

Beginning and Experienced Teachers' Perceptions of Teaching Resilience in Basic and Higher Education

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ABSTRACT

Filipino teachers' resilience springs from the social, cultural, and environmental strengths of the Filipino spirit, yet it continues to be tested by changing educational landscapes, curricular shifts, and unprecedented challenges. With that, the study investigates public educators' perceptions of teaching resilience within the basic and higher educational institutions using the lens of descriptive qualitative research. Twelve educators were purposively interviewed, and the data were analyzed using thematic analysis. The results showed that Filipino teachers' resilience is shaped by personal adaptability, institutional support, and social factors, highlighting the need for both individual and systemic support to sustain effective teaching amid challenges. Thus, Teacher Education Institutions (TEIs) and academic institutions may boost teacher resilience by providing ongoing training, sufficient resources, and supportive policies as part of the induction and professional development programs.

INTRODUCTION

Resilient education represents a transformative approach to teaching and learning, addressing the diverse needs of 21st-century learners while fostering equity, inclusivity, and adaptability. Now more than ever, it is imperative for teachers to cultivate resilience in their instructional delivery, enabling them to adapt to the rapidly changing needs of learners, educational landscapes, and societies. However, some learners still struggle to adapt, often because their teachers themselves lack the resilience needed to guide them effectively. These are the realities from which the study drew inspiration.

Over the years, especially in the post-pandemic era, resilient education has gained prominence as a framework for building adaptive, supportive, and inclusive learning environments capable of withstanding crises and fostering student well-being (Borazon & Chuang, 2023; Ugwu, 2025). Resilience in education is cultivated through strong student-teacher relationships, targeted interventions, and adaptive infrastructure, as highlighted by global disruptions like the COVID-19 pandemic (Atef et al., 2024; Cordero & Mateos-Romero, 2021). Resilient systems prioritize personalized support, technological integration, and equitable access to ensure continuity and success for all learners (Panthalookaran, 2024; Santos-Villalba et al., 2024).

In the Philippines, teacher resilience is reinforced through both pre-service and in-service professional development policies. In in-service training, teachers are equipped with competencies to manage challenging tasks and achieve learning outcomes (DepEd Order No. 42, s. 2017). This is further supported by continuing professional development policies that promote advanced knowledge, skills, values, self-directed research, and lifelong learning among teachers (Republic Act No. 10912). Likewise, teacher resilience is cultivated during pre-service education by encouraging future teachers to demonstrate willingness and capacity for continuous learning in fulfilling their professional mission (CHED Memorandum Order No. 30, s. 2004).

The resilience of Filipino teachers is a testament to the broader resilience of the Filipino people, reflected in the cultural trait of being “*matatag*” – a term that conveys strength, stability, steadfastness, and resilience in the face of adversity. This enduring quality is especially evident in a country that faces numerous calamities each year, yet continues to persevere. Filipino resilience is often understood not merely as an admirable cultural trait, but as a response forged through historical hardship, social inequities, and recurring crises.

As argued by Lagua (2025) and Agbay (2024), this resilience is frequently shaped by necessity rather than choice, revealing both the strength and burden embedded in the Filipino condition. At the same time, this resilience is sustained by collective values and social resources, as seen in the roles of family support, faith, and emotional strength across social classes (Dela Cruz et al., 2014), as well as in the enduring capacity of Filipinos to recover and emerge stronger amid disasters and disruptions (Garay et al., 2020). This cultural endurance also calls for a shift from individual coping to collective transformation, particularly through bayanihan and the building of truly resilient communities in response to structural and climate-related vulnerabilities (Agbay, 2024; Laborte, 2022).

Ultimately, Filipino resilience, often captured in the idea of being *matatag*, reflects both an enduring national identity and an aspiration for a form of resilience shaped not only by survival, but by agency and purposeful change (Arboleda, 2025).

Indeed, quality and resilience in teachers are essential for sustainable and responsive education. Today, the academic sector faces significant challenges in improving educational standards. Too often, teachers are unfairly blamed for poor student performance and the overall decline in education quality. To ensure that schools produce capable learners, we must first ensure that our teachers are well-prepared and supported. Unfortunately, not all teachers develop the resilience needed to thrive in the profession. Many leave early in their careers, further straining the system. The present study aims to highlight such practical gaps in the teaching landscape.

This study investigates public educators' perceptions of teaching resilience within the basic and higher education systems in Philippine academic institutions. Amid the paradigm shifts in Philippine curricula, educational programs, and policies, the present study remains novel and relevant in the current educational landscape. Hence, it aims to uncover effective and sustainable practices that empower educators to thrive in diverse and challenging environments. By analyzing the perspectives of both novice and experienced teachers, the study supports SDG 4 (Quality Education), highlighting how resilient teaching can create inclusive, equitable, and adaptive learning environments for all learners.

LITERATURE REVIEW

Resilient Education

Resilient education has become a cornerstone of contemporary research, policy, and practice, driven by its potential to enhance both academic success and emotional well-being among students and educators. The concept of resilience, while often fluid and politically nuanced, is now central to school-based interventions aimed at fostering social and emotional competence (Ecclestone & Lewis, 2013). Recent studies emphasize that resilience in education thrives in safe, supportive environments where strong student-teacher relationships are cultivated, and where targeted strategies, programs, and assessments are implemented to build this capacity (Ugwu, 2025). Research in this field has identified five key themes: the influence of culture and environment, the effectiveness of successful models and programs, the experiences and resilience of learners, the characteristics of resilient students, and the teaching styles that promote educator resilience (Borazon & Chuang, 2023). These themes highlight how individual backgrounds, institutional programs, and environmental factors collectively enable resilience-building.

Importance of Resilience in Education

The importance of resilient educational infrastructure has been underscored by global crises, such as the COVID-19 pandemic, which exposed vulnerabilities in education systems and widened existing inequalities. Studies

have proposed resilient design criteria for classrooms, including epidemic prevention, climate change adaptation, technological integration, and support for advanced education, to ensure continuity during disruptions (Atef et al., 2024). For instance, primary schools faced significant challenges during the pandemic, particularly due to high infection rates among children, prompting a reevaluation of classroom designs and crisis adaptability. Additionally, research in primary education reveals that resilient students often achieve academic success despite socioeconomic disadvantages, with early skill development and peer socioeconomic status playing pivotal roles (Cordero & Mateos-Romero, 2021). However, teachers frequently encounter systemic barriers—such as curriculum demands and limited resources—that hinder their ability to nurture resilience through empathetic relationships and community engagement (Ciucă & Zăvoianu, 2024).

In education, resilience is linked to internal resources, meaningful relationships, and institutional support. Students who navigate stress and adversity often rely on adaptability, self-control, and robust social networks, including faculty and family support (Ang et al., 2021; Durso et al., 2021). The pandemic further highlighted the need for resilient educational spaces, as students developed coping strategies to address technological limitations, emotional challenges, and the absence of peer interactions (Santos-Villalba et al., 2024). Meanwhile, the rise of artificial intelligence (AI) presents both opportunities and challenges, necessitating a paradigm shift in education to cultivate AI-resilience. A proposed framework advocates for a new learning theory and pedagogy to equip students with cognitive skills that complement AI tools, ensuring their relevance in an AI-dominated future (Panthalookaran, 2024).

Emergencies, whether natural disasters, conflicts, or pandemics, have demonstrated the fragility of education systems, endangering student well-being and exacerbating learning disparities (Tarricone et al., 2021). To build resilience, educators and institutions must prioritize personalized support, collaborative networks, and sustainable development opportunities (White & Mpamhanga, 2024). Moving forward, resilient education requires adaptive, inclusive, and technologically integrated systems that can withstand crises and empower all stakeholders to thrive in an ever-evolving landscape.

Resilience in Teaching

Resilience in teaching refers to the ability of educators to recover from challenges and adapt to the demands of the profession. It is considered essential in navigating emotionally demanding and high-pressure environments (Thomas, 2021; Lu et al., 2024). Research shows that resilience is positively linked to emotion regulation, empathy, teacher competence, self-efficacy, and self-esteem (Zhang & Luo, 2023). However, studies on teacher resilience remain limited due to the lack of context-specific measures, and the concept is often used interchangeably with well-being, highlighting the need for clearer distinctions such as those proposed in the AWaRE model (Abubakar et al., 2022; Hascher et al., 2021).

Teacher resilience is a dynamic process shaped by the interaction between challenges and protective resources. It develops through personal, professional,

and contextual factors such as self-care, psychosocial support, and supportive school environments (Salvo-Garrido et al., 2025). Support from the community and relationships with students and families further strengthen resilience, even in the presence of challenges (Heshmati & Lin, 2025). Enhancing teacher resilience not only improves well-being but also supports positive student outcomes, emphasizing the importance of targeted training and institutional support (Salvo-Garrido et al., 2025).

METHODOLOGY

Research Design

This study employed a descriptive qualitative (exploratory) research design. This approach focused on how participants articulated their experiences through personal narratives. To gather key insights, the researchers used a semi-structured interview guide, particularly to explore the contexts of teacher-participants in both basic and higher education. The researchers utilized the said research design to deeply understand and interpret the various experiences of teacher-participants, as their personal narratives—captured through semi-structured interviews—provided rich, context-specific insights that quantitative methods could not.

Participants

The study included twelve (12) purposively selected educator-participants: six (6) novice educators and six (6) experienced educators from public basic and higher education institutions in the province of Bataan, Philippines. Among them, eight (8) were female and four (4) were male, with nine (9) teaching in basic education and three (3) in higher education. The study used purposive sampling to select twelve educator-participants—balanced by experience level, gender, and educational context—to ensure diverse perspectives and a comprehensive exploration of the research phenomenon.

Instrument

To gather key information from the participants, a semi-structured interview guide was utilized. This guide included follow-up questions to delve deeper into the spontaneous responses provided by participants during the interview. The questions raised during the interview proper focused on the following: (i) *How resilient are you in teaching?*; (ii) *What makes you a resilient teacher?*; and (iii) *How do you identify resilient teaching?* Three expert educators and academic managers validated the content of the interview guide.

The interviews were conducted at times and through modalities convenient for the participants. Additionally, participants were briefed on the scope of their involvement, as well as the study's objectives and procedures.

Data Gathering Procedure and Ethical Considerations

Once schedules and consents were secured from the participants, the interviews—conducted either face-to-face and/or online—proceeded on the participants' preferred dates and times. The participants were also oriented on the nature and objectives of the study, the extent of their participation, some risks

and discomforts that they may experience, and how the results will be stored, utilized, and archived. Throughout the data-gathering process, the researchers assured participants of their anonymity and the confidentiality of their responses. Furthermore, their safety and concerns were prioritized at all times.

Data Analysis

The study utilized the thematic analysis by Braun and Clarke (2006), comprising six (6) stages. Following the six stages of thematic analysis, the researchers first familiarized themselves with the interview transcripts through repeated reading, then generated initial codes from significant statements related to teacher resilience. These codes were organized into potential themes, which were reviewed, refined, and defined to ensure alignment with the participants' lived experiences and the study's focus. Finally, the themes were interpreted and presented as key patterns describing how participants perceive, develop, and identify resilient teaching.

RESEARCH RESULT

Filipino Educators' Resilience in Teaching

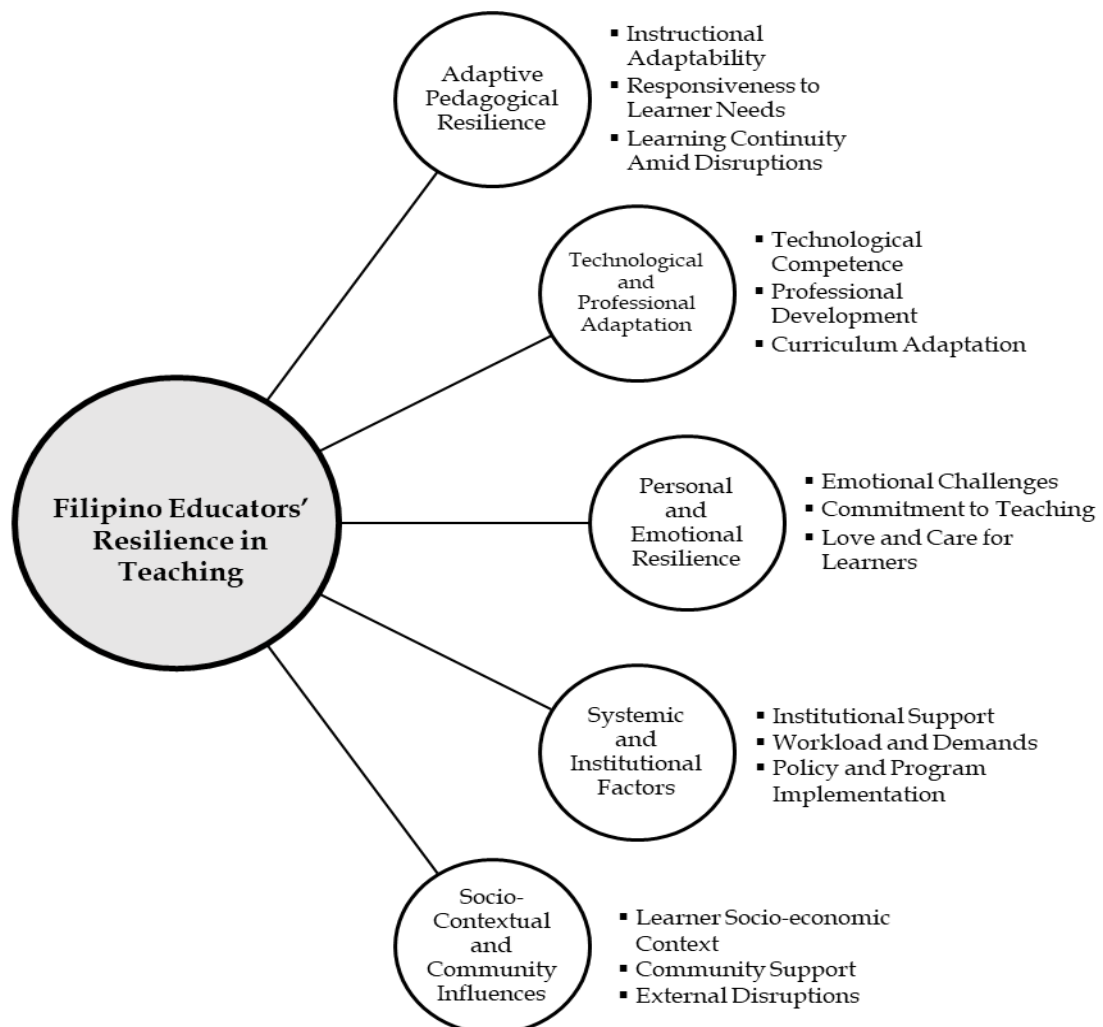


Figure 1. Thematic Diagram of Themes on the Filipino Educators' Resilience in Teaching

Table 1. Themes on the Filipino Educators' Resilience in Teaching

Themes	Categories	Concepts	Verbatim Responses
1. Adaptive Pedagogical Resilience	Instructional Adaptability	Adjusting teaching strategies	"For me, ang resilient teaching eh yung nakapag-deliver ka pa rin ng responsive education sa panahon na may disruptions at nai-adjust mo ang delivery of instruction based sa needs, situations, and contexts ng mga learners mo." (P2)
		Tailor-fitting instruction	"Kaya masasabi mong resilient teacher talaga kapag si teacher eh kayang sabayan ang mga learners at i-tailor fit ang pagtuturo sa iba't ibang circumstances ng mga mag-aaral." (P3)
		Keeping pace with learners	"Alam naman natin na we are living in an era na maraming distractors ang mga mag-aaral ngayon kaya mahalaga na kayang sabayan ng guro ang kanilang pangangailangan." (P3)
	Responsiveness to Learner Needs	Diverse learner needs	"Iba na kasi ang mga learners ngayon, marami silang needs kaya need na maging responsive ka sa kanila." (P2)
		Addressing distractions	"Nandiyan ang gadgets, social media, AI, peers, at socio-economic

Themes	Categories	Concepts	Verbatim Responses
			issues kaya maraming kaagaw sa attention ng mga bata si teacher." (P3)
	Learning Continuity Amid Disruptions	Teaching during crises	"Because of the COVID, naging resilient na talaga tayo kahit noong una ay hindi pa handa pero along the way ay naidaos naman ang pagtuturo." (P1)
		Sustaining learning delivery	"Though evident na may ilang hindi natuto nang husto, masasabi ko pa rin na naging resilient ang mga guro at mga bata sa gitna ng pandemya." (P1)
Themes	Categories	Concepts	Verbatim Responses
2. Technological and Professional Adaptation	Technological Competence	Use of digital tools	"Sa tingin ko, resilient naman ang mga guro ngayon kasi nakakasabay naman sa technology gaya ng social media at AI." (P4)
		Difficulty with technology	"Aminado ako na nahihirapan na rin ako makasabay sa technology at sa sistema ng edukasyon dahil paiba-iba ito." (P12)
	Professional Development	Need for training	"Kaya dapat ay constant ang training and retooling sa mga teachers para maging adept sila sa current trends in education." (P4)
		Availability of training	"What is good ngayon ay marami nang training na

Themes	Categories	Concepts	Verbatim Responses
			ibinibigay sa mga guro kaya naire-ready na sila sa mga pagbabago." (P10)
	Curriculum Adaptation	Adjusting to curriculum changes	"Sa tingin ko naman ay resilient ako dahil natutunan ko nang makibagay sa pabago-bagong kurikulum at sistema sa edukasyon." (P10)
		Coping with system changes	"Though there are instructional challenges today brought about by AI and curriculum shifts, Filipino teachers are able to adjust and still deliver their mandates." (P11)
Themes	Categories	Concepts	Verbatim Responses
3. Personal and Emotional Resilience	Emotional Challenges	Stress and anxiety	"Minsan, ako rin ay nai-stress at nagkaka-anxiety sa dami ng nangyayari at kailangang gawin sa pagtuturo." (P5)
		Burnout tendencies	"Aminado ako na nahihirapan na ako sa pagtuturo at minsan ay naiisip ko na mag-early retirement dahil sa dami ng pinapagawa." (P12)
	Commitment to Teaching	Sense of mission	"Ang mahalaga bilang guro ay ang kakayahan mong makibagay sa pagbabago at magpokus sa iyong misyon sa pagtuturo." (P6)

Themes	Categories	Concepts	Verbatim Responses
		Perseverance despite hardship	"We have no choice, we need to move forward and still deliver for our learners despite the challenges." (P11)
	Love and Care for Learners	Teacher empathy	"Kailangan mo lang mahalin ang mga bata na parang sarili mong anak upang maging epektibo kang guro." (P6)
		Understanding learners	"Iba-iba talaga ang mga bata kaya kailangan mo silang unawain kung ano sila at saan sila nanggagaling." (P6)
Themes	Categories	Concepts	Verbatim Responses
4. Systemic and Institutional Factors	Institutional Support	Lack of support	"There are many impediments in our educational system today such as limited support to teachers in their delivery of instruction." (P7)
		Need for compensation and recognition	"Teachers become more resilient if they are supported, well-compensated, and recognized for their service." (P8)
	Workload and Demands	Heavy workload	"Madalas ay napakaraming trabahong nakaatang sa amin kaya nahihirapan kaming maging productive." (P7)
		Administrative burden	"Ang dami kasing pinapagawa sa amin kaya nagiging mahirap ang pagtuturo at

Themes	Categories	Concepts	Verbatim Responses
			nakakadagdag ito sa pagod." (P12)
	Policy and Program Implementation	Inconsistency in programs	"Mas maganda sana kung consistent ang implementasyon ng mga programa sa edukasyon upang mas maging maayos ang sistema." (P10)
Themes	Categories	Concepts	Verbatim Responses
5. Socio-Contextual and Community Influences	Learner Socio-economic Context	Poverty-related challenges	"Nasa pampublikong paaralan ako kaya marami sa mga estudyante ko ay hikahos sa buhay at may iba't ibang suliranin." (P9)
		Mental health and personal issues	"Marami sa mga learners ang may mental health, family, at personal issues na nakakaapekto sa kanilang pag-aaral." (P5)
	Community Support	Collective effort	"Kung may isang bagay na nagpatatag sa akin, ito ay ang kultura ng pagtutulongan sa komunidad." (P9)
		Parental/community involvement	"Mababait at matutulungin ang mga magulang at komunidad kaya nagiging magaan ang pagbibigay ng edukasyon." (P9)
	External Disruptions	Natural disasters and crises	"Sa dami ng pinagdaanan ko tulad ng lindol, bagyo, baha, at pandemya, masasabi

Themes	Categories	Concepts	Verbatim Responses
			kong matatag na ako bilang guro." (P9)

The thematic analysis of data disclosed five (5) key themes, disclosing how educators perceive resilience in teaching, namely: (i) adaptive pedagogical resilience; (ii) technological and professional adaptation; (iii) personal and emotional resilience; (iv) systemic and institutional factors; and (v) socio-contextual and community influences.

Theme 1: Adaptive Pedagogical Resilience

The findings reveal that resilience in teaching is strongly anchored in the ability of teachers to adapt instruction and sustain learning despite disruptions. Teachers emphasized that resilience is not merely endurance but involves intentional adjustment of pedagogical practices to meet the evolving needs of learners.

One participant described resilient teaching as the capacity to continue instruction while adapting to contextual demands, stating that it is when a teacher is able to *"nakapag-deliver ka pa rin ng responsive education sa panahon na may disruptions at nai-adjust mo ang delivery of instruction based sa needs, situations, and contexts ng mga learners mo"* [you were still able to deliver responsive education during times of disruption and you adjusted the delivery of instruction based on the needs, situations, and contexts of your learners] (P2). This highlights the importance of responsiveness and flexibility in instructional delivery.

Moreover, teachers recognized the complexity of contemporary learners, noting that resilience involves tailoring instruction: *"kayang sabayan ang mga learners at i-tailor fit ang pagtuturo sa iba't ibang circumstances ng mga mag-aaral"* [able to keep up with the learners and tailor teaching to the different circumstances of students] (P3). This reflects differentiated instruction as a core element of resilience.

The experience during the pandemic further reinforced this theme, as one teacher shared, *"Because of the COVID, naging resilient na talaga tayo... along the way ay naidaos naman ang pagtuturo"* [Because of COVID, we have become truly resilient... along the way, teaching has been carried out] (P1). Despite initial unpreparedness, teachers demonstrated adaptability and persistence, ensuring continuity of learning.

Theme 2: Technological and Professional Adaptation

Another salient theme is the role of technology and continuous professional development in fostering teacher resilience. Participants acknowledged that modern teaching requires keeping pace with technological advancements and educational reforms.

One teacher noted that resilience is evident when teachers are able to integrate technology into their practice: *"nakakasabay naman sa technology gaya ng social media at AI"* [keeping up with technology like social media and AI] (P4). However, this adaptation is not without challenges, as another participant admitted, *"nahihirapan na rin ako makasabay sa technology at sa sistema ng edukasyon dahil paiba-iba ito"* [I'm also having a hard time keeping up with technology and

the education system because it's changing so much] (P12). This reflects the uneven readiness among teachers in navigating technological demands.

The need for sustained professional development was also emphasized. As one participant explained, *"dapat ay constant ang training and retooling sa mga teachers para maging adept sila sa current trends in education"* [There should be constant training and retooling for teachers so that they become adept at current trends in education] (P4), while another added that *"marami nang training na ibinibigay sa mga guro kaya naire-ready na sila"* [there is a lot of training being given to teachers so they are prepared] (P10). These insights suggest that resilience is supported by institutional efforts to equip teachers with relevant competencies.

Theme 3: Personal and Emotional Resilience

Resilience is also deeply personal, involving emotional strength, commitment, and a sense of purpose. Teachers described the emotional demands of their profession, including stress and burnout.

One participant candidly shared, *"nai-stress at nagkaka-anxiety sa dami ng nangyayari at kailangang gawin sa pagtuturo"* [stressed and anxious about the amount of things happening and needing to be done in teaching] (P5), while another expressed thoughts of withdrawal: *"naiisip ko na mag-early retirement dahil sa dami ng pinapagawa"* [I think about taking early retirement because of the amount of work I have to do] (P12). These responses underscore the psychological toll of teaching in contemporary contexts.

Despite these challenges, teachers demonstrated strong commitment to their role. As one participant emphasized, *"ang mahalaga bilang guro ay ang kakayahan mong makibagay sa pagbabago at magpokus sa iyong misyon sa pagtuturo"* [what is important as a teacher is your ability to adapt to change and focus on your teaching mission] (P6). Similarly, perseverance emerged as a defining trait, with a teacher asserting, *"we need to move forward and still deliver for our learners despite the challenges"* [we need to move forward and still deliver for our learners despite the challenges] (P11).

Furthermore, emotional resilience is closely tied to empathy and care for learners. A participant highlighted that effective teaching requires compassion: *"kailangan mo lang mahalín ang mga bata na parang sarili mong anak"* [you just have to love the learners like they are your own children] (P6). This reflects the relational dimension of resilience.

Theme 4: Systemic and Institutional Factors

The findings also point to the influence of institutional conditions on teacher resilience. While resilience is often framed as an individual trait, participants emphasized that it is significantly shaped by systemic support and organizational structures.

One teacher pointed out systemic constraints, stating that *"there are many impediments in our educational system today such as limited support to teachers"* (P7). This lack of support is compounded by heavy workload, as reflected in the statement, *"napakaraming trabahong nakaatang sa amin kaya nahihirapan kaming*

making productive" [we have so much work to do that we find it difficult to be productive] (P7).

Conversely, resilience is strengthened when teachers are supported and valued. As one participant explained, "*teachers become more resilient if they are supported, well-compensated, and recognized for their service*" [teachers become more resilient if they are supported, well-compensated, and recognized for their service] (P8). This highlights the importance of institutional recognition and resource provision.

Additionally, inconsistencies in policy implementation were identified as barriers, with a teacher noting that "*mas maganda sana kung consistent ang implementasyon ng mga programa sa edukasyon*" [it would be better if the implementation of education programs was consistent] (P10). This suggests that stability in educational policies is crucial in sustaining teacher resilience.

Theme 5: Socio-Contextual and Community Influences

Finally, resilience is shaped by the broader socio-cultural and community context in which teachers operate. Participants acknowledged that learners' socio-economic conditions and external disruptions significantly affect teaching and learning processes.

One teacher shared, "*marami sa mga estudyante ko ay hikahos sa buhay at may iba't ibang suliranin*" [many of my students are poor and have various problems] (P9), while another noted that "*marami sa mga learners ang may mental health, family, at personal issues*" [many learners have mental health, family, and personal issues] (P5). These realities require teachers to extend their roles beyond instruction, demonstrating adaptability and empathy.

At the same time, community support emerged as a critical enabler of resilience. A participant emphasized, "*ang kultura ng pagtutulungan sa komunidad*" [the culture of community cooperation] (P9) as a source of strength, further elaborating that "*mababait at matutulungin ang mga magulang at komunidad kaya nagiging magaan ang pagbibigay ng edukasyon*" [the parents and communities are kind and helpful, making it easier to provide education] (P9).

Moreover, teachers' experiences with crises such as "*lindol, bagyo, baha, at pandemya*" [earthquakes, typhoons, floods, and pandemics] (P9) have reinforced their resilience, illustrating their capacity to endure and adapt in the face of recurring challenges.

In general, the study's findings align with ecological systems theory (Bronfenbrenner, 1979), as the five emergent themes—adaptive pedagogical resilience, technological and professional adaptation, personal and emotional resilience, systemic and institutional factors, and socio-contextual influences—collectively illustrate how teacher resilience is not an isolated trait but a dynamic interplay of individual agency, institutional support, and broader socio-cultural contexts, reflecting the multi-layered nature of human development and adaptation.

DISCUSSION

The findings indicate that Filipino teachers' resilience is a multifaceted and dynamic construct shaped by the interplay of pedagogical adaptability,

technological and professional growth, emotional strength, institutional support, and socio-contextual realities. Teachers demonstrate resilience not only through their ability to adjust instruction and sustain learning amid disruptions but also through their commitment to learners despite stress, workload, and systemic challenges. However, the results also highlight that resilience is not solely an individual capacity; rather, it is significantly influenced by the level of support, resources, and stability provided by the educational system and the community. Thus, fostering teacher resilience requires both personal agency and structural support mechanisms to ensure sustained and effective teaching in diverse and evolving educational contexts.

The findings align with existing literature by demonstrating that teacher resilience is a dynamic and multifaceted construct shaped by both individual capacities and contextual support systems. Consistent with the view that resilience involves adapting to challenges in demanding teaching environments (Thomas, 2021; Lu et al., 2024), the results highlight teachers' ability to sustain instruction and remain committed despite stress and systemic constraints. Moreover, the strong influence of institutional support, community, and socio-contextual factors reflects the literature's emphasis on the interaction between challenges and protective resources in building resilience (Heshmati & Lin, 2025; Salvo-Garrido et al., 2025). This reinforces the idea that resilience is not solely an individual trait but a process supported by environmental conditions that promote teacher well-being and effectiveness.

CONCLUSIONS AND RECOMMENDATIONS

The findings reveal that the Filipino teachers' resilience is a dynamic, multifaceted process shaped by personal adaptability, institutional support, and socio-contextual factors, emphasizing the need for both individual agency and systemic resources to sustain effective teaching amid challenges. The findings underscore that Filipino teachers' resilience is not a static trait but a contextualized, layered process, where personal adaptability, institutional support, and socio-contextual factors intersect—highlighting the necessity of both individual determination and systemic empowerment to navigate educational challenges.

As for the recommendations, Teacher Education Institutions (TEIs) and academic institutions may strengthen teacher resilience by providing sustained professional development, adequate resources, and supportive policies that address both instructional demands and teachers' well-being, as part of the induction or professional development programs.

ADVANCED RESEARCH

Advanced research documenting the resilient practices of educators across various realms of academe may be further explored by future researchers using mixed-method approaches, highlighting how the educational sector addresses pressing issues or concerns that may challenge teachers' resilience and performance.

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