73	0.98	High
3. Eat a balanced and nutritious diet to ensure your well-being and job performance.	3.67	0.88	High
4. Engage in activities that help you relax and reduce stress outside work hours (e.g., Exercise, meditation, hobbies).	3.65	0.96	High
5. Prioritize taking breaks throughout the day(e.g., taking a walk, stretching, deep breathing) to help manage stress during the workday.	3.44	0.99	High
Mean	**3.65**	**0.92**	**High**

The teacher's self-care coping strategies are high (mean = 3.65, SD = 0.92). This suggests that teachers actively engage in self-care strategies but may benefit from additional support or encouragement to integrate short, stress-relieving breaks into their daily schedule. This could further enhance their resilience and overall well-being.

The findings align with the concept of James (2024), who posits that teachers juggle classroom time, lesson preparation, marking, and other duties, making time management a significant challenge. The guide suggests strategies such as setting clear goals, making prioritized lists, breaking tasks into manageable steps, and recognizing achievements to help manage workloads. However, even with these strategies, the pressure of multiple responsibilities may still leave teachers feeling time-constrained. This is also consistent with the observations of Fitchett et al. (2020), who emphasize that workload intensification, especially in public school settings, leads to significant time constraints and impacts teachers' work-life balance.

Table 18 presents the teacher's coping strategies in terms of Professional Support.

Table 18. The Level of Teachers' Coping Strategies in terms of Professional Support

Indicators	Mean Rating	SD	Verbal Description
1. Collaborate with other teachers and education professionals to share ideas and strategies.	3.65	0.76	High
2. Satisfied with the level of professional support received in a job as a teacher.	3.52	0.82	High
3. Access the resources and materials needed to teach students effectively.	3.50	0.68	High
4. Receive feedback from a supervisor that helps improve teaching practices	3.38	0.82	High
5. Receive recognition or support for the work as a teacher.	3.35	0.81	High
Mean	**3.48**	**0.78**	**High**

Among the indicators, collaborating with other teachers of education professionals to share ideas and strategies got the highest mean (mean=3.65, SD=0.76), verbally described as high. Additionally, though receiving recognition or support for the work as a teacher got the lowest mean (mean=3.35, SD=0.81), it is still verbally described as high.

The level of teacher coping strategies regarding professional support is described as high (mean=3.48, SD=0.78). The result suggests that teacher professional support plays a crucial role in helping teachers cope with work-related challenges, with collaboration being a key strength. However, enhancing recognition and support for teachers' efforts could further strengthen their professional well-being and job satisfaction.

The findings agree with Ronfeldt et al. (2015), who found that teacher collaboration can yield important benefits, including improved teacher performance and professional growth. Hence, Assaf and Antoun (2024) highlighted that despite collaborative efforts, teachers still face challenges that impact their job satisfaction, such as workload and policy constraints.

Table 19 presents the level of teachers' coping strategies in terms of problem-solving in the Tupi 3 District. Among the indicators, seeking out resources or information to help solve problems related to teaching practice got the highest mean (mean=3.54, SD=0.68), which is verbally described as high. Additionally, satisfaction with the ability to solve problems related to teaching practice got the lowest mean (mean=3.33, SD=0.72), which is still verbally described as high.

Table 19. The Level of Teachers' Coping Strategies in terms of Problem-Solving

Indicators	Mean Rating	SD	Verbal Description
1. Seek out resources or information to help solve problems related to teaching practice.	3.54	0.68	High
2. Use data to inform problem-solving efforts related to teaching practice.	3.54	0.62	High
3. Involve colleagues or supervisors in problem-solving efforts related to teaching practice.	3.46	0.77	High
4. A proactive approach to addressing problems that arise in teaching practice.	3.40	0.74	High
5. Satisfied with the ability to solve problems related to teaching practice.	3.33	0.72	High
Mean	**3.45**	**0.71**	**High**

The teachers' problem-solving coping strategies level is described as high (mean=3.45, SD=0.71). These results indicate that teachers demonstrate strong problem-solving strategies, particularly seeking external resources for support.

The findings agree with Guc and Daltaban (2021), who confirm that teachers employ various problem-solving strategies in the classroom. These strategies include adopting a different point of view, making drawings, intelligent guessing and testing, working backward, finding a pattern, solving a simpler analogous problem, and considering extreme cases. This aligns with the work of Jonassen (2019), who emphasized that problem-solving in education requires the use of flexible and adaptive strategies that depend on the nature of the problem.

Table 20 presents the teacher's coping strategies in terms of positive self-talk in the Tupi 3 District.

Table 20. The Level of Teachers' Coping Strategies in terms of Positive Self-Talk

Indicators	Mean Rating	SD	Verbal Description
1. Remind of strengths and accomplishments to boost confidence and resilience at work.	3.85	0.77	High

	Mean	SD	Description
2. Use positive affirmations or mantras to help you stay motivated and focused at work.	3.79	0.74	High
3. Satisfied with the ability to use positive self-talk to manage work-related stress and challenges.	3.79	0.71	High
4. Reframe negative thoughts into more positive and productive ones when faced with work challenges.	3.65	0.84	High
5. I talk to myself positively and encouragingly when faced with a difficult situation at work.	3.58	0.79	High
Mean	**3.73**	**0.77**	**High**

Among the indicators, reminding myself of strengths and accomplishments to boost confidence and resilience at work got the highest mean (mean=3.85, SD=0.77) and is verbally described as high. Additionally, talking to myself positively and encouragingly when faced with a difficult situation at work got the lowest mean (mean=3.58, SD=0.79), but it is still verbally described as high.

The teacher's problem-solving coping strategies level is high (mean=3.73, SD=0.77). The results highlight that teachers effectively use problem-solving strategies, particularly through self-reflection and confidence-building techniques. Strengthening their use of positive self-talk alongside recognizing accomplishments could further enhance their resilience in managing work-related challenges.

This conforms to Seligman (2018), whose work on learned optimism suggests that individuals who engage in constructive internal dialogue are more likely to demonstrate psychological resilience and perseverance. Likewise, Brion et al. (2020) found that teachers who practiced positive self-talk and self-reflection reported reduced stress levels and improved emotional regulation in classroom settings.

Table 21 summarizes the level of teachers' coping strategies in the Tupi 3 District.

Among the indicators, positive self-talk had the highest mean (mean = 3.73, SD 0.77) and was verbally described as high. Consequently, though problem-solving had the lowest mean (mean = 3.45, SD 0.71), it was still verbally described as high. Overall, teachers' coping strategies in the Tupi 3 district are high (mean = 3.59, SD = 0.77). This suggests that teachers frequently employ various techniques to handle stress and adversity.

Table 21. Summary of the Level of Teachers' Coping Strategies in Tupi 3 District

Coping Strategies	Mean	SD	Description
Positive Self-Talk	3.73	0.77	High
Time Management	3.65	0.61	High
Self-Care	3.65	0.92	High
Social Support	3.57	0.82	High
Professional Support	3.48	0.78	High

Problem-Solving	3.45	0.71	High
Overall	**3.59**	**0.77**	**High**

Overall, teachers' coping strategies in the Tupi 3 district are high (mean = 3.59, SD = 0.77). This suggests that teachers frequently employ various techniques to handle stress and adversity.

The findings corroborated those of Skaalvik and Skaalvik (2021), who identified five primary coping mechanisms educators utilize: hard-working strategies, recovering strategies, reducing workload strategies, job crafting strategies, and help-seeking strategies. Conversely, Rajesh et al. (2022) found that the most commonly used coping techniques included positive reframing, active coping, and planning. These strategies involve teachers encouraging themselves to think more positively about challenging situations, accepting the reality of stressful circumstances, and developing actionable plans to manage them.

The Significant Difference in Resilience Levels among Teachers in Diverse School Contexts Based on Socio-demographic Characteristics

The table below presents the Analysis of Variance (ANOVA) results between teachers' resilience levels based on their socio-demographic profile.

Table 22. Results of Analysis of Variance (ANOVA) on the Resilience Level among Teachers in Diverse School contexts based on socio-demographic Characteristics

Sources of Variations	F- stat	p-value	Decision	Interpretation
Age	2.27	0.024*	Reject the null hypothesis	There is a significant difference
Gender	1.07	0.352	Accept the null hypothesis	There is no significant difference
Length of service	1.39	0.212	Accept the null hypothesis	There is no significant difference
Distance from home to school	0.809	0.661	Accept the null hypothesis	There is no significant difference
learner's ethnicity	0.807	0.586	Accept the null hypothesis	There is no significant difference
Professional achievement	1.94	0.107	Accept the null hypothesis	There is no significant difference.

Note: p< 0.05, Significant

The findings indicate that age is the only socio-demographic factor that significantly affects teachers' resilience levels, as evidenced by the F-statistic (2.27) and a p-value of 0.024, below the standard significance level of 0.05. The result suggests that teachers' resilience may develop and strengthen with age, possibly due to increased experience, emotional maturity, and the ability to cope with challenges over time. Younger teachers may still adjust to the profession's demands, whereas older teachers might have established more effective coping strategies through years of practice.

Conversely, gender does not significantly affect resilience levels (F = 1.07, p = 0.352), indicating that male and female teachers experience and respond similarly to work-related challenges. Similarly, length of service (F = 1.39, p = 0.212) does not significantly impact resilience, suggesting that teaching experience alone does not necessarily determine a teacher's ability to cope with stressors.

The results also reveal that distance from home to school (F = 0.809, p = 0.661) and learners' ethnicity (F = 0.807, p = 0.586) do not significantly influence resilience. The result implies that while teachers may face logistical challenges or work in diverse classrooms, these factors do not affect substantially their resilience. Similarly, professional achievement (F = 1.94, p = 0.107) does not significantly impact resilience, suggesting that external recognition or career milestones may not directly determine teachers' ability to handle stress and adversity.

The findings conform to Barnová et al. (2024), who found that male teachers use rational problem-solving strategies, whereas female teachers are more likely to rely on emotion-focused coping mechanisms. Dolev et al. (2021) found no significant gender differences in resilience levels, suggesting that male and female teachers experience and respond to work-related challenges similarly. Regarding age, Disney et al. (2022) explored stress levels among pre-service teachers and reported that older male pre-service teachers experienced higher stress levels than their younger counterparts.

The Significant Difference in the Level of Coping Strategies among Teachers in Diverse School Contexts Based on Socio-demographic Characteristics

The table below presents the Analysis of Variance (ANOVA) results between teachers' coping strategies based on their socio-demographic profile.

Table 23. Results of Analysis of Variance (ANOVA) of the Level of Coping Strategies among Teachers in Diverse School Contexts based on Socio-Demographic Characteristics

Sources of Variations	F - Stat	p-value	Decision	Interpretation
Age	1.48	0.172	Accept the null hypothesis	There is no significant difference
Gender	0.689	0.776	Accept the null hypothesis	There is no significant difference
Length of service	0.229	0.796	Accept the null hypothesis	There is no significant difference
Distance from home to school	0.647	0.813	Accept the null hypothesis	There is no significant difference
Learner's ethnicity	1.43	0.221	Accept the null hypothesis	There is no significant difference

| Professional achievement | 4.77 | 0.006* | Reject the null hypothesis | There is a significant difference. |

Note: p< 0.05, Significant

The results indicate that only professional achievement significantly affects teachers' coping strategies (F = 4.77, p = 0.006). The p-value is well below the 0.05 significance threshold, suggesting that teachers with higher professional achievements, such as awards, promotions, or additional qualifications, tend to employ more effective coping strategies. On the other hand, age does not significantly impact coping strategies (F = 1.48, p = 0.172), suggesting that teachers across different age groups employ similar coping methods. Similarly, gender (F = 0.689, p = 0.776), length of service (F = 0.229, p = 0.796), distance from home to school (F = 0.647, p = 0.813), and learners' ethnicity (F = 1.43, p = 0.221) do not significantly influence coping strategies. These results suggest that external demographic characteristics do not play a defining role in how teachers manage stress and challenges in the workplace. Instead, coping strategies may be shaped by personal mindset, workplace culture, and support systems rather than innate or logistical factors. This finding conforms to Skaalvik and Skaalvik (2017), who found that professional accomplishments can enhance self-efficacy, motivation, and access to resources that support stress management. Teachers with a sense of professional fulfillment may also feel more confident handling workplace pressures, leading to better coping mechanisms. Similarly, Tschannen-Moran and Hoy (2018) emphasized that self-efficacy influences how teachers manage classroom stress, make instructional decisions, and persist through challenging situations. Their findings suggest that teachers with higher self-efficacy experience greater job satisfaction and are less prone to emotional exhaustion. **The Relationship between the Level of Resilience and Coping Strategies of Teachers**

Table 24 presents the correlation results between the level of resilience and the coping strategies of teachers

Table 24. Results of Correlation Analysis between the Level of Resilience and Coping Strategies of Teachers

	Control	Ownership	Reach	Endurance	Overall Resilience
Social Support	0.340*	0.203	0.367*	0.222	0.313*
	p<0.05	p<0.05	p<0.05	p<0.05	p<0.05
Time Management	0.231	0.058	0.263	-0.123	0.112
	p<0.05	p<0.05	p<0.05	p<0.05	p<0.05
Self-Care	0.575*	0.526*	0.481*	0.388*	0.545*
	p<0.05	p<0.05	p<0.05	p<0.05	p<0.05
Professional Support	0.504*	0.328*	0.484*	0.228	0.425*
	p<0.05	p<0.05	p<0.05	p<0.05	p<0.05

Problem-Solving	0.540* p<0.05	0.340* p<0.05	0.584* p<0.05	0.272 p<0.05	0.478* p<0.05
Positive Self-Talk	0.457* p<0.05	0.454* p<0.05	0.371* p<0.05	0.305* p<0.05	0.439* p<0.05
Overall Coping Strategies	0.576* p<0.05	0.426* p<0.05	0.549* p<0.05	0.292* p<0.05	0.507* p<0.05

Note: p< 0.05, Significant

The results of the correlation analysis indicate that among the various coping strategies, self-care, problem-solving, and overall coping strategies exhibit the strongest associations with teachers' resilience. Self-care shows the highest correlation with overall resilience ($r = 0.545$, $p < 0.05$), suggesting that teachers who prioritize their well-being, take breaks, and manage stress effectively tend to demonstrate greater resilience in the workplace.

Furthermore, self-care is significantly correlated with all dimensions of resilience, including core resilience ($r = 0.575$, $p < 0.05$), ownership ($r = 0.526$, $p < 0.05$), reach ($r = 0.481$, $p < 0.05$), and endurance ($r = 0.388$, $p < 0.05$). This finding underscores the importance of self-care practices in helping teachers manage stress, accept responsibility for challenges, and recover from setbacks.

Similarly, problem-solving skills are positively correlated with overall resilience ($r = 0.478$, $p < 0.05$), highlighting the role of proactive approaches in overcoming workplace difficulties. The strongest relationship is observed between problem-solving and reach ($r = 0.584$, $p < 0.05$), indicating that teachers actively seeking solutions can effectively limit the impact of challenges and prevent them from affecting other aspects of their professional and personal lives. Social support also contributes to resilience, as evidenced by its significant correlations with core resilience ($r = 0.340$, $p < 0.05$), reach ($r = 0.367$, $p < 0.05$), and overall resilience ($r = 0.313$, $p < 0.05$). These results suggest that emotional and professional support from colleagues and supervisors can enhance a teacher's ability to recover from stress and setbacks.

Professional support, such as collaboration and mentorship, is also positively associated with overall resilience ($r = 0.425$, $p < 0.05$), with a particularly strong connection to reach ($r = 0.484$, $p < 0.05$). This finding implies that a supportive professional environment enables teachers to manage difficulties more effectively by providing resources and guidance. Moreover, positive self-talk significantly correlates with core resilience ($r = 0.457$, $p < 0.05$), ownership ($r = 0.454$, $p < 0.05$), reach ($r = 0.371$, $p < 0.05$), endurance ($r = 0.305$, $p < 0.05$), and overall resilience ($r = 0.439$, $p < 0.05$). These findings emphasize the role of self-affirmation and a positive mindset in strengthening resilience, allowing teachers to remain confident and motivated despite challenges.

In contrast, time management demonstrates a relatively weak correlation with overall resilience ($r = 0.112$, $p > 0.05$), and no significant associations are observed with any resilience dimensions. The result suggests that while effective time management is essential for work efficiency, it may not directly influence a teacher's ability to cope with adversity or recover from stress. However, considering the combined impact of all coping strategies, the overall correlation with resilience is significant ($r = 0.507$, $p < 0.05$). The result indicates that teachers who employ multiple coping mechanisms tend to be more resilient, with the strongest relationship observed between overall coping strategies and core resilience ($r = 0.576$, $p < 0.05$).

This finding suggests that resilience is best developed through self-care, problem-solving, social support, and positive self-talk.

The findings corroborate the National Institutes of Health's (2019) suggestion that problem-solving skills help individuals navigate stress by increasing active coping mechanisms and promoting psychological adaptation. Moreover, social support is another critical element, as connecting with others provides emotional resources and encouragement, which strengthens. Lastly, incorporating positive self-talk can help individuals manage stress and maintain a hopeful outlook, ultimately improving self-esteem and coping with adversity (PopSugar, 2023).

CHAPTER V
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This study section discusses the researcher's results, inferences, and suggestions. It presents the researcher's discoveries concerning teachers' resilience and coping strategies in the Tupi 3 District.

Summary

In a dynamic educational setting, where challenges and uncertainties are the norm, teachers' resilience becomes not just a personal strength but a critical asset for sustaining the quality of learning. As educators try to overcome the complex demands of diverse school contexts, their ability to cope with work-related pressures often defines the success of their classrooms.

This study determined teachers' resilience and coping strategies in the face of work-related pressures in the Tupi 3 District, Schools Division of South Cotabato. It employed a quantitative approach, utilizing descriptive and correlational methods. The respondents were forty-eight (48) public elementary school teachers.

The findings on the teacher profile revealed that most teachers were in the 25-30 age group, with a frequency score of 20 (42%), and were predominantly female, with a frequency score of 41 (85%). In addition, most teachers have 2-6 years of service, with a frequency score of 22 (46%).

Regarding distance from home to school, most teachers were observed in groups 1-5 km, with a frequency of 23 (48%), and most Blaan learners, with a frequency of 27 (56%). Conversely, teachers were most frequently observed to have a unit in master's with a frequency score of 19 (40%).

Teachers' resilience indicated that they generally demonstrated a moderate level of resilience. The ownership score of 3.23 reflects moderate personal responsibility and commitment. Similarly, the control score of 3.10 suggested that teachers feel moderately in control of their work and challenges. However, external factors may still limit their sense of autonomy.

The reach score of 2.99 indicated that teachers feel moderately capable of influencing or reaching others, which may refer to their ability to impact their students, colleagues, or the broader school community. Similarly, the endurance score of 2.99 reflected moderate perseverance. Teachers can cope with challenges over time, but may experience moments of strain or difficulty maintaining long-term resilience.

The overall resilience score was 3.08. While teachers exhibited moderate resilience across all dimensions, there was room for improvement in their ability to cope with adversity, manage stress, and maintain a positive outlook.

The teachers' coping strategies revealed that positive self-talk received the highest score of 3.73, suggesting a high level of coping strategy. Time management and self-care scored 3.65, indicating that

teachers generally manage their time well and engage in practices that support their physical and emotional well-being.

Social support scored 3.57, reflecting the high interpersonal connections that help teachers cope with work-related challenges. Professional support scored 3.48. Teachers also receive high assistance from colleagues or school leaders, although this area may have more room for growth. Problem-solving scored 3.45. Teachers feel competent in handling challenges and finding solutions to work-related issues. Overall, teachers exhibited high coping strategies across multiple dimensions (3.59).

Analysis of Variance (ANOVA) revealed that age was the only socio-demographic factor that significantly affects teachers' resilience levels, as evidenced by the F-statistic (2.27) and a p-value of 0.024, below the standard significance level of 0.05. Relatively, only professional achievement significantly affected the level of coping strategies among teachers (F = 4.77, p = 0.006).

The correlation analysis revealed that self-care (r = 0.545, p < 0.05) had the strongest association with overall resilience, indicating that teachers who prioritize their well-being tend to exhibit greater resilience. Self-care also correlated significantly with all dimensions of resilience: core resilience (r = 0.575, p < 0.05), ownership (r = 0.526, p < 0.05), reach (r = 0.481, p < 0.05), and endurance (r = 0.388, p < 0.05). Problem-solving (r = 0.478, p < 0.05) was positively correlated with overall resilience, with the strongest relationship found between problem-solving and reach (r = 0.584, p < 0.05). Social support was also significant, correlating with core resilience (r = 0.340, p < 0.05), reach (r = 0.367, p < 0.05), and overall resilience (r = 0.313, p < 0.05). Professional support (r = 0.425, p < 0.05) was positively associated with overall resilience, particularly with reach (r = 0.484, p < 0.05). Positive self-talk correlated with core resilience (r = 0.457, p < 0.05), ownership (r = 0.454, p < 0.05), reach (r = 0.371, p < 0.05), endurance (r = 0.305, p < 0.05), and overall resilience (r = 0.439, p < 0.05). Time management showed a weak correlation with overall resilience (r = 0.112, p > 0.05).

Finally, the combined coping strategies correlated significantly with resilience (r = 0.507, p < 0.05), with the strongest relationship observed between overall coping strategies and core resilience (r = 0.576, p < 0.05).

Conclusion

Demographic variables, particularly age and professional achievement, are closely linked to resilience and coping. Older and more experienced teachers tend to show greater adaptability, likely due to accumulated life and work experiences that shape more refined coping responses. Professional growth, such as advanced education or recognition, is similarly associated with the ability to implement effective coping mechanisms. This points to the value of ongoing development and acknowledgment in reinforcing resilience.

Teachers' reflection is a foundational but improvable capacity to handle professional challenges. While many teachers exhibit key traits such as control, ownership, and the ability to adapt to immediate stressors, their endurance, particularly in sustaining resilience over long periods, appears to be an area that could benefit from targeted development.

Coping strategies, especially those centered on maintaining a positive mindset and managing personal well-being, are instrumental in supporting resilience. The prominence of strategies like positive self-talk, time management, and self-care indicates a proactive approach to stress management. These practices help teachers stay emotionally balanced and reinforce their capacity to engage constructively with workplace demands. Moreover, problem-solving and social support systems play a vital role in sustaining

professional performance, although access to or utilization of professional support structures may require strengthening.

There is a strong relationship between coping strategies and the core components of resilience, especially self-care and problem-solving, which contribute significantly to an individual's sense of agency and emotional reach. This interconnectedness suggests empowering teachers with diverse and adaptive coping tools can lead to more sustainable resilience. Ultimately, supporting teachers in developing these strategies is essential for maintaining their well-being and effectiveness in an increasingly complex educational landscape.

Recommendations

The following recommendations are made based on the facts and conclusions drawn from this study:

1. School administrators may design targeted professional development programs that are responsive to the varying needs of teachers based on their age, educational attainment, teaching experience, and cultural background to ensure inclusivity and relevance.
2. Implement structured resilience-building workshops and regular mental wellness check-ins to help teachers strengthen their endurance and ability to cope with long-term professional challenges.
3. Schools may encourage the adoption of effective coping mechanisms by integrating wellness programs that promote self-care, positive self-talk, time management, and problem-solving skills into regular in-service training.
4. Develop differentiated support systems and mentorship programs that cater to specific teacher groups' unique resilience needs, especially those with lower resilience based on age or professional experience.
5. The Department of Education may encourage and support continuous professional development for teachers by encouraging them to pursue further studies or higher education.
6. Strengthen institutional support by creating an enabling environment that reinforces the use of adaptive coping strategies, recognizing that enhancing these strategies will likely improve overall teacher resilience.
8. Future researchers may expand the study to include a larger, more diverse sample of teachers from various regions to examine if the findings hold across different contexts. Additionally, exploring the role of teacher leadership and community engagement in building resilience could provide deeper insights into how these factors contribute to teachers' ability to cope with work-related challenges.

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