

Teachers' Resilience and its Association with Classroom Performance in Implementing the Revised K-12 Curriculum

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ABSTRACT

This study examined the association between teachers' resilience and classroom performance in the context of implementing the Revised K–12 Curriculum in Jimalalud District II, Negros Oriental. An explanatory sequential mixed-methods design combined quantitative data from 108 public elementary school teachers with 16 school-based focus group discussions involving the same participants. Resilience was measured using a contextualized questionnaire based on the Teachers' Resilience Scale, covering personal competencies and persistence, family cohesion, social skills and peer support, and spiritual influence.

The questionnaire underwent expert review and pilot testing; the reported overall Cronbach's alpha was .91. Classroom performance was measured using principal-rated School Year 2025–2026 Individual Performance Commitment and Review Form records, verified against official school or district records, in classroom management, instructional delivery, and lesson planning. The resilience survey was conducted for School Year 2026–2027; consequently, the measures represented different reference periods. Descriptive statistics, group comparisons, Pearson correlation, and thematic analysis were used. Resilience was moderately manifested ($M = 3.02$), while the recorded performance mean was 3.73, classified as very satisfactory under the study's stated scoring rubric.

Resilience was positively associated with performance ($r = .313$, $p = .001$), with approximately 9.8% shared variance. Differences in resilience were reported by gender and teaching experience. Qualitative findings described curriculum adjustment, resource shortages, workload, learner diversity, collaboration, professional learning, faith, and institutional support. The integrated evidence informed the proposed RESILIENCE K–12 Action Plan. The findings indicate an association within the participating district; they do not establish causal influence, prospective prediction, or the effectiveness of the proposed intervention.

Keywords: teacher resilience, classroom performance, curriculum implementation, mixed methods, public elementary teachers

INTRODUCTION

Rationale of the Study

The Revised K to 12 Curriculum is the Department of Education's enhanced basic education program that aims to strengthen foundational learning, focus learning competencies, promote learner centered instruction, and provide teachers with greater flexibility in delivering quality education (Department of Education, 2024). Its implementation requires teachers to redesign lesson plans, use appropriate instructional strategies, manage diverse learners, and respond to varying learning needs. These changes require teachers to continually adjust their classroom practices while maintaining effective learning experiences.

Meeting these instructional demands requires both pedagogical competence and teacher resilience. Teacher resilience refers to the ability of teachers to adapt, recover, and remain effective despite the pressures and challenges of the profession.

According to the Job Demands and Resources Theory, resilience develops through the interaction between workplace demands and the personal and organizational resources available to teachers (Lu et al., 2024). Zhang and Luo (2023) also explained that resilience is strengthened by self-efficacy, professional competence, supportive working conditions, and social support. These resources help teachers remain committed and effective during periods of educational change.

Teachers implementing the Revised K to 12 Curriculum are expected to prepare competency-based lessons, apply differentiated instruction, and create learning environments that address the diverse needs of learners. Professional development strengthens teachers' ability to respond to curriculum changes (Nalbantoğlu & Bümen, 2024), while continuous preparation improves the use of differentiated instruction (Langelaan et al., 2024). Teacher resilience has also been associated with improved well-being and classroom performance (Chen & Lee, 2022).

Likewise, teachers with higher resilience, self-efficacy, and reflective practice tend to demonstrate stronger work engagement (Heng & Chu, 2023). These findings suggest that resilience is an important professional resource in sustaining effective teaching.

This study examines classroom performance in terms of classroom management, instructional delivery, and lesson planning. These areas represent the core responsibilities of teachers in the teaching and learning process. Effective classroom management promotes learner engagement and achievement (Korpershoek et al., 2016). Clear instructional delivery supports positive learning experiences (Chen & Lu, 2022), while effective lesson planning helps teachers organize content, select appropriate strategies, and prepare learning activities that respond to learners' needs (Hatch & Clark, 2021).

Although previous studies have associated teacher resilience with well-being, work engagement, and classroom performance (Chen & Lee, 2022; Heng & Chu, 2023; Salvo Garrido et al., 2025), limited research has examined its association with classroom management, instructional delivery, and lesson planning during the implementation of the Revised K to 12 Curriculum in Philippine public elementary schools. Lu et al. (2024) and Munezero et al. (2026) also emphasized the need for more context specific studies on teacher resilience. Examining this relationship in Jimalalud District II will provide local evidence on the association between resilience and teachers' classroom performance under the revised curriculum.

This study examined the association between teachers' resilience and classroom performance in the context of implementing the Revised K–12 Curriculum. It assessed personal competencies and persistence, family cohesion, social skills and peer support, and spiritual influence, alongside classroom management, instructional delivery, and lesson planning. The qualitative phase explored teachers' experiences, coping practices, and support needs. The findings informed of a proposed Enhanced Action Plan for mentoring, instructional support, and teacher well-being. The study did not evaluate the causal effect of resilience or the effectiveness of the proposed plan.

Theoretical Background

This study is anchored on the **Job Demands-Resources Theory** and the **Conservation of Resources Theory**. These theories are appropriate because the study examines how teachers use personal, family, social, and spiritual resources to respond to classroom-related demands brought about by curriculum implementation. Recent studies continue to affirm the usefulness of both theories in explaining how resources influence well-being, motivation, behavior, and performance in demanding work environments (Demerouti, 2025).

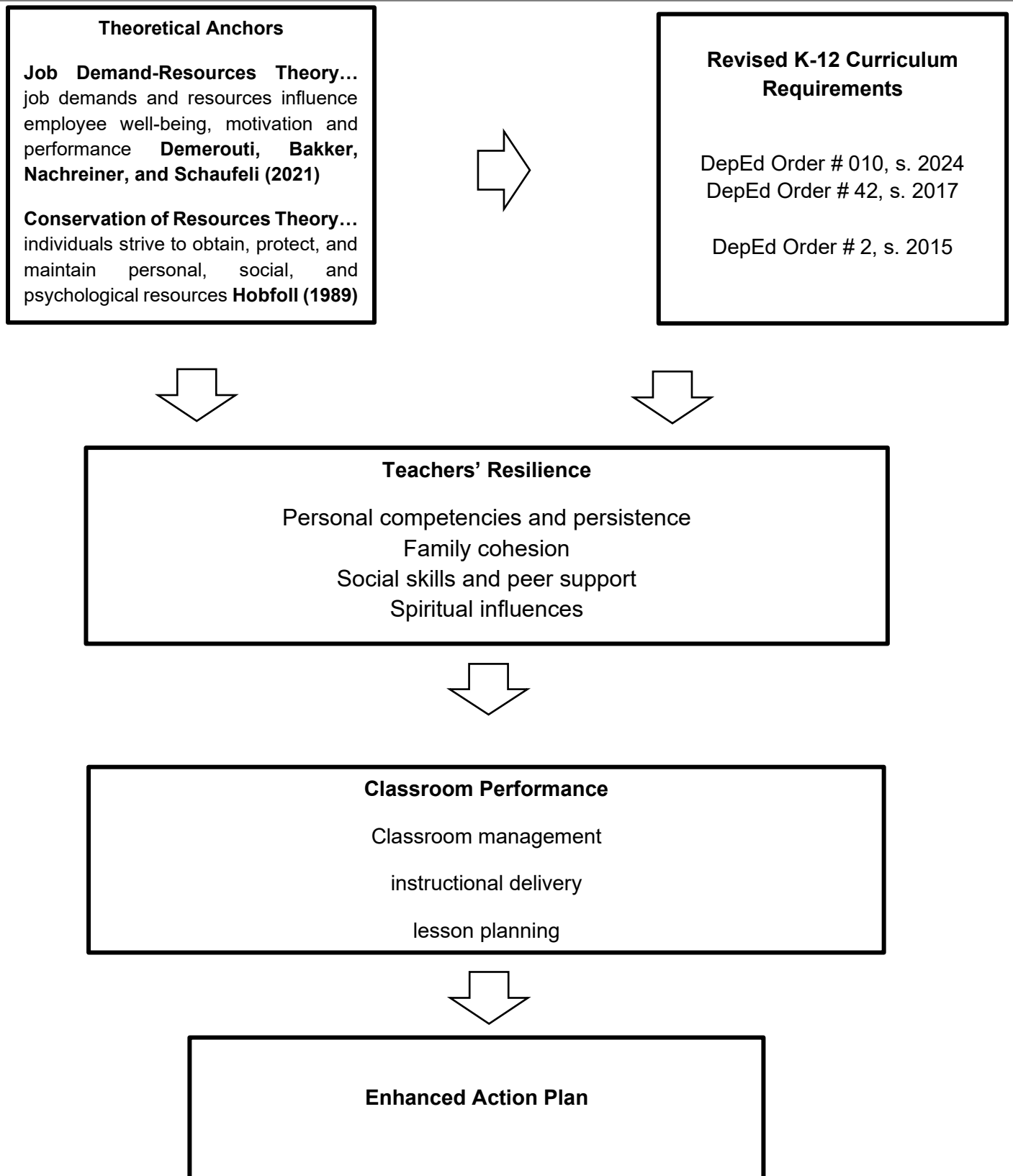


Figure 1

Theoretical Framework of the Study

In the present study, the Revised K-12 Curriculum is viewed as a source of instructional and classroom demands, while teachers' resilience is viewed as a set of resources that may help teachers sustain effective classroom performance.

The Job Demands and Resources Theory, introduced by Demerouti et al. (2001), explains that each workplace has demands and resources that shape employees' motivation, well-being, and performance. Job demands are the physical, mental, emotional, and organizational parts of work that require sustained effort. Job resources are the support, conditions, and capacities that help workers meet goals, lessen strain, and grow professionally. Demerouti (2025) stated that the model remains useful in explaining how workplace demands and resources interact and affect employee functioning in complex professional settings.

In teaching, job demands include preparing lessons, aligning instruction with the curriculum, managing classrooms, addressing learner diversity, preparing assessments, completing documentation, and adjusting instruction. These responsibilities require time, focus, patience, and emotional effort, especially during curriculum reform. Lu et al. (2024) noted that the theory is useful in studying teacher resilience because resilience develops as teachers face professional demands with the resources available to them. Teachers are more likely to remain effective when they have adequate personal and contextual resources that help them handle workplace challenges.

The use of this theory in education is supported by studies on teacher well-being, professional engagement, and occupational stress. Bakker and de Vries (2021) explained that job resources help reduce the negative effects of heavy job demands and promote stronger work engagement among teachers in demanding school contexts today.

The application of **JD-R Theory** in education has been supported by research examining teacher well-being, professional engagement, and occupational stress. Bakker and de Vries (2021) explained that job resources play a critical role in buffering the negative effects of high job demands and promoting work engagement.

In teaching settings, resources such as supportive leadership, collaboration, professional autonomy, and competence development help teachers stay motivated even when work conditions are demanding. Collie (2021) found that supportive school environments and adequate teacher resources are linked with better teacher wellbeing and lower occupational stress, showing the importance of school conditions in maintaining teacher effectiveness.

For this study, the Revised K to 12 Curriculum represents professional challenges requiring teachers to adjust instructional practices, prepare suitable learning activities, respond to learner differences, and carry out assessment and intervention programs. These can bring pressure, especially when teachers face limited materials, heavier workload, or new instructional expectations. Teachers with strong resilience resources may be more capable of managing these demands while sustaining overall classroom performance.

This study views teachers' resilience as a combination of personal and contextual resources. Personal competencies and persistence are internal resources that help teachers stay committed and continue working despite difficulties. Family cohesion serves as an emotional resource that gives encouragement and stability beyond the workplace. Social skills and peer support serve as professional resources that help teachers work with colleagues, ask for help, and share instructional strategies. Spiritual influence serves as a personal source of meaning that may give hope, patience, and motivation during difficult teaching situations.

The Job Demands–Resources perspective provides a rationale for examining resilience alongside classroom performance. Differences in access to personal and workplace resources may help explain why teachers describe different experiences of curriculum adjustment. This study examined statistical associations and participant accounts; it did not test a causal pathway from resources to performance.

The **Conservation of Resources Theory** was proposed by Hobfoll (1989) to explain how people respond to stress. It states that stress occurs when valued resources are lost, threatened, or used without the expected return. The theory also explains that individuals try to gain, keep, and protect resources that matter to them.

Stress happens when individuals lose resources, expect possible resource loss, or spend effort without receiving the results they hoped for (Hobfoll, 1989). In schools, teachers may experience resource depletion

when job requirements go beyond available support. Resource loss in teaching may come from heavy workload, lack of instructional materials, emotional fatigue, limited preparation time, classroom concerns, and pressure linked to school curriculum reform activities (Demerouti, 2025).

The Revised K to 12 Curriculum may require teachers to spend time and effort on curriculum interpretation, lesson preparation, assessment analysis, and intervention planning. When resources are lacking, these requirements affect teachers' wellbeing and professional functioning.

Bagdžiūnienė, Kazlauskienė, Nasvytienė, and Sakadolskis (2023) found that teachers' emotional resilience relates to job resources, self-efficacy, and psychological wellbeing. Their findings support the idea that teachers cope better with professional challenges when they have internal strengths and supportive school conditions. Salvo-Garrido, Cisternas-Salcedo, and Polanco-Levicán (2025) stated that teacher resilience is shaped by personal, professional, and contextual resources and supports continued functioning and performance in many challenging school settings at present.

Using COR Theory, resilience can be understood as a continuing process of maintaining and strengthening resources. Teachers protect their professional resources through collaboration, professional learning, reflective practice, and support networks. When teachers face curriculum related challenges, these resources help them recover from difficulties, adjust instructional strategies, and continue supporting learners. This perspective supports the study because the identified resilience dimensions, namely personal competencies and persistence, family cohesion, social skills and peer support, and spiritual influence, are different resources that teachers may use during Revised K to 12 Curriculum implementation. These resources are expected to be associated with how teachers manage classrooms, deliver instruction, and plan learning experiences in regular daily public elementary school practice.

Teacher Resilience and Classroom Performance in the Revised K–12 Curriculum

Teacher resilience refers to teachers' capacity to remain committed, adapt to challenges, and continue functioning effectively despite difficult professional conditions. Contemporary literature views resilience not as a fixed personal trait but as a dynamic process shaped by the interaction of individual strengths and environmental resources (Munezero et al., 2026). This perspective is consistent with the Job Demands–Resources Theory and Conservation of Resources Theory, which emphasize that individuals sustain performance by developing, protecting, and using personal, social, and organizational resources.

The implementation of the Revised K–12 Curriculum places teachers in situations that require continuous adjustment. Curriculum changes, increased lesson preparation, assessment requirements, learner diversity, differentiated instruction, and limited resources may create substantial professional demands. Teachers therefore draw on different resilience resources to remain effective. In this study, resilience is examined through four dimensions: personal competencies and persistence, family cohesion, social skills and peer support, and spiritual influence. These dimensions represent personal and contextual resources that may help teachers maintain effective classroom practice while adapting to curriculum reform (Lu et al., 2024).

Dimensions of Teacher Resilience

Personal competencies and persistence refer to internal resources that help teachers remain focused, adaptive, and determined during challenging situations. These include self-confidence, problem-solving ability, emotional regulation, adaptability, and perseverance. Teachers use these resources when instructional plans do not work as expected, learning materials are limited, assessment requirements change, or learner needs become more complex. The Job Demands–Resources Theory identifies such personal resources as important in maintaining motivation and professional functioning when work demands increase. Lu et al. (2024) described resilience as an important resource that helps teachers regulate their responses to workplace pressures, while Bagdžiūnienė et al. (2023) associated teacher resilience with self-efficacy, emotional regulation, and job resources.

Resilience does not mean that teachers are free from stress or difficulty. Teachers may still experience uncertainty, pressure, and setbacks. Resilience is reflected instead in their ability to adjust, seek solutions, recover, and continue fulfilling professional responsibilities. Salvo-Garrido et al. (2025) emphasized that resilience becomes stronger when teachers have opportunities to develop the personal and professional resources necessary for sustained functioning.

Family cohesion serves as an emotional resource that supports teachers beyond the workplace. Teaching involves lesson preparation, assessment, reporting, instructional responsibilities, and other school-related tasks. During periods of heavier work demands, supportive family relationships may provide encouragement, understanding, emotional stability, and opportunities for psychological recovery (Collie, 2021). From the perspective of Conservation of Resources Theory, supportive relationships help individuals protect themselves from resource depletion. Family cohesion may therefore strengthen teachers' ability to manage curriculum adjustments, workload pressures, and classroom concerns while maintaining commitment to their responsibilities.

Social skills and peer support represent professional resources that enable teachers to communicate, collaborate, exchange ideas, and seek assistance when difficulties arise. Teachers regularly interact with colleagues, school heads, parents, and other stakeholders, and many instructional concerns are more effectively addressed through collective problem solving. Social support is considered an important job resource because it can reduce the effects of demanding working conditions. Teachers who share instructional strategies, prepare resources collaboratively, and discuss classroom problems may be better equipped to manage curriculum changes. Sancar et al. (2021) explained that professional development is strengthened in collaborative learning environments where teachers exchange knowledge, reflect on practice, and learn from one another.

Spiritual influence provides another possible source of resilience by giving teachers meaning, hope, patience, and a sense of purpose during difficult professional situations. Spiritual beliefs and personal values may function as internal resources that support emotional strength and continued commitment (Farkash et al., 2022). Conservation of Resources Theory recognizes beliefs and values as resources individuals may draw upon during stressful conditions. Salvo-Garrido et al. (2025) similarly explained that teacher resilience is strengthened through personal and contextual resources that support sustained professional functioning. Within curriculum implementation, spiritual resources may help teachers maintain compassion, patience, optimism, and dedication despite increasing demands.

Classroom Performance and Teacher Resilience

Classroom performance represents the observable expression of teachers' professional competence in carrying out instructional responsibilities. Under the Revised K–12 Curriculum, effective performance requires teachers to create supportive learning environments, deliver meaningful instruction, and design learning experiences responsive to learner needs. In this study, classroom performance is examined through three areas: classroom management, instructional delivery, and lesson planning.

The Job Demands–Resources Theory and Conservation of Resources Theory provide a basis for understanding how resilience may be associated with classroom performance. Curriculum implementation introduces professional demands that require teachers to adjust their practices continuously. Resilience resources may help teachers manage these demands while sustaining instructional effectiveness. Teachers with stronger personal, social, and professional resources may therefore be better positioned to address classroom challenges, maintain instructional quality, and respond to diverse learners (Lu et al., 2024; Salvo-Garrido et al., 2025).

Classroom management refers to teachers' capacity to create organized, supportive, and productive learning environments where learners can participate actively and responsibly (Korpershoek et al., 2016). Effective management involves guiding learner behavior, maintaining engagement, establishing positive relationships, and providing conditions that support learning. This becomes especially important under the Revised K–12

Curriculum because teachers must respond to differences in learner readiness, behavior, interests, and learning pace. Personal resources such as patience, emotional regulation, and adaptability can help teachers manage these situations, while organizational resources such as school leadership and peer collaboration provide additional support (Bakker & de Vries, 2021).

Instructional delivery involves teachers' ability to explain concepts clearly, select suitable teaching approaches, use instructional resources, and communicate effectively with learners (Chen & Lu, 2022). The Revised K–12 Curriculum requires teachers to adapt teaching strategies to learner needs, strengthen foundational skills, integrate suitable technology, and use assessment results to improve instruction. Curriculum reforms may increase pressure because teachers must understand new competencies, prepare appropriate materials, and use unfamiliar instructional approaches (Nalbantoğlu & Bümen, 2024). Professional learning, collaboration, feedback, and access to instructional resources can therefore function as resources that strengthen teaching capacity (Sancar et al., 2021; Demerouti, 2025).

Lesson planning reflects teachers' ability to organize learning experiences, align objectives with competencies, select appropriate instructional strategies, and prepare relevant assessments (Hatch & Clark, 2021). Under the Revised K–12 Curriculum, teachers are also expected to consider learner diversity, contextualize activities, and develop interventions responsive to identified learning needs (Langelaan et al., 2024). These responsibilities require time, professional knowledge, judgment, and emotional energy. When teachers have adequate professional knowledge, peer assistance, instructional materials, and administrative support, they may be better able to maintain effective planning practices despite changing curriculum requirements.

Revised K–12 Curriculum as the Professional Context

The Revised K–12 Curriculum serves as the central professional context of the study because its implementation requires changes in curriculum expectations, instructional strategies, assessment practices, and learner-support mechanisms. DepEd Order No. 010, s. 2024 emphasizes curriculum relevance, stronger foundational skills, and responsive learning experiences. These expectations require teachers to study revised standards, modify instructional practices, prepare suitable resources, and continuously respond to changing classroom needs.

The Philippine Professional Standards for Teachers under DepEd Order No. 42, s. 2017 likewise emphasize professional competence, reflective practice, learner-centered instruction, and continuous development, while the Results-Based Performance Management System provides a framework for monitoring teachers' professional performance. Within this policy environment, resilience may serve as an important resource for meeting increasing professional requirements without compromising classroom effectiveness.

The conceptual framework situated teachers' resilience within curriculum-related demands and available personal, family, peers, and spiritual resources. It linked the four resilience domains with the three classroom-performance domains for correlational analysis and used qualitative accounts to describe the surrounding context. The framework guided the inquiry and the proposed action plan; its directional relationships were theoretical propositions rather than established causal effects.

THE PROBLEM

Statement of the Problem

This research assessed teachers' resilience and its association with classroom performance in Jimalalud District II during School Year 2026–2027 to inform an Enhanced Action Plan. Performance data referred to official School Year 2025–2026 IPCRF records. The study therefore examined resilience alongside previously recorded performance, rather than predicting subsequent performance.

Specifically, this study sought to answer the following questions:

1. What is the profile of the teacher- respondents in terms of:
 - 1.1 age and gender;
 - 1.2 highest educational attainment;
 - 1.3 teaching position; and
 - 1.4 years of teaching experience?
2. To what extent is teachers' resilience manifested in terms of:
 - 2.1 personal competencies and persistence;
 - 2.2 family cohesion;
 - 2.3 social skills and peer support; and
 - 2.4 spiritual influence?
3. What is the level of teachers' classroom performance in terms of:
 - 3.1 classroom management;
 - 3.2 instructional delivery; and
 - 3.3 lesson planning?
4. Is there a significant difference in the level of teachers' resilience when grouped according to their profile?
5. Is teachers' resilience significantly associated with overall classroom performance and with its domains in the context of implementing the Revised K–12 Curriculum:
 - 5.1 classroom management;
 - 5.2 instructional delivery; and
 - 5.3 lesson planning?
6. What are the typical lived experiences of teachers in demonstrating resilience while performing classroom-related duties in the implementation of the Revised K-12 Curriculum?
7. Based on the findings of the study, what Enhanced Action Plan may be proposed to improve teachers' resilience and classroom performance in the district?

Hypotheses

The study was guided by the following research hypotheses:

H₀₁: There is no significant difference in teachers' resilience when grouped according to their profile.

H₀₂: Teachers' resilience is not significantly associated with overall classroom performance or its domains.

Significance of the Study

The findings of this study may provide valuable insights and practical benefits to the following groups and stakeholders:

Teachers. The findings may help teachers recognize the importance of resilience in managing classrooms, delivering instruction, and preparing lessons under the Revised K-12 Curriculum. The results may also help them identify resilience resources that need strengthening, such as persistence, family support, peer support, and spiritual grounding.

Master Teachers. The study may guide master teachers in providing mentoring, coaching, technical assistance, and instructional support focused on classroom management, instructional delivery, and lesson planning.

School Heads. The findings may help school heads design school-based programs, teacher support systems, wellness activities, and instructional supervision strategies that respond to teachers' classroom needs.

District Supervisors. The study may provide district supervisors with evidence for planning professional development, instructional monitoring, and district-level support programs aligned with Revised K-12 Curriculum implementation.

DepEd Officials. The results may provide localized data that can support policy implementation, teacher development programs, curriculum support mechanisms, and standards-based performance improvement initiatives.

Learners. Learners may indirectly benefit from the study because resilient and effective teachers are better able to manage classrooms, deliver meaningful instruction, and prepare lessons that respond to learner' needs.

Parents and Community Stakeholders. The findings may encourage parents and community stakeholders to support teachers as they perform classroom-related duties and respond to the demands of curriculum implementation.

Future Researchers. The study may serve as a reference for future investigations on teacher resilience, classroom performance, curriculum implementation, and mixed-method research in basic education.

RESEARCH METHODOLOGY

The research methodology outlines the detailed approach and procedures utilized to accomplish the study's objectives. It functions as the framework for the systematic and accurate examination of research questions through the collection, analysis, and interpretation of data. The research design was selected based on the nature of the problem and the significance of acquiring both numerical evidence and the lived experiences of the participants.

Design

The study employed an explanatory sequential mixed-methods design. The quantitative phase described resilience and recorded classroom performance, compared resilience across profile groups, and examined associations between the variables. The qualitative phase comprised 16 school-based focus group discussions with the same 108 teachers and provided contextual accounts of instructional demands, coping practices, and support systems. Integration occurred during interpretation. The quantitative component was observational, with one resilience assessment linked to prior-year performance records; the study did not track change over time or establish causal direction.

The quantitative phase included 108 public elementary school teachers from 16 schools in Jimalalud District II. Expert review, pilot testing, and an overall reliability estimate for the resilience questionnaire are described in the Instrument section. The explanatory sequential design was used to connect numerical findings with teachers' accounts of their experiences (Toyon, 2021).

Flow of the Study

Figure 2 presents the Input-Process-Output (IPO) framework that illustrates the systematic flow of the study. The framework demonstrates how the different components of the investigation are organized, from the identification of research inputs, the procedures undertaken in gathering and analyzing data, and the development of the final research output.

The input component consisted of the essential information and variables examined in the study. These are the profile of teacher-respondents in terms of age, gender, educational attainment, teaching position, and years of teaching experience; the extent of teachers' resilience in terms of personal competencies and persistence,

family cohesion, social skills and peer support, and spiritual influence; and the level of teachers' classroom performance in terms of classroom management, instructional delivery, and lesson planning.

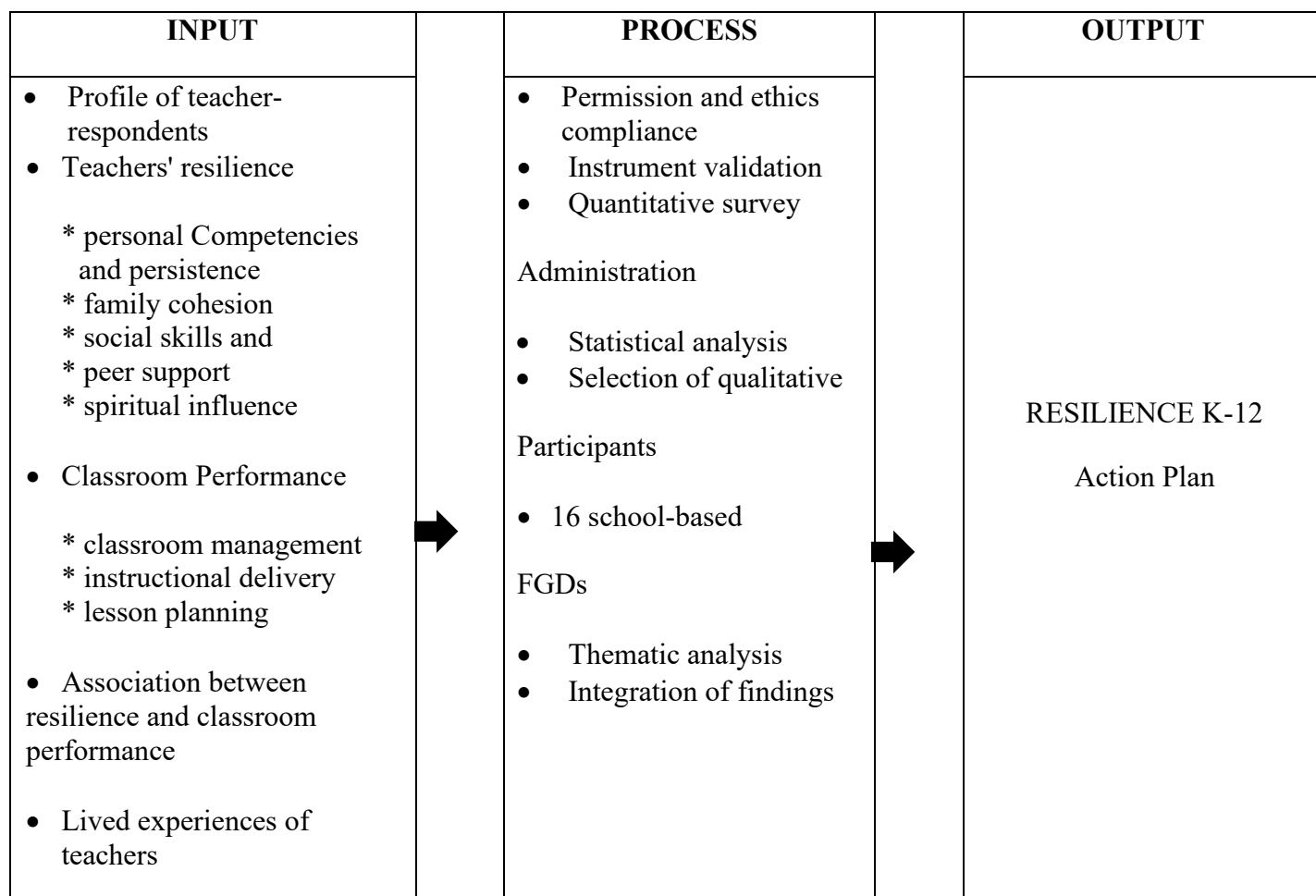


Figure 2

Flow of the Study

The input also included the statistical association between resilience and classroom performance and teachers' accounts of curriculum-related experiences. Together, these sources described patterns in the recorded measures and the circumstances in which teachers performed their duties. Qualitative accounts contextualized the associations without establishing why particular coefficients occurred.

The process component presented the steps followed in conducting the study. It started with securing the required permissions and observing research ethics. The researcher then validated the instruments to check their relevance and suitability for the respondents. Quantitative data were collected through the resilience questionnaire and the official IPCRF data-recording form and were analyzed using the specified descriptive and inferential tools. Qualitative data were then collected through 16 school-based FGDs using a semi-structured guide. The recordings were transcribed, coded, categorized, and developed into themes. The quantitative and qualitative findings were integrated to explain teachers' resilience and classroom performance in implementing the Revised K-12 Curriculum.

The output component of the framework is the proposed Enhanced RESILIENCE K to 12 Action Plan, prepared based on the study results. The action plan addresses areas needing improvement and strengthens teachers' resilience and classroom performance through specific interventions. It includes professional learning, instructional resource support, mentoring and coaching, collaborative practices, learner centered adaptation, teacher wellness, and stakeholder engagement activities for sustained classroom support efforts.

The flow of the study shows that the proposed action plan is supported by evidence gathered through quantitative and qualitative methods. The quantitative results offered measurable information on teachers' resilience, classroom performance, and their statistical relationship. The qualitative findings described teachers' experiences, challenges, coping practices, and support systems, giving clearer meaning to the numerical results and overall study conclusions for action.

Environment

The study was conducted in Jimalalud District 2, Negros Oriental, composed of 16 elementary and primary schools.

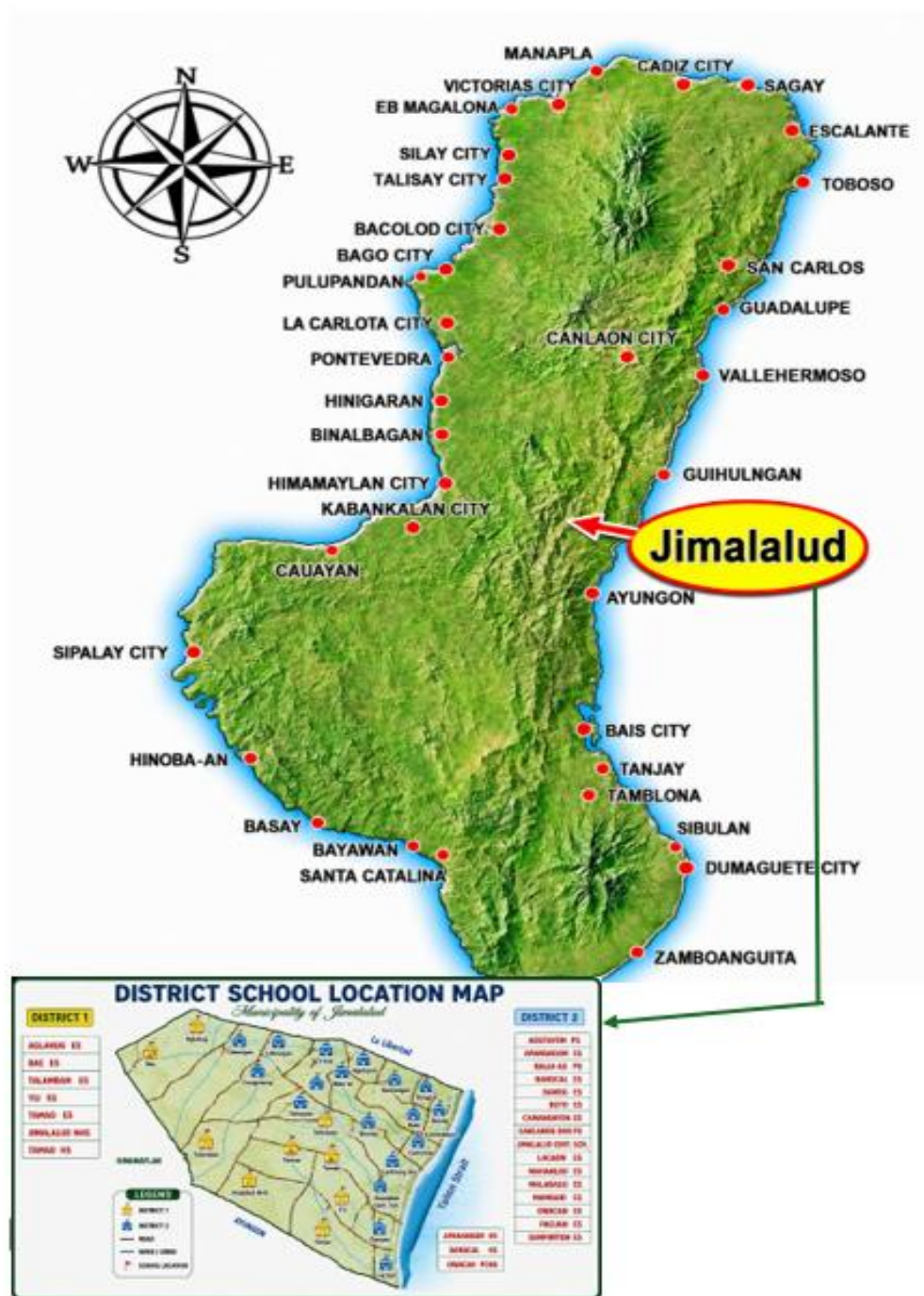


Figure 3

Location Map of the Study

The participating schools represented varied instructional settings within Jimalalud District II. The analytic sample comprised the 108 teachers listed in Table 1. The results describe these respondents and should not be interpreted as estimates for all teachers outside the participating schools.

Jimalalud District 2 was chosen as the research environment for professional and practical reasons. The researcher currently serves as a Master Teacher in the district and is involved in instructional support, technical assistance, mentoring, and coaching as part of assigned functions.

This role gave the researcher a practical understanding of teachers' instructional experiences and classroom realities in the district. To preserve objectivity and observe ethical standards, the researcher secured the required permissions, explained voluntary participation, and protected the confidentiality of the respondents and FGD participants.

Jimalalud District II provided the local setting for examining teachers' resilience and recorded classroom performance during curriculum implementation. The findings informed a proposed action plan responsive to the instructional and support needs described by the participating teachers.

Respondents

The respondents of the quantitative phase were public elementary school teachers of Jimalalud District 2 for School Year 2026 to 2027. These teachers were currently employed in the district, actively handling classroom instruction, and involved in the implementation of the Revised K to 12 Curriculum.

For the qualitative phase, no separate purposive subsample was drawn. All 108 survey respondents participated in 16 school-based FGDs, one for each participating school listed in Table 1.

Table 1. Distribution of Respondents

School	Participating teachers	Percentage
Agutayon	4	3.70%
Apanangon	8	7.41%
Bangcal	7	6.48%
Banog	6	5.56%
Buto	6	5.56%
Camandayon	6	5.56%
Balaas	4	3.70%
Canlanog 2	4	3.70%
Jimalalud Central School	20	18.52%
Lacaon	7	6.48%
Malabago	4	3.70%
Mahanlod	6	5.56%

Mambaid	7	6.48%
Owacan	6	5.56%
Pacuan	6	5.56%
Sampiniton	7	6.48%
TOTAL	108	100%

The number of participants in each FGD matched the number of respondents from that school: Agutayon (4), Apanangon (8), Bangcal (7), Banog (6), Buto (6), Camandayon (6), Balaas (4), Canlanog 2 (4), Jimalalud Central School (20), Lacaon (7), Malabago (4), Mahanlod (6), Mambaid (7), Owacan (6), Pacuan (6), and Sampiniton (7). Inclusion required current classroom assignment, participation in Revised K-12 implementation, completion of the quantitative phase, willingness to join the FGD, and informed consent.

The school-based grouping ensured representation from all 16 schools and allowed the participants to explain their quantitative responses through actual challenges, coping practices, values, support systems, and recommendations. Data collection ended after the sixteenth school-based FGD because the final sessions produced no new substantive codes or themes. To protect identities, transcripts used school-neutral codes composed of the district, FGD number, and participant number (for example, J2-FGD03-P04).

Instrument

The study used three data-collection instruments: an adapted and contextualized teachers' resilience questionnaire, a researcher-developed IPCRF data-recording form, and a validated semi-structured FGD guide. These instruments were aligned with the revised Statement of the Problem and gathered the respondents' profile, resilience ratings, official classroom-performance ratings, and lived experiences in implementing the Revised K-12 Curriculum.

Part I recorded age, gender, highest educational attainment, school assignment, teaching position, and teaching experience. Part II was a contextualized resilience questionnaire based on the Teachers' Resilience Scale of Daniilidou and Platsidou (2018). The administered item sets reported in the results comprised nine items on personal competencies and persistence, seven on family cohesion, seven on social skills and peer support, and five on spiritual influence. Because the wording and item composition were adapted, the psychometric evidence for the original instrument cannot be assumed to apply unchanged to this version.

The 2018 Teachers' Resilience Scale provided the conceptual source for the four domains. It assesses internal and external protective resources related to teachers' resilience. The present version contextualized these domains for Philippine public elementary teachers and curriculum-related responsibilities. The later scale-development publication was supporting literature rather than the direct source of the administered four-domain structure.

Items referred to curriculum adjustment, lesson preparation, persistence, family support, professional collaboration, and personal spiritual resources. Responses used a five-point frequency scale: Never (1), Rarely (2), Sometimes (3), Often (4), and Always (5). Mean scores were interpreted using the manifestation ranges presented in the scoring section. Frequency response options were distinguished from the verbal interpretations assigned to aggregate means.

The original Teachers' Resilience Scale was based on earlier resilience instruments, particularly the Connor Davidson Resilience Scale by Connor and Davidson (2003) and the Resilience Scale for Adults by Friborg, Hjemdal, Rosenvinge, and Martinussen (2003). These sources support the inclusion of internal resilience

resources, such as personal competence, persistence, and spirituality, as well as external resilience resources, such as family cohesion and peer support.

Part III was a researcher-developed form for extracting principal-rated School Year 2025–2026 IPCRF data. Teachers transcribed the relevant ratings from their records; these entries were checked against official school or district records. The measure was therefore based on externally assigned administrative ratings, rather than a new teacher self-assessment. It represented documented performance for the specified year, not a direct observation conducted by the researcher during the resilience survey.

Classroom management covered supportive learning environments, learner participation, classroom routines, positive behavior management, inclusion, and organization of learning spaces. Instructional delivery covered ICT use, literacy and numeracy strategies, communication, learner engagement, instructional resources, and feedback. Lesson planning covered adaptation for learner needs and difficult circumstances, sequencing, aligned learning outcomes, learning programs, and assessment design. These observable areas were organized into three analytic domains. The domain means describe the selected indicators and should not be treated as a teacher's complete official IPCRF overall rating.

The performance indicators were anchored on the Philippine Professional Standards for Teachers and the Classroom Observation Tool used in the RPMS/IPCRF. DepEd Order No. 42, s. 2017 served as the official PPST source, while DepEd Order No. 010, s. 2024 provided the policy context for implementing the Revised K-12 Curriculum. With permission, the ratings entered by respondents were verified against official school and district records.

The semi-structured FGD guide gathered qualitative accounts of teachers' challenges, coping strategies, personal qualities and values, sources of support, and recommendations for strengthening resilience and classroom performance. Probes were used to clarify responses and connect the narratives with the quantitative findings.

The resilience questionnaire, IPCRF recording form, and FGD guide underwent content review by the District In-Charge, five school principals, and three master teachers. Feedback was incorporated to improve clarity, relevance, and alignment. The resilience questionnaire was pilot tested among teachers outside the final sample, with a reported overall Cronbach's alpha of .91. This estimate describes overall internal consistency; it does not establish separate reliability for all four domains or confirm the adapted factor structure. The performance form was reviewed for content alignment and checked against records. Record verification supports accurate transcription but does not establish inter-rater consistency across principals.

Data Gathering Procedure

Before conducting the study, the researcher submitted the manuscript and research instruments to the adviser and Graduate School Office for review and approval. The questionnaire and semi-structured FGD guide underwent expert validation for clarity, relevance, appropriateness, and alignment with the research questions. After incorporating the validators' recommendations, permission was secured from the Schools Division Superintendent, Public Schools District Supervisor, and school heads of the participating schools.

For the quantitative phase, the researcher coordinated with the school heads regarding the schedule and manner of survey administration. Before answering the questionnaire, the respondents were informed of the study's purpose, the voluntary nature of their participation, the confidentiality of their responses, and their right to withdraw at any time. The questionnaires were administered in printed or electronic form, depending on the approved arrangement.

Classroom performance was measured using the respondents' official Individual Performance Commitment and Review Form (IPCRF) ratings for School Year 2025-2026. Through the researcher-developed data-recording form, respondents copied the ratings corresponding to classroom management, instructional

delivery, and lesson planning from their IPCRF copies. These PPST/COT-aligned ratings were assigned by the immediate school principal. With authorization from the offices concerned, every recorded value was checked against official school or district records, and any discrepancy was resolved using the authenticated record. The dependent-variable data therefore came from agency-verifiable documents rather than teacher self-ratings.

After collection, the quantitative data were encoded, checked, tabulated, and analyzed. All 108 respondents were then invited to the qualitative follow-up in their respective schools; thus, the qualitative phase did not use a separate purposive subsample. This arrangement preserved full school representation and enabled direct explanation of the survey and official performance results.

A total of 108 teachers participated in 16 FGDs, one in each participating school. Group size ranged from 4 to 20 and corresponded to the complete questionnaires reported in Table 1. The sessions were held in quiet venues within the respective schools and lasted approximately 60-90 minutes. Using the validated semi-structured FGD guide, the researcher explored challenges, coping strategies, personal values, support systems, and recommendations; probes and follow-up questions clarified and deepened the participants' responses.

The FGDs were conducted primarily in English, with Cebuano expressions allowed when these enabled participants to communicate their experiences more clearly. With informed consent, discussions were audio-recorded and supplemented by field notes. The recordings were transcribed verbatim, and Cebuano responses were translated into English while preserving their intended meanings. Each transcript and excerpt was anonymized using the format J2-FGDxx-Pxx.

Qualitative data were analyzed using the six-phase thematic-analysis procedure: familiarization with the transcripts, initial coding, searching for candidate themes, reviewing themes against the coded extracts and full data set, defining and naming themes, and producing the integrated report (Braun & Clarke, 2006). The researcher repeatedly read the transcripts, maintained a codebook, grouped related codes into categories, reviewed theme boundaries, and defined each final theme before presenting the supporting narratives. Data collection ended after FGD 16 because no new substantive codes or themes emerged. Trustworthiness was supported through member checking, peer debriefing, intercoder review, reflexive notes, and an audit trail.

Finally, the quantitative and qualitative findings were integrated during the interpretation phase. The qualitative themes helped explain the statistical patterns involving teachers' resilience and classroom performance. The integrated findings served as the basis for developing the proposed Enhanced Action Plan.

Treatment of Data

The data were organized, analyzed, and interpreted using appropriate statistical tools and thematic analysis based on the study's research questions.

Frequency and Percentage. These were used to describe the profile of the teacher-respondents in terms of age, gender, highest educational attainment, school assignment, teaching position, and years of teaching experience.

Weighted Mean. This was used to determine the extent of teachers' resilience and the level of classroom performance. It identified the central tendency of the ratings for each indicator, domain, and overall variable.

Pearson Product-Moment Correlation Coefficient. This was used to determine the strength and direction of the relationships between teachers' resilience and the classroom-performance domains at the .05 level of significance.

Independent-Samples t-Test. This was used to determine whether there was a significant difference in teachers' resilience when respondents were grouped according to gender.

One-Way Analysis of Variance (ANOVA). This was used to determine whether teachers' resilience significantly differed when respondents were grouped according to age, highest educational attainment, teaching position, and years of teaching experience.

Tukey Honestly Significant Difference (HSD) Post Hoc Test. This was used after obtaining a significant ANOVA result to identify which specific groups according to years of teaching experience significantly differed in their level of resilience.

Shared Variance. The squared Pearson correlation was used to summarize the proportion of variance shared by the two composite scores. For $r = .313$, r^2 is approximately .098. This descriptive association is not a causal effect or a validated forecast.

Thematic Analysis. This was used to analyze the FGD transcripts through familiarization, coding, theme development, theme review, theme definition and naming, and integrated reporting.

Integration of Findings. The quantitative and qualitative results were integrated to develop a more complete explanation of the relationship between resilience and classroom performance and to guide the development of the RESILIENCE Action Plan.

Scoring Procedure

Resilience means were interpreted using the five manifestation ranges below. Classroom-performance means were interpreted using the study-specific rubric shown separately. These analytic categories are not asserted to reproduce the official overall IPCRF classification thresholds. Domain and overall dispersion must be calculated from respondent-level composite scores; averages of item standard deviations are not composite standard deviations.

Scoring Scale for Teachers' Resilience

Range	Scale	Category	Level of Manifestation
4.20-5.00	5	Always	Very Highly Manifested
3.40-4.19	4	Often	Highly Manifested
2.60-3.39	3	Sometimes	Moderately Manifested
1.80-2.59	2	Rarely	Less Manifested
1.00-1.79	1	Never	Not Manifested

Scoring Scale for Classroom Performance

Range	Scale	Category	Verbal Description
4.00-5.00	5	Outstanding	The teacher consistently demonstrates excellent classroom performance in implementing the Revised K-12 Curriculum.
3.50-3.99	4	Very Satisfactory	The teacher frequently demonstrates effective classroom performance.

2.50-3.49	3	Satisfactory	The teacher demonstrates acceptable classroom performance but still needs further improvement.
1.50-2.49	2	Needs Improvement	The teacher demonstrates limited classroom performance and requires support or intervention.
1.00-1.49	1	Unsatisfactory	The teacher does not demonstrate the expected level of classroom performance.

Note. These are the study's analytic interpretation bands. They are not presented as the official overall IPCRF rating thresholds.

Definition of Terms

Age denotes the chronological age of the teacher-respondents at the time of the study, categorized according to the age brackets indicated in the questionnaire.

Classroom Management refers to the teacher's ability to establish, maintain, and sustain an orderly, safe, inclusive, respectful, and productive learning environment while implementing the Revised K-12 Curriculum.

Classroom Performance describes the level of effectiveness by which teachers perform classroom-related duties in implementing the Revised K-12 Curriculum. In this study, it is measured in terms of classroom management, instructional delivery, and lesson planning.

Enhanced Action Plan denotes the proposed set of programs, strategies, activities, responsible persons, timeline, resources, success indicators, and means of verification developed from the findings of the study to strengthen teachers' resilience and improve classroom performance.

Family Cohesion refers to the emotional support, understanding, and stability that teachers receive from family members, which may help them cope with classroom-related and curriculum-related pressures.

Gender refers to the self-identified sex of the teacher-respondents as indicated in the survey instrument.

Highest Educational Attainment indicates the highest academic degree or level of professional education completed by the teacher-respondents at the time of the study.

Association refers to statistical covariation between resilience and recorded classroom performance. A positive association does not establish that increasing resilience causes performance to improve.

Instructional Delivery pertains to the teacher's ability to present lessons clearly, use appropriate teaching strategies, engage learners, and facilitate learning activities aligned with the Revised K-12 Curriculum.

Lesson Planning refers to the teacher's preparation of lessons, learning activities, instructional materials, assessment strategies, and learner support mechanisms aligned with Revised K-12 Curriculum competencies.

Revised K-12 Curriculum refers to the revised basic education curriculum implemented by the Department of Education, which serves as the curriculum context of the present study.

Personal Competencies and Persistence signify the teacher's ability to remain focused, adaptive, determined, and committed to performing classroom duties despite curriculum-related and instructional challenges.

School Assignment represents the public elementary or primary school in Jimalalud District 2 where the teacher-respondent is officially assigned during the conduct of the study.

Social Skills and Peer Support refer to the teacher's ability to communicate, collaborate, seek assistance, and maintain positive professional relationships with colleagues in addressing classroom and curriculum-related concerns.

Spiritual Influences refer to the teacher's faith, spiritual beliefs, prayer, reflection, or spiritual practices that provide strength, hope, patience, and motivation in dealing with teaching challenges.

Teacher-Respondents refer to the 108 public elementary school teachers of Jimalalud District 2 who participated in the quantitative phase and the 16 school-based FGDs.

Teachers' Resilience refers to the ability of teachers to cope with challenges, adapt to classroom and curriculum demands, recover from difficulties, and continue performing classroom duties effectively. In this study, it is measured in terms of personal competencies and persistence, family cohesion, social skills and peer support, and spiritual influences.

Teaching Position is the plantilla position held by the teacher-respondents, such as Teacher I, Teacher II, Teacher III, Master Teacher I, or Master Teacher II, during the conduct of the study.

Years of Teaching Experience pertain to the total number of years the teacher-respondents have served in the teaching profession at the time of the study.

Presentation of Data, Analysis, And Interpretation

This chapter presents the findings of the study in response to the research questions. The data are analyzed, interpreted, and discussed to provide a clear understanding of the results and their implications.

Profile of the Teacher Respondents

Presented in the succeeding table are the frequency and percentage distributions of the respondents according to their profile in terms of age, gender, educational attainment, teaching position, and teaching experience. These profile variables provide a descriptive overview of the teacher-respondents and serve as the basis for analyzing whether significant differences exist in their resilience when grouped according to these characteristics.

Age

Age was included as a profile variable to determine whether teachers' resilience differs across age groups. It may reflect differences in professional maturity, exposure to educational reforms, and adjustment to changing curriculum expectations.

As shown in Table 2, the largest group consisted of teachers aged 46 years and above, with 39 respondents (36.11%). This was followed by those aged 31–35 years with 26 respondents (24.07%), 36–40 years with 18 (16.67%), 41–45 years with 15 (13.89%), and 26–30 years with 9 (8.33%). Only 1 respondent (0.93%) belonged to the 21–25 age group.

A substantial share of the respondents belonged to the older age groups. Their years in teaching likely exposed them to several curriculum changes and allowed them to build routines, knowledge, and professional connections that can be used during another transition. This interpretation is compatible with the Job Demands-Resources Theory and with Lu et al. (2024), who describe resilience as developing through the interaction of professional demands and available resources.

Gender

Gender was included to describe the composition of the respondents and determine whether teachers' resilience differs between male and female teachers.

Table 2 shows that 93 respondents (86.11%) were female, while 15 (13.89%) were male. No respondent selected the "Prefer Not to Say" category. This indicates that the teaching workforce in Jimalalud District II is predominantly female.

Table 2 Profile of Respondents

Profile Variable	Category	Frequency	Percentage
Age	46 & above	39	36.11
	41-45	15	13.89
	36-40	18	16.67
	31-35	26	24.07
	26-30	9	8.33
	21-25	1	0.93
TOTAL		108	100
Gender	Male	15	13.89
	Female	93	86.11
	Prefer Not to Say	0	0
TOTAL		108	100
Educational Attainment	Bachelor's Degree	75	69.44
	With Master's Degree Units	27	25.00
	Master's Degree	6	5.56
	Doctor's Degree Units	0	0.00
	Doctor's Degree	0	0.00
TOTAL		108	100
Teaching Position	Teacher III	61	56.48
	Teacher II	33	30.56
	Teacher I	14	12.96
TOTAL		108	100

Teaching Experience	20 years and above	23	21.30
	16-19	33	30.56
	11-15	13	12.04
	6-10	30	27.78
	1-5	9	8.33
TOTAL		108	100

The predominance of female respondents reflects the existing gender composition of the district's teaching workforce. However, this distribution alone does not indicate that one gender is more resilient than the other; such differences must be established through statistical testing. The Conservation of Resources Theory supports examining gender differences because teachers may vary in the personal and social resources, they use when responding to professional demands. Daniilidou et al. (2025) noted that access to these resources helps teachers preserve their well-being and remain effective amid curriculum-related challenges.

Highest Educational Attainment

Highest educational attainment refers to the highest academic degree or level of education completed by a teacher. It reflects the teacher's academic preparation, professional competence, and commitment to continuous learning. In this study, educational attainment was included as a profile variable because advanced education may enhance teachers' knowledge, pedagogical skills, and capacity to adapt to curriculum reforms. Teachers who pursue graduate studies and professional development opportunities are expected to strengthen their resilience by acquiring new competencies, improving problem-solving skills, and responding more effectively to the demands of classroom instruction.

Table 2 shows that many of the respondents were bachelor's degree holders, comprising 75 teachers (69.44%). This was followed by 27 respondents (25.00%) with master's degree units, while only 6 respondents (5.56%) had completed a master's degree. None of the respondents had earned doctoral degree units or a doctoral degree.

The findings indicate that although most teachers possess the minimum academic qualification required for the teaching profession, a considerable number are pursuing graduate studies, while only a few have completed a master's degree. This suggests that teachers recognize the importance of continuing professional development to enhance their instructional competence and meet the increasing demands of curriculum implementation. However, the absence of respondents with doctoral qualifications also indicates opportunities for further academic advancement within the teaching workforce.

This finding emphasizes the importance of continuous professional learning in strengthening teachers' knowledge, pedagogical skills, and adaptability to educational reforms such as the Revised K-12 Curriculum. Sancar et al. (2021) explained that professional development is essential in enhancing teachers' capacity to respond effectively to educational changes. Likewise, the Job Demands–Resources Theory posits that professional learning serves as an important job resource that enables teachers to manage increasing work demands and sustain effective classroom performance (Demerouti, 2025).

Teaching Position

Teaching position refers to the official rank or plantilla position held by a teacher in the public school system. It reflects the teacher's level of professional responsibility, experience, and career progression based on the standards established by the Department of Education. In this study, teaching position was included as a profile variable because teachers occupying different positions may vary in their instructional responsibilities,

leadership roles, professional experiences, and exposure to curriculum implementation. These differences may influence how teachers develop resilience and perform their classroom responsibilities while implementing the Revised K–12 Curriculum.

Table 2 also shows the respondents' distribution according to teaching position. Most of the respondents were Teacher III, comprising 61 teachers (56.48%), followed by Teacher II with 33 respondents (30.56%), while 14 respondents (12.96%) were Teacher I. The findings indicate that more than half of the respondents occupy higher teaching positions, reflecting a workforce with considerable professional experience and career progression. The predominance of Teacher III positions suggests that many respondents have accumulated extensive instructional experience and have demonstrated competence in classroom teaching and other professional responsibilities. Their advancement in rank may also indicate greater exposure to instructional leadership, mentoring, and curriculum implementation, which can contribute to their ability to adapt to educational reforms. Experienced teachers often serve as sources of guidance and support for their colleagues, fostering a collaborative learning environment within the school.

This finding is consistent with the Job Demands–Resources Theory, which posits that professional experience, career advancement, and workplace support function as valuable job resources that help teachers cope with increasing instructional demands. Lu et al. (2024) emphasized that social and professional resources enhance teachers' resilience by enabling them to adapt effectively to challenging work environments and sustain high levels of classroom performance.

Years of Teaching Experience

Years of teaching experience refer to the length of time a teacher has been engaged in the teaching profession. It reflects the accumulation of professional knowledge, instructional skills, classroom management practices, and experiences gained through continuous teaching. In this study, years of teaching experience were included as a profile variable because teachers with varying lengths of service may differ in their ability to adapt to curriculum reforms, manage classroom challenges, and demonstrate resilience.

More experienced teachers may have developed effective coping strategies and instructional practices through years of professional practice, while less experienced teachers may rely on recent training and innovative approaches in responding to classroom demands.

Table 2 reveals that the largest group comprised teachers with 16-19 years of teaching experience, with 33 respondents (30.56%). This was followed by those with 6-10 years, with 30 respondents (27.78%); 20 years and above, with 23 (21.30%); 11-15 years, with 13 (12.04%); and 1-5 years, with 9 (8.33%).

The findings indicate that the teaching workforce in Jimalalud District II was composed primarily of experienced educators. The predominance of the 16-19-year group and the high proportion with six or more years of service show that most respondents had accumulated substantial instructional knowledge and practical classroom experience.

This result is consistent with the Conservation of Resources Theory, which explains that individuals accumulate personal and professional resources over time that enable them to cope with workplace demands and maintain effectiveness. Similarly, Bagdžiūnienė et al. (2023) emphasized that teacher resilience is associated with professional resources, self-efficacy, and well-being, indicating that experienced teachers are better equipped to remain resilient in challenging educational environments.

The respondents' years of teaching experience provided important context for the study. Because the largest group had 16-19 years of experience, the data reflected the perspectives of many mid-career teachers who had encountered several curriculum reforms and changing instructional expectations.

Level of Teachers' Resilience in Implementing the Revised K-12 Curriculum

Presented in the succeeding tables is the extent of teachers' resilience in implementing the Revised K-12 Curriculum. The findings are organized according to the dimensions of resilience, namely personal

competence and persistence, family cohesion, social skills and peer support, and spiritual influence, followed by the overall level of teachers' resilience. The results provide a basis for understanding teachers' capacity to adapt to the demands and challenges of curriculum implementation and serve as a foundation for examining its association with classroom performance.

Personal Competencies and Persistence

Personal competencies and persistence refer to teachers' ability to remain focused, adaptive, determined, and committed to performing classroom duties despite curriculum-related and instructional challenges. In this study, this dimension reflects teachers' capacity to cope with the demands of implementing the Revised K–12 Curriculum while maintaining commitment to effective teaching.

Table 3 Level of Teachers’ Personal Competencies and Persistence in Implementing the Revised K-12 Curriculum

Statement	Weighted Mean	Standard Deviation	Level of Manifestation
1. I remain focused on my teaching responsibilities despite the challenges of implementing the Revised K-12 Curriculum.	2.58	.89	Rarely
2. I continue to perform my duties even when I experience pressure from workload and curriculum demands.	3.46	0.66	Often
3. I adjust my teaching strategies when my original classroom plan does not work as expected.	2.85	0.77	Sometimes
4. I remain determined to accomplish my instructional tasks even when resources are limited.	3.52	0.70	Often
5. I use difficult classroom experiences as opportunities to improve my teaching practices.	2.88	1.03	Sometimes
6. I can think clearly and make appropriate decisions during challenging classroom situations.	2.78	0.96	Sometimes
7. I recover from setbacks after difficult lessons, classroom disruptions, or unsatisfactory teaching outcomes.	2.85	0.89	Sometimes
8. I set high standards for myself in preparing lessons and delivering instruction under the Revised K-12 Curriculum.	3.03	1.08	Sometimes
9. I believe that I can overcome the challenges brought by curriculum changes and classroom demands.	2.19	1.08	Rarely
Composite Mean	2.90	0.90	Moderately Manifested

Table 3 presents the extent of teachers' resilience in terms of personal competencies and persistence. This

dimension describes teachers' ability to remain confident, adaptable, determined, and committed when faced with professional challenges encountered during the implementation of the Revised K-12 Curriculum.

As shown in Table 3, the respondents obtained an overall weighted mean of 2.90 (SD = 0.90), verbally interpreted as Moderately Manifested. This indicates that teachers sometimes demonstrated personal competencies and persistence while carrying out responsibilities under the Revised K-12 Curriculum.

Indicator 4, "I remain determined to accomplish my instructional tasks even when resources are limited," obtained the highest weighted mean of 3.52 (SD = 0.70), interpreted as Often. Indicator 2, continuing to perform duties despite workload and curriculum pressures, followed with WM = 3.46 (SD = 0.66), also interpreted as Often.

Indicator 9, confidence in overcoming curriculum changes and classroom demands, obtained the lowest weighted mean of 2.19 (SD = 1.08), interpreted as Rarely. Indicator 1, remaining focused despite implementation challenges, followed with WM = 2.58 (SD = 0.89), also interpreted as Rarely. Indicators 3, 5, 6, 7, and 8 were rated Sometimes, with weighted means from 2.78 to 3.03. These benchmarks covered instructional adjustment, learning from difficult experiences, decision-making, recovery from setbacks, and maintaining high standards.

The results imply that while teachers often demonstrate perseverance in fulfilling their instructional responsibilities, strengthening their confidence, adaptability, and decision-making skills remains necessary to enhance resilience during curriculum implementation. These competencies are particularly important in enabling teachers to respond effectively to instructional changes, limited resources, and the diverse needs of learners.

Moreover, the study's findings are consistent with the meta-analysis of Mu et al. (2024), which reported a significant positive relationship between teacher self-efficacy and resilience. The authors explained that teachers who possess greater confidence in their professional capabilities are more likely to adapt successfully to workplace challenges and sustain effective instructional practices. This finding is reflected in the present study, where teachers demonstrated perseverance by continuing to perform their duties despite workload pressures and limited instructional resources. However, the relatively low rating on teachers' confidence in overcoming curriculum changes indicates that while commitment remains strong, self-confidence in responding to educational reforms requires further enhancement.

Similarly, Fathi et al. (2021) emphasized that teachers' self-efficacy contributes significantly to resilience, emotional regulation, and instructional effectiveness. The present findings support this claim, as respondents only sometimes adjusted their teaching strategies, recovered from setbacks, and made appropriate decisions during challenging classroom situations. These results suggest that although teachers possess the willingness to perform their responsibilities, they may still require additional training, mentoring, and instructional support to strengthen their confidence and adaptive capacity during curriculum implementation.

Furthermore, Mu et al. (2024) explained that teacher resilience develops through the interaction of personal competencies and organizational support rather than through individual qualities alone. This observation is evident in the present study, where teachers demonstrated determination and commitment but showed only moderate levels of adaptability and confidence in dealing with curriculum reforms. The findings imply that strengthening teachers' resilience requires not only personal perseverance but also continuous professional development, instructional coaching, collaborative learning opportunities, and adequate institutional support throughout the implementation of the Revised K-12 Curriculum.

The data further support the Job Demands–Resources Theory, which posits that resilience develops through the interaction between workplace demands and the personal and organizational resources available to teachers. The implementation of the revised Curriculum introduces new instructional expectations, curriculum adjustments, and classroom demands that require teachers to draw upon personal resources such as perseverance, adaptability, and self-efficacy. The moderately manifested level of personal competencies and

persistence found in this study suggests that while teachers possess important resilience resources, these may not yet be sufficient to consistently address the demands of curriculum implementation. Hence, strengthening teachers' personal competencies through sustained professional learning, mentoring, and supportive leadership may further enhance their resilience and classroom performance.

Family Cohesion

Family cohesion is a vital dimension of teachers' resilience as it provides emotional, psychological, and motivational support that enables teachers to cope with the demands of their profession.

Table 4 Level of Teachers' Family Cohesion in Implementing the Revised K-12 Curriculum

Statement	Weighted Mean	Standard Deviation	Level of Manifestation
1. My family understands the demands of my work as a teacher.	2.80	1.14	Sometimes
2. My family provides emotional support when I experience work-related stress.	2.75	1.06	Sometimes
3. I can talk to my family when I feel overwhelmed by classroom or curriculum-related responsibilities.	2.96	1.17	Sometimes
4. My family helps me maintain balance between my personal life and teaching responsibilities.	2.90	1.02	Sometimes
5. The support of my family motivates me to continue performing my duties well.	2.79	1.10	Sometimes
6. My relationship with my family gives me emotional stability during difficult school days.	3.18	1.19	Sometimes
7. My family encourages me to remain patient, committed, and positive in my teaching work.	3.03	1.23	Sometimes
Composite Mean	2.92	1.42	Moderately Manifested

A strong and supportive family environment can help teachers manage work-related stress, maintain emotional well-being, and sustain commitment to their instructional responsibilities despite the challenges brought about by educational reforms. In the context of the Revised K-12 Curriculum, family support serves as an important personal resource that may be associated with teachers' capacity to adapt to curriculum changes while maintaining effective classroom performance.

As shown in Table 4, family cohesion had a mean of 2.92, interpreted as Moderately Manifested. The seven item means described family support as available sometimes. The composite standard deviation is not reported because the supplied aggregate value could not be reconciled with the item-level summaries.

Indicator 6, "My relationship with my family gives me emotional stability during difficult school days," obtained the highest weighted mean of 3.18 (SD = 1.19), interpreted as Sometimes. Indicator 7, family encouragement to remain patient, committed, and positive, followed with WM = 3.03 (SD = 1.23), also interpreted as Sometimes. Indicator 2, family emotional support during work-related stress, obtained the

lowest weighted mean of 2.75 (SD = 1.06), followed by Indicator 5, family motivation to continue performing duties well, with WM = 2.79 (SD = 1.10). Both were interpreted as Sometimes.

This pattern supports the Conservation of Resources Theory, which explains that individuals preserve their well-being by drawing upon valuable personal and social resources, including supportive family relationships (Hobfoll, 1989). Emotional support from family members functions as a protective resource that helps individuals cope with stress and prevents the depletion of psychological resources. The moderate level of family cohesion observed in this study suggests that although teachers benefit from family support, this resource alone may not be sufficient to fully address the increasing demands associated with curriculum reform.

A similar trend was reported by Bagdžiūnienė et al. (2023), who found that teacher resilience is strengthened through the availability of personal and social resources, including family support, self-efficacy, and psychological well-being. Their study emphasized that supportive environments enhance teachers' capacity to manage occupational stress and sustain professional effectiveness. The present result corroborates this perspective, as respondents acknowledged that their families contribute to emotional stability and encouragement, although such support was reported only Sometimes across the different indicators.

The results also concur with Salvo-Garrido et al. (2025), who explained that resilience develops through the interaction between personal characteristics and contextual resources, particularly supportive relationships within the family and community. According to the authors, teachers who receive consistent emotional support demonstrate greater adaptability and are better equipped to cope with workplace challenges.

In the present study, respondents recognized the value of family relationships in maintaining emotional balance; however, the relatively lower ratings for emotional and motivational support indicate that additional sources of encouragement may still be necessary to strengthen teachers' resilience during the implementation of the Revised K-12 Curriculum.

Consistent with the Job Demands–Resources Theory, family support may likewise be viewed as an important resource that helps lessen the effects of demanding work conditions. Lu et al. (2024) explained that teacher resilience emerges from the dynamic interaction between increasing professional demands and the resources available to teachers. Considering the moderate level of family cohesion obtained in this study, it may be inferred that resilience can be further strengthened through complementary support from school leaders, colleagues, and professional learning communities, particularly during periods of curriculum transition.

Family cohesion contributes positively to teachers' resilience by providing emotional stability, encouragement, and a sense of balance between personal and professional responsibilities. Nevertheless, the Sometimes ratings observed across all indicators suggest that strengthening both family and school-based support systems may further enhance teachers' capacity to cope with curriculum-related challenges and sustain effective classroom performance under the Revised K-12 Curriculum.

Social Skills and Peer Support

Social skills and peer support are important dimensions of teachers' resilience as they foster collaboration, effective communication, and positive professional relationships within the school community. Through supportive interactions with colleagues, teachers can exchange ideas, share instructional strategies, seek assistance in addressing classroom challenges, and receive encouragement during periods of professional stress. In the context of the Revised K-12 Curriculum, strong peer relationships and collaborative practices may enhance teachers' ability to adapt to curriculum reforms while sustaining effective classroom performance.

As reflected in Table 5, the weighted mean scores ranged from 2.90 to 3.17, all interpreted as Sometimes. The composite mean of 3.05 (SD = 1.11) further indicates that teachers sometimes demonstrate collaborative practices and seek professional support while implementing the Revised K-12 Curriculum. Although

respondents generally recognized the value of collegial relationships, opportunities for collaboration and peer interaction were not consistently maximized across all aspects of professional practice.

Indicator 3, sharing teaching strategies with peers, obtained the highest weighted mean of 3.17 (SD = 1.00), interpreted as Sometimes. Indicator 1, seeking support from colleagues during implementation difficulties, followed with WM = 3.16 (SD = 1.12).

Indicator 2 obtained WM = 3.12 (SD = 1.14), Indicator 7 obtained WM = 3.06 (SD = 1.03), and Indicators 5 and 6 each obtained WM = 2.96, with SDs of 1.17 and 1.11, respectively. All were interpreted as Sometimes. Indicator 4, accepting suggestions and feedback from colleagues, obtained the lowest weighted mean of 2.90 (SD = 1.19), although it remained Sometimes.

Table 5 Level of Teachers' Social Skills and Peer Support in Implementing the Revised K-12 Curriculum

Statement	Weighted Mean	Standard Deviation	Level of Manifestation
1. I seek support from my colleagues when I encounter difficulties in implementing the Revised K-12 Curriculum.	3.16	1.12	Sometimes
2. I collaborate with other teachers in preparing lessons and instructional materials.	3.12	1.14	Sometimes
3. I share teaching strategies with my peers to improve classroom instruction.	3.17	1.00	Sometimes
4. I accept suggestions and feedback from colleagues to improve my teaching practices.	2.90	1.19	Sometimes
5. I openly communicate with my school head, master teacher, or colleagues about classroom-related concerns.	2.96	1.17	Sometimes
6. I maintain positive working relationships with other teachers in my school.	2.96	1.11	Sometimes
7. I participate in peer coaching, mentoring, or collaborative learning activities that help me become more resilient as a teacher.	3.06	1.03	Sometimes
Composite Mean	3.05	1.11	Moderately Manifested

The observed pattern supports the Job Demands–Resources Theory, which identifies professional collaboration and social support as important resources that enable teachers to manage demanding work conditions (van Daalen-Visscher et al., 2025). As teachers encounter curriculum reforms, workload pressures, and diverse learner needs, collegial relationships provide practical assistance, emotional encouragement, and opportunities for shared learning that reduce professional strain and strengthen resilience.

A similar observation was reported by Sancar et al. (2021), who emphasized that collaborative professional learning enables teachers to exchange knowledge, reflect on instructional practices, and develop collective solutions to educational challenges. Their study stressed that schools with strong collaborative cultures foster continuous professional growth and enhance teachers' capacity to adapt to educational reforms. The moderate level of collaboration observed in the present study suggests that while teachers already engage in collegial

learning, these opportunities may still be expanded to maximize their benefits during the implementation of the revised curriculum.

The present result also aligns the work of Bagdžiūnienė et al. (2023), who found that supportive work environments, professional relationships, and self-efficacy significantly contribute to teacher resilience. According to the authors, teachers who receive encouragement and support from colleagues are better able to cope with occupational stress and sustain their instructional effectiveness. The moderate level of social skills and peer support obtained in this study indicates that professional relationships already serve as valuable resilience resources, although strengthening collaborative practices could further improve teachers' capacity to respond to curriculum demands.

From the perspective of the Conservation of Resources Theory, collegial relationships function as valuable social resources that help teachers maintain their psychological well-being and professional effectiveness. Salvo-Garrido et al. (2025) explained that resilience is strengthened through supportive interpersonal relationships that enable teachers to preserve emotional resources while responding to workplace challenges. The moderate level of peer support observed in this study implies that fostering stronger professional networks, mentoring programs, Learning Action Cell (LAC) sessions, and collaborative coaching may further enhance teachers' resilience and facilitate the successful implementation.

The analysis reveals that teachers value collaboration, collegial support, and professional interaction as important sources of resilience. However, the moderately manifested level across all indicators suggests that collaborative practices have not yet reached their full potential. Creating more structured opportunities for peer mentoring, professional dialogue, collaborative lesson planning, and reflective practice may strengthen teachers' resilience and further improve their classroom performance as they implement the new curriculum.

Spiritual Influence

Spiritual influence is an important dimension of teachers' resilience as it provides inner strength, hope, and a sense of purpose in responding to professional challenges. For many teachers, spiritual beliefs and values serve as sources of encouragement that foster optimism, perseverance, and emotional stability during periods of change and uncertainty.

In the context of curriculum implementation, participants described spiritual beliefs and personal values as sources of patience, hope, and professional meaning. Table 6 reports a spiritual-influence mean of 3.21, interpreted as Moderately Manifested. The composite standard deviation is not reported because the supplied value could not be reconciled with the item-level summaries.

Table 6 Level of Teachers' Spiritual Influence in Implementing the Revised K-12 Curriculum

Statement	Weighted Mean	Standard Deviation	Level of Manifestation
1. My faith, prayer, reflection, or spiritual beliefs help me remain strong during teaching-related challenges.	3.09	1.00	Sometimes
2. My spiritual beliefs help me maintain patience, hope, and commitment in dealing with classroom difficulties.	3.10	1.16	Sometimes
3. My spiritual values guide me to remain compassionate, responsible, and ethical in performing my teaching duties.	3.07	0.49	Sometimes
4. My spiritual beliefs help me find meaning and purpose in fulfilling my responsibilities as a teacher.	3.24	0.39	Sometimes

5. My faith, prayer, reflection, or spiritual values help me stay positive and resilient in adapting to the Revised K-12 Curriculum.	3.56	0.44	Often
Composite Mean	3.21	1.14	Moderately Manifested

Indicator 5, staying positive and resilient through faith, prayer, reflection, or spiritual values, obtained the highest weighted mean of 3.56 (SD = 0.44), interpreted as Often. Indicator 4, finding meaning and purpose through spiritual beliefs, followed with WM = 3.24 (SD = 0.39), interpreted as Sometimes.

Indicators 2 and 1 obtained weighted means of 3.10 (SD = 1.16) and 3.09 (SD = 1.00), respectively; both were interpreted as Sometimes. Indicator 3, using spiritual values to remain compassionate, responsible, and ethical, obtained the lowest weighted mean of 3.07 (SD = 0.49), rated as Sometimes.

The findings support the Conservation of Resources Theory, which explains that individuals rely on valuable internal resources, including personal beliefs, values, and meaning systems, to cope with stressful situations and preserve their psychological well-being (Hobfoll, 1989). Within this framework, spirituality functions as an internal resource that enables teachers to sustain emotional stability, motivation, and commitment despite increasing work demands. The moderate level of spiritual influence observed in this study suggests that while teachers benefit from these personal resources, there remains an opportunity to further strengthen this aspect of resilience.

The findings are consistent with those of Salvo-Garrido et al. (2025), who emphasized that teacher resilience is strengthened through the interaction of personal, professional, and contextual resources that enable educators to sustain their effectiveness despite workplace challenges. Their study posited that personal beliefs, purpose, and supportive internal resources contribute to teachers' perseverance, emotional well-being, and professional commitment. Similarly, the present findings demonstrate that teachers rely on their spiritual beliefs to remain resilient while adapting to the demands of the new curriculum.

The observation likewise complements the Job Demands–Resources Theory, which identifies personal resources as essential factors that help individuals manage demanding work environments. Lu et al. (2024) explained that teacher resilience develops through the interaction between workplace demands and available resources, including optimism, self-regulation, and positive coping mechanisms. In the context of the Revised K-12 Curriculum, teachers' spiritual beliefs serve as personal resources that help them maintain a positive outlook, find meaning in their profession, and sustain their commitment to providing quality instruction despite increasing instructional responsibilities.

The results show that spiritual influence was the highest-rated domain of teachers' resilience, reflecting teachers' reported sense of purpose, optimism, and commitment. However, the Moderately Manifested composite level, together with the Sometimes ratings on most indicators, indicates that these resources were not consistently reported across situations. Schools may therefore consider teacher wellness initiatives, reflective practices, values formation activities, and supportive professional environments. Such activities should be treated as support measures rather than as interventions proven by this study to improve classroom performance.

Summary of the Level of Teachers' Resilience

After examining the four dimensions of teachers' resilience—personal competencies and persistence, family cohesion, social skills and peer support, and spiritual influence, a summary of the overall level of resilience is presented. This section consolidates the findings across the identified dimensions to provide a comprehensive assessment of teachers' resilience in implementing the revised K-12 Curriculum.

Table 7 Summary Table of the Level of Teacher Resilience

Domain		Weighted Mean	Standard Deviation	Level of Manifestation
Personal Competencies and Persistence		2.90	0.90	Moderately Manifested
Family Cohesion		2.92	1.42	Moderately Manifested
Social Skills and Peer Support		3.05	1.11	Moderately Manifested
Spiritual Influence		3.21	1.14	Moderately Manifested
Composite Mean		3.02	0.86	Moderately Manifested

Table 7 shows that teachers' resilience obtained an overall composite mean of 3.02 (SD = 0.86), interpreted as Moderately Manifested. This finding indicates that teachers generally demonstrated resilience in implementing the Revised K-12 Curriculum, although its manifestation was not consistently evident across all dimensions. Among the four domains, spiritual influence obtained the highest composite mean of 3.21, followed by social skills and peer support with 3.05, family cohesion with 2.92, and personal competencies and persistence with 2.90. Although all domains were interpreted as Moderately Manifested, the findings suggest that teachers relied more on their spiritual beliefs and professional relationships than on their personal coping capacities when responding to curriculum-related challenges.

The overall findings support the Job Demands–Resources Theory, which explains that employees' ability to cope with demanding work conditions depends on the availability of personal and organizational resources. Lu et al. (2024) stressed that teacher resilience develops through the interaction between workplace demands and available resources, enabling teachers to adapt to educational reforms while sustaining instructional effectiveness.

Similarly, the Conservation of Resources Theory explains that individuals maintain resilience by acquiring and protecting valuable personal, social, and professional resources that buffer the effects of stress. Bagdžiūnienė et al. (2023) found that teacher resilience is positively associated with job resources, self-efficacy, and psychological well-being, while Salvo-Garrido et al. (2025) emphasized that resilience is strengthened through personal, professional, and contextual resources that enable teachers to remain effective despite workplace challenges.

The overall results indicate that teachers possess existing resilience resources that support them during the implementation of the new curriculum. However, the Moderately Manifested level across all domains suggests that resilience can still be strengthened through sustained professional development, mentoring and coaching, collaborative learning opportunities, teacher wellness programs, and stronger support from school leaders, colleagues, families, and other stakeholders. Enhancing these resilience resources may further improve teachers' capacity to respond effectively to curriculum reforms and sustain quality classroom performance.

Teachers' Classroom Performance

Teachers' classroom performance is a critical component of effective curriculum implementation, as it reflects how teachers translate curriculum standards into meaningful learning experiences for students. In this study,

classroom performance is examined through three key dimensions: classroom management, instructional delivery, and lesson planning.

Classroom Management

Effective classroom management is essential to the successful implementation of the Revised K–12 Curriculum, as it promotes an environment conducive to learning, encourages positive learner behavior, and supports active student engagement. The succeeding table presents the respondents' level of classroom management based on the indicators used in this study.

Table 8 presents the level of teachers' classroom performance in terms of classroom management. The data revealed a composite mean of 3.65 with a standard deviation of 0.76, interpreted as Very Satisfactory. This indicates that the respondents consistently practiced effective classroom management while implementing the Revised K–12 Curriculum. The findings suggest that teachers were able to maintain classroom order, encourage learner participation, and create learning environments that supported the attainment of instructional objectives.

Indicator 4, managing learner behavior through fair, consistent, and positive discipline strategies, obtained the highest weighted mean of 3.72 (SD = 0.87), interpreted as Very Satisfactory.

Indicators 1, 2, and 6 each obtained WM = 3.67, with SDs of 0.90, 0.78, and 0.78, respectively; all were Very Satisfactory. Indicators 3 and 5 each obtained the lowest weighted mean of 3.60 (SD = 0.62), yet both remained Very Satisfactory.

Table 8 Teachers' Classroom Performance in Classroom Management

Statement		Weighted Mean	Standard Deviation	Verbal Interpretation
1. Maintain supportive learning environments that nurture participation, cooperation, and collaboration.		3.67	0.90	Very Satisfactory
2. Apply strategies that maintain motivation and learner responsibility.		3.67	0.78	Very Satisfactory
3. Establish classroom routines and procedures that promote an orderly and productive learning environment.		3.60	0.62	Very Satisfactory
4. Manage learner behavior through fair, consistent, and positive discipline strategies.		3.72	0.87	Very Satisfactory
5. Create an inclusive classroom environment that respects learners' diversity, backgrounds, and individual differences.		3.60	0.62	Very Satisfactory
6. Organize classroom resources and learning spaces to maximize learner engagement and participation.		3.67	0.78	Very Satisfactory
Composite Mean		3.65	0.76	Very Satisfactory

Taken as a whole, the results emphasize the respondents' strong classroom management practices. Their ability to maintain discipline, encourage learner participation, foster collaboration, and organize classroom

environments demonstrates instructional competence that supports the effective implementation of the Revised K–12 Curriculum.

Instructional Delivery

Instructional delivery is a critical aspect of classroom performance as it reflects how teachers facilitate learning, engage learners, and implement appropriate teaching strategies to achieve the intended learning outcomes. Under the Revised K–12 Curriculum, teachers are expected to deliver instruction that is responsive to learners' needs, promotes active participation, and utilizes effective pedagogical approaches to enhance learning. This section presents the respondents' level of instructional delivery based on the indicators included in the study.

Table 9 presents the teachers' classroom performance in terms of instructional delivery. The domain registered a composite mean of 3.72 with a standard deviation of 0.81, corresponding to a verbal interpretation of Very Satisfactory. The rating reflects the respondents' consistent implementation of instructional practices that support effective teaching and learning under the Revised K–12 Curriculum.

The results suggest that teachers were able to employ appropriate teaching strategies, utilize available resources, and facilitate meaningful learning experiences that address learners' diverse needs. Indicator 4, employing learner-centered strategies, obtained the highest weighted mean of 3.78 (SD = 0.77). Indicator 1, positive use of ICT, followed with WM = 3.75 (SD = 0.77), and Indicator 2, literacy and numeracy strategies, obtained WM = 3.74 (SD = 0.80). All were Very Satisfactory.

Table 9 Teachers' Classroom Performance in Instructional Delivery

Statement	Weighted Mean	Standard Deviation	Verbal Interpretation
1. Ensure positive use of ICT in teaching and learning	3.75	0.77	Very Satisfactory
2. Use strategies that enhance literacy and numeracy achievement.	3.74	0.80	Very Satisfactory
3. Use verbal and non-verbal communication strategies effectively.	3.66	0.83	Very Satisfactory
4. Employ learner-centered teaching strategies that actively engage learners in the learning process.	3.78	0.77	Very Satisfactory
5. Use a variety of instructional resources and teaching approaches appropriate to learners' needs and abilities.	3.66	0.83	Very Satisfactory
6. Provide timely and constructive feedback to improve learners' understanding and academic performance.	3.72	0.88	Very Satisfactory
Composite Mean	3.72	0.81	Very Satisfactory

Indicator 6, providing timely and constructive feedback, obtained WM = 3.72 (SD = 0.88), interpreted as Very Satisfactory. Indicators 3 and 5 shared the lowest weighted mean of 3.66 (SD = 0.83), but both remained Very Satisfactory.

The results align with the Job Demands-Resources Theory, which explains that teachers' capacity to respond effectively to instructional demands is strengthened by the availability of professional resources, including knowledge, pedagogical skills, and organizational support (Lu et al., 2024). In the same vein, Sancar et al. (2021) emphasized that professional learning and collaboration enhance teachers' instructional practices, particularly during periods of educational reform. Demerouti (2025) likewise argued that workplace resources contribute significantly to professional functioning, while Salvo-Garrido et al. (2025) explained that resilience develops through the interaction of personal, professional, and contextual resources. Within the context of the Revised K–12 Curriculum and the Expanded Career Progression System under DepEd Order No. 024, s. 2025, sustained opportunities for instructional coaching, technology integration, and collaborative professional learning can further strengthen teachers' instructional delivery and support their continuing professional growth.

Lesson Planning

Lesson planning is an essential component of effective teaching as it provides a structured framework for organizing instruction, aligning learning activities with curriculum standards, and addressing learners' diverse needs. Within the Revised K–12 Curriculum, teachers are expected to prepare well-designed lessons that promote meaningful learning, incorporate appropriate instructional strategies, and use assessment to monitor learners' progress. This section presents the respondents' level of lesson planning based on the indicators included in the study.

Table 10 presents the teachers' classroom performance in terms of lesson planning. The domain recorded a composite mean of 3.80 with a standard deviation of 0.81, corresponding to a verbal interpretation of Very Satisfactory. The rating indicates that the respondents consistently prepared well-organized lessons that aligned instructional objectives, learning activities, and assessment with the requirements of the Revised K–12 Curriculum. Their planning practices demonstrate careful consideration of curriculum standards and learners' instructional needs before classroom instruction takes place.

Indicator 6, designing and using diagnostic, formative, and summative assessments, obtained the highest weighted mean of 4.05 (SD = 0.85), interpreted as Outstanding. This indicator-level result showed strong assessment planning; however, it did not mean that a respondent received an Outstanding overall performance rating. Indicators 5 and 4 followed with weighted means of 3.83 (SD = 0.78) and 3.78 (SD = 0.82), respectively; both were Very Satisfactory. Indicators 3 and 2 obtained WM = 3.74 (SD = 0.79) and WM = 3.72 (SD = 0.81), respectively; both were Very Satisfactory. Indicator 1, designing or adapting strategies for learners with special needs, obtained the lowest weighted mean of 3.69 (SD = 0.79), interpreted as Very Satisfactory. Langelan et al. (2024) noted that effective differentiation requires sustained preparation, appropriate resources, and professional learning.

Table 10 Teachers' Classroom Performance in Lesson Planning

Statement	Weighted Mean	Standard Deviation	Verbal Interpretation
1. Design/adapt strategies responsive to learners with special needs.	3.69	0.79	Very Satisfactory
2. Plan strategies for learners in difficult circumstances.	3.72	0.81	Very Satisfactory
3. Implement developmentally sequenced learning processes.	3.74	0.79	Very Satisfactory
4. Set achievable and aligned learning outcomes.	3.78	0.82	Very Satisfactory

5. Adapt learning programs to learner needs.	3.83	0.78	Very Satisfactory
6. Design and use diagnostic, formative, and summative assessments	4.05	0.85	Outstanding
Composite Mean	3.80	0.81	Very Satisfactory

The results are consistent with the Job Demands-Resources Theory, which explains that teachers' ability to carry out complex instructional tasks is strengthened by professional resources such as pedagogical knowledge, collaboration, mentoring, and continuing professional development. Bakker and de Vries (2021) likewise explained that teacher self-efficacy contributes to stronger instructional planning and improved classroom practice. Within the context of the Revised K–12 Curriculum and the Expanded Career Progression System under DepEd Order No. 024, s. 2025, sustained professional learning, instructional coaching, and capacity-building initiatives can further enhance lesson planning, particularly in the areas of differentiated instruction and inclusive education, while supporting teachers' continued professional growth.

Summary Table on the Level of Classroom Performance

This section presents the overall results of the teachers' classroom performance in terms of classroom management, instructional delivery, and lesson planning. The data were summarized to determine the general level of performance across the three domains and to identify which areas were most and least demonstrated by the respondents.

Table 11 presents the summary of classroom performance. The overall composite mean of 3.73 (SD = 0.79) was interpreted as Very Satisfactory.

Table 11 Summary Table of Teachers' Class Performance

Domain	Weighted Mean	Standard Deviation	Verbal Interpretation
Classroom Management	3.65	0.76	Very Satisfactory
Instructional Delivery	3.72	0.81	Very Satisfactory
Lesson Planning	3.80	0.81	Very Satisfactory
Overall Composite Mean	3.73	0.79	Very Satisfactory

The ratings demonstrate that the respondents consistently performed the essential functions of teaching required in the implementation of the Revised K–12 Curriculum, particularly in planning instruction, facilitating meaningful learning experiences, and maintaining classrooms that support learner participation and achievement.

Among the three domains, lesson planning received the highest rating, with a weighted mean of 3.80 (SD = 0.81). This was followed by instructional delivery, which registered a weighted mean of 3.72 (SD = 0.81), while classroom management posted a weighted mean of 3.65 (SD = 0.76). Although slight variations were observed, all three domains were interpreted as Very Satisfactory, showing consistency in teachers' classroom performance. The narrow differences among the ratings demonstrate that the respondents maintained comparable levels of competence across the major dimensions of classroom practice. The domain and overall means summarize the sample; they do not establish the number of individual teachers in each performance category.

The pattern of the ratings illustrates the close relationship among lesson planning, instructional delivery, and classroom management. Careful planning provides direction for instruction, effective instructional delivery transforms plans into meaningful learning experiences, and sound classroom management creates the conditions that allow teaching and learning to take place successfully. These dimensions complement one another and collectively contribute to quality classroom practice.

This pattern is consistent with the work of Hatch and Clark (2021), who explained that teacher competence extends beyond mastery of individual teaching skills and involves the integration of professional knowledge, pedagogical expertise, and instructional decision-making in authentic classroom situations. The Job Demands-Resources Theory likewise provides a useful perspective for understanding teachers' classroom performance. According to Lu et al. (2024), teachers sustain effective professional practice by drawing upon personal and organizational resources that enable them to respond to increasing workplace demands and educational change.

Within the context of the Revised K–12 Curriculum and the Expanded Career Progression System under DepEd Order No. 024, s. 2025, the ratings suggest that teachers consistently met the professional expectations associated with classroom practice. Continued engagement in instructional coaching, collaborative professional learning, and reflective practice can further strengthen teaching competence and support progression toward higher levels of professional performance under the Philippine Professional Standards for Teachers (PPST).

Significant Difference in Teachers' Resilience When Grouped According to Profile Variables

Sub-Problem 4 asked whether teachers' resilience differed significantly when respondents were grouped according to their profile variables. The results showed significant differences according to gender and years of teaching experience. No significant differences were found according to age, educational attainment, or teaching position. The succeeding tables present the statistical results for each profile variable.

Age and Gender

Understanding whether teachers' resilience varies across demographic groups provides valuable information on how personal characteristics may be associated with their capacity to cope with professional demands and challenges. Examining differences based on profile variables helps determine whether resilience is consistent among teachers or differs across specific groups. This section presents the analysis of the significant differences in teachers' resilience when respondents are grouped according to age and gender.

Table 12 presents the analysis of the significant difference in teachers' resilience when respondents were grouped according to age and gender. The analysis showed that age was not significantly associated with teachers' resilience ($F = 1.39$, $p = 0.242$). Since the computed p -value exceeded the 0.05 level of significance, the null hypothesis was not rejected. This suggests that teachers across the different age groups demonstrated relatively comparable levels of resilience despite slight variations in their mean scores. Although teachers aged 21–30 years recorded the highest mean (3.21), followed by those aged 36–40 years (3.10), 31–35 years (3.06), 41–45 years (3.00), and 46 years and above (2.86), these differences were not large enough to establish a statistically significant variation. The pattern suggests that resilience is not determined by age alone but may instead be shaped by other personal and professional factors, such as teaching experience, workplace support, coping strategies, and opportunities for professional growth.

Table 12 Significant Difference in Teachers' Resilience When Grouped According to Age and Gender

Profile Variable	n	Mean	Test Statistic	p-value	Decision	Interpretation
Age			$F = 1.39$			

46 years old and above	39	2.86		0.242	Fail to Reject H_0	Not significant
41-45	15	3.00				
36-40	18	3.10				
31-35	26	3.06				
21-30	10	3.21				
Gender			t = 2.36	0.020	Reject H_0	Significant
Male	15	2.71				
Female	93	3.04				
TOTAL	108					

$$\alpha = 0.05$$

The absence of a significant difference across age groups aligns with the view that resilience develops through continuous interaction between individuals and their work environment rather than as a function of chronological age. This perspective is consistent with the Job Demands-Resources Theory, which explains that employees sustain their well-being and performance through the availability of personal and organizational resources that enable them to cope with workplace demands (Lu et al., 2024). Likewise, Gu and Day (2013) argued that teacher resilience is a dynamic process influenced by professional commitment, supportive school cultures, and leadership rather than by demographic characteristics alone. Similarly, Beltman, Mansfield, and Price (2011) explained that resilience evolves through teachers' ongoing experiences and their ability to adapt to changing educational contexts.

An independent-samples t-test showed a statistically significant difference in resilience according to gender, $t(106) = 2.36$, $p = .020$. Female teachers ($n = 93$, $M = 3.04$) obtained a higher mean resilience score than male teachers ($n = 15$, $M = 2.71$). Thus, the null hypothesis was rejected for gender. Cohen's $d = .66$ indicated a moderate effect, suggesting that the difference was not only statistically significant but also meaningful in magnitude. However, the result should not be interpreted as an inherent advantage of one gender over the other; it may reflect differences in professional experiences, coping preferences, workplace roles, social support, and access to resources.

Gender may shape the coping strategies teachers employ in managing stress and professional demands. Munezero et al. (2026) noted that resilience is influenced by personal and contextual factors, including social relationships and support networks, which may differ across individuals. Mansfield et al. (2016) also emphasized that resilience is strengthened through professional learning, collaboration, and supportive school environments rather than through fixed personal characteristics. These perspectives suggest that the observed difference between male and female teachers may be associated with differences in how available resources are accessed and utilized within the workplace.

Within the context of the Revised K–12 Curriculum, the results point out the importance of providing resilience-building initiatives that are responsive to the varied experiences of teachers. Since resilience did not vary significantly across age groups, professional development and wellness programs may be implemented across all career stages rather than being limited to age categories. At the same time, the significant difference observed by gender points to the value of creating inclusive support systems that recognize the different challenges and coping experiences of teachers while ensuring equitable access to mentoring, professional collaboration, psychosocial support, and opportunities for continuous professional learning.

Educational Attainment

Professional qualifications may influence teachers' resilience by expanding their pedagogical knowledge, strengthening instructional competence, and equipping them with skills to respond effectively to workplace challenges. Pursuing advanced academic studies also provides opportunities to deepen professional expertise, engage in reflective practice, and develop strategies for coping with the increasing demands of the teaching profession. This section examines whether significant differences exist in teachers' resilience when respondents are grouped according to educational attainment. The results of the statistical analysis are presented in the succeeding table.

Table 13 presents the analysis of the significant difference in teachers' resilience when respondents were grouped according to educational attainment. The one-way analysis of variance yielded an F-value of 1.49 and a p-value of 0.230.

Table 13 Significant Difference in Teachers' Resilience When Grouped According to Educational Attainment

Educational Attainment	n	Mean	F-value	p-value	Decision	Interpretation
Master's Degree	6	2.98	1.49	0.230	Fail to Reject H0	Not Significant
With Master's Degree Units	27	3.15				
Bachelor's Degree	75	2.95	1.49	0.230	Fail to Reject H0	Not Significant
TOTAL	108					

$$\alpha = 0.05$$

Since the computed p-value exceeded the 0.05 level of significance, the null hypothesis was not rejected. The statistical test shows that teachers' resilience did not differ significantly based on their educational attainment. Although respondents with Master's units posted the highest mean resilience score (3.15), followed by those with a master's degree (2.98) and those holding a bachelor's degree (2.95), the differences among the group means were not statistically significant.

The close mean scores suggest that resilience was demonstrated across all educational attainment groups. While advanced academic qualifications contribute to teachers' professional knowledge and instructional competence, they do not necessarily lead to higher levels of resilience. The ability to cope with occupational challenges appears to extend beyond formal academic preparation and is likely influenced by a combination of professional experiences, personal coping strategies, organizational support, and workplace conditions.

This pattern is consistent with the Job Demands-Resources Theory, which explains that resilience develops through the interaction between job demands and the personal and organizational resources available to employees (Lu et al., 2024). Teachers who have access to supportive leadership, collaborative professional relationships, and opportunities for continuous learning are better positioned to manage workplace demands regardless of their highest educational qualification. Professional competence acquired through graduate studies may strengthen instructional practice, yet resilience continues to depend on how teachers utilize available resources in responding to daily challenges.

Comparable observations were reported by Salvo-Garrido et al. (2025) and Mansfield (2016), who described teacher resilience as a dynamic process shaped by interactions among personal attributes, professional

experiences, and contextual support rather than by individual characteristics alone. Likewise, Mansfield et al. (2016) explained that resilience is developed through reflective practice, collaboration, and supportive professional environments that enable teachers to adapt to changing educational conditions. These perspectives suggest that teachers with different educational backgrounds may develop similar levels of resilience when they work within environments that provide adequate professional and organizational support.

Within the context of the Revised K–12 Curriculum, the absence of a significant difference according to educational attainment suggests that resilience-building initiatives should be made accessible to all teachers, regardless of their academic qualifications. Programs that promote mentoring, collaborative learning communities, wellness initiatives, and continuous professional development can strengthen teachers' capacity to manage instructional demands and adapt to curriculum reforms. Such opportunities support resilience across the teaching workforce while development sustained professional growth under the Philippine Professional Standards for Teachers (PPST) and the Expanded Career Progression System provided in DepEd Order No. 024, s. 2025.

Teaching Position

Professional responsibilities and leadership functions often vary across teaching positions, which may influence how teachers respond to the demands and challenges of their work. Differences in assigned roles, instructional responsibilities, mentoring functions, and decision-making responsibilities may contribute to variations in teachers' resilience. This section examines whether significant differences exist in teachers' resilience when respondents are grouped according to teaching position. The results of the statistical analysis are presented in the succeeding table.

Table 14 Significant Difference in Teachers' Resilience When Grouped According to Teaching Position

Teaching Position	n	Mean	F-value	p-value	Decision	Interpretation
Teacher III	61	2.97	0.95	0.391	Fail to Reject H_0	Not significant
Teacher II	33	3.09				
Teacher I	14	2.88				
TOTAL	108					

$$\alpha = 0.05$$

Table 14 presents the analysis of the significant difference in teachers' resilience when respondents were grouped according to teaching position. The one-way analysis of variance generated an F-value of 0.95 with a corresponding p-value of 0.391. Since the computed p-value was greater than the 0.05 level of significance, the null hypothesis was not rejected. The statistical evidence shows that teachers' resilience did not vary significantly according to teaching position.

A comparison of the group means shows only slight differences among the respondents. Teacher II recorded the highest mean resilience score (3.09), followed by Teacher III (2.97) and Teacher I (2.88). Although Teacher II posted a relatively higher average, the variation among the three groups was not sufficient to establish a statistically significant difference. The similarity in the mean scores suggests that teachers

occupying different plantilla positions demonstrated comparable levels of resilience in carrying out their professional responsibilities.

The absence of a significant difference may be attributed to the common demands experienced by teachers regardless of rank. Although teaching positions differ in terms of experience, salary grade, and assigned responsibilities, classroom instruction, learner management, lesson preparation, assessment, and participation in school activities remain integral aspects of every teacher's work. These shared professional expectations may contribute to the development of similar coping capacities across teaching positions.

A comparable observation was reported by Lauermann & Berger (2021), who found that teachers' resilience was more closely associated with self-efficacy and perceived support than with career status or position. Likewise, Mieres-Chacaltana et al. (2025) observed that supportive school environments and positive professional relationships play a greater role in sustaining resilience than hierarchical rank within the profession.

This pattern is consistent with the Job Demands-Resources Theory, which explains that resilience develops through the interaction between workplace demands and the personal and organizational resources available to employees (Lu et al., 2024). Access to supportive leadership, collegial collaboration, professional learning opportunities, and adequate instructional resources enables teachers to cope effectively with occupational demands regardless of their teaching position.

Similarly, Collie (2021) reported that teachers who experience supportive working conditions and positive organizational climates demonstrate higher levels of resilience and work engagement, irrespective of their career stage or designation.

The similarity in resilience across teaching positions also supports the argument that resilience is developed through continuous professional experiences rather than through promotion or rank alone. Meyer et al. (2023) explained that teachers strengthen their professional capacity through reflective practice, collaboration, and lifelong learning, allowing them to respond effectively to educational changes. In the same vein, Beltman (2025) noted that resilience is sustained by ongoing interactions between individual capabilities and environmental support systems, enabling teachers to adapt successfully to evolving instructional expectations.

The Revised K–12 Curriculum places comparable instructional expectations on all teachers, regardless of their plantilla position. Every teacher is expected to design standards-based lessons, facilitate learner-centered instruction, monitor learner progress, and establish inclusive classroom environments. Since resilience remained comparable across teaching positions, professional support initiatives should be accessible to teachers at every career level.

Mentoring programs, collaborative professional learning communities, instructional coaching, and teacher wellness initiatives can strengthen teachers' capacity to address instructional demands while promoting continuous professional growth. These initiatives are likewise aligned with the Philippine Professional Standards for Teachers (PPST) and the Expanded Career Progression System under DepEd Order No. 024, s. 2025, which encourage continuous development throughout the teaching profession.

Years of Teaching Experience

Length of service in the teaching profession provides educators with opportunities to accumulate classroom experience, refine instructional practices, and develop strategies for responding to professional demands. As teachers encounter diverse learners, curriculum reforms, and evolving educational expectations over time, their experiences may influence how they cope with challenges and sustain resilience.

This section examines whether significant differences exist in teachers' resilience when respondents are grouped according to years of teaching experience. The results of the statistical analysis are presented in the succeeding table.

A one-way analysis of variance was conducted to determine whether teachers' resilience differed according to years of teaching experience, as shown in Table 15. The analysis yielded an F-value of 2.83 and a p-value of 0.028. Since the computed p-value was less than the 0.05 level of significance, the null hypothesis was rejected. This demonstrates that teachers' resilience varied significantly across the different groups based on years of teaching experience.

Table 15 Significant Difference in Teachers' Resilience When Grouped According to Years of Teaching Experience

Years of Teaching Experience	n	Mean	F-value	p-value	Decision	Interpretation
20 years and above	23	2.90	2.83	0.028	Reject H ₀	Significant
16-19	33	2.83				
11-15	13	3.21				
6-10	30	3.21				
1-5	9	2.96				
TOTAL	108					

$\alpha = 0.05$

A comparison of the mean scores showed that teachers with 11–15 years of teaching experience recorded the highest mean resilience score (3.21), closely followed by those with 6–10 years of experience (3.21). Teachers with 1–5 years of service had a mean score of 2.96, while those with 20 years and above and 16–19 years registered mean scores of 2.90 and 2.83, respectively. The pattern suggests that resilience does not necessarily increase with longer years in the profession. Instead, teachers may experience varying levels of resilience as professional responsibilities, career expectations, and workplace demands change throughout their careers.

One possible explanation is that teachers in the middle years of their careers have accumulated substantial classroom experience while remaining actively engaged in professional learning and instructional improvement. During this stage, they often develop stronger instructional confidence, effective coping strategies, and greater familiarity with curriculum implementation. By contrast, beginning teachers are still adjusting to the realities of the profession, while highly experienced teachers may assume additional leadership, mentoring, and administrative responsibilities that increase the complexity of their work.

This pattern is consistent with the Job Demands-Resources Theory, which explains that resilience develops through the interaction between workplace demands and the personal and organizational resources available to employees (Lu et al., 2024). As teachers progress through different career stages, the balance between instructional responsibilities, administrative expectations, professional support, and personal resources also changes, influencing their capacity to respond effectively to occupational challenges.

Similar observations were reported by Baatz and Wirzberger (2025), who explained that teacher resilience evolves throughout the professional life course as teachers encounter different personal and professional demands at various career stages. Hong et al. (2025) likewise argued that resilience is continuously shaped by

teachers' professional identity, motivation, and workplace experiences rather than by years of service alone. Fathi et al. (2021) further observed that teachers' self-efficacy, occupational well-being, and resilience vary across career stages as professional responsibilities and working conditions change over time.

The Revised K–12 Curriculum requires teachers at every career stage to respond effectively to evolving curriculum standards, learner needs, and instructional expectations. The significant difference observed across years of teaching experience points to the importance of providing career-stage-responsive professional support. Induction and mentoring programs can assist beginning teachers in adapting to the profession, while experienced teachers may benefit from leadership development, peer coaching, wellness initiatives, and opportunities to mentor colleagues. Such initiatives can strengthen teachers' resilience and support continuous professional growth in line with the Philippine Professional Standards for Teachers (PPST) and the Expanded Career Progression System under DepEd Order No. 024, s. 2025.

Summary of the Significant Differences in Teachers' Resilience When Grouped According to Profile Variables

To provide a clearer overview of the statistical analyses, a summary of the tests conducted for each profile variable is presented in this section. The summary consolidates the computed test statistics, p-values, decisions on the null hypotheses, and corresponding interpretations, allowing for a straightforward comparison of whether teachers' resilience differed across the selected profile variables.

The direct answer to Sub-Problem 4 is that teachers' resilience differed significantly according to gender, $t(106) = 2.36$, $p = .020$, Cohen's $d = .66$, and years of teaching experience, $F = 2.83$, $p = .028$. No significant differences were found according to age ($F = 1.39$, $p = .242$), educational attainment ($F = 1.49$, $p = .230$), or teaching position ($F = 0.95$, $p = .391$). Therefore, the null hypothesis was rejected for gender and years of teaching experience but was not rejected for age, educational attainment, and teaching position.

Table 16 Summary of the Significant Differences in Teachers' Resilience When Grouped According to Profile Variables

Profile Variables	Test Statistic	p-value	Decision	Interpretation
Age	$F = 1.39$	0.242	Fail to Reject H_0	Not Significant
Gender	$t = 2.36$	0.020	Reject H_0	Significant
Educational Attainment	$F = 1.49$	0.230	Fail to Reject H_0	Not Significant
Teaching Position	$F = 0.95$	0.391	Fail to Reject H_0	Not Significant
Years of Teaching Experience	$F = 2.83$	0.028	Reject H_0	Significant

$$\alpha = 0.05$$

For gender, female teachers ($M = 3.04$) reported higher resilience than male teachers ($M = 2.71$), and the difference was statistically significant, $t(106) = 2.36$, $p = .020$, with a moderate effect size (Cohen's $d = .66$). Years of teaching experience also showed a statistically significant difference, $F = 2.83$, $p = .028$. These findings led to the rejection of the null hypothesis for both profile variables.

Conversely, age yielded an F-value of 1.39 with a p-value of 0.242, educational attainment produced an F-value of 1.49 with a p-value of 0.230, and teaching position generated an F-value of 0.95 with a p-value of 0.391. Because these p-values exceeded the 0.05 level of significance, the null hypotheses for these variables were not rejected. The statistical evidence suggests that resilience remains relatively similar regardless of teachers' age, highest educational qualification, or plantilla position.

The reported group comparisons identified differences by gender and teaching experience. These unadjusted results do not establish that either characteristic causes resilience differences, nor do they separate their associations from school context, workload, or other characteristics.

The present results are consistent with the work of Bagdžiūnienė et al. (2023), who found that teachers' emotional resilience is strongly associated with personal and workplace resources that promote well-being and reduce intentions to leave the profession. Likewise, Chen and Lee (2022) reported that teacher resilience serves as both a protective and motivating factor, buffering the effects of workplace demands while strengthening well-being and job performance. Their study further demonstrated that resilience is shaped by the interaction of personal capabilities and contextual support rather than by demographic characteristics alone. Similarly, Mu et al. (2024), through a meta-analysis, concluded that teacher self-efficacy and resilience develop together and are influenced by contextual factors, explaining why resilience may differ across some groups while remaining comparable across others.

The significant variation according to years of teaching experience also aligns with van Daalen-Visscher et al. (2025), who observed that teachers experience different levels of professional demands and available resources throughout their careers. Beginning teachers often require greater instructional and emotional support, whereas experienced teachers encounter changing professional expectations and leadership responsibilities that influence their resilience. In a related study, Baatz and Wirzberger (2025) argued that resilience should be viewed as a professional competence that continues to develop through experience, reflection, and organizational support rather than as a fixed personal characteristic.

These patterns assert the importance of sustaining resilience-building initiatives throughout teachers' careers. The Revised K–12 Curriculum places consistent expectations on teachers to deliver quality instruction, respond to learner diversity, and participate in continuous professional development. Strengthening mentoring programs, professional learning communities, teacher wellness initiatives, and instructional coaching can provide the resources necessary for teachers to manage these demands effectively. Such initiatives are likewise aligned with the Philippine Professional Standards for Teachers (PPST) and the Expanded Career Progression System under DepEd Order No. 024, s. 2025, which recognize continuous professional growth as a foundation for improving teaching quality and learner outcomes.

Post Hoc Analysis of Teachers' Resilience Across Teaching Experience Groups

The significant result obtained from the one-way analysis of variance warranted further examination through a post hoc analysis. Tukey's Honestly Significant Difference (HSD) test was employed to identify the specific teaching experience groups that differed significantly in terms of teachers' resilience. The pairwise comparison results are presented in Table 17.

As presented in Table 17, the Tukey HSD post hoc analysis identified the specific teaching-experience groups that differed significantly following the significant one-way analysis of variance. Among the ten pairwise comparisons, only teachers with 6–10 years of experience and those with 16–19 years differed significantly ($MD = .373$, $p = .042$), with the 6–10-year group obtaining the higher resilience score. All remaining comparisons had adjusted p-values greater than .05 and were not statistically significant.

Table 17 Tukey HSD Post Hoc Pairwise Comparisons of Teachers' Resilience by Teaching Experience

Pairwise Comparison	Mean Difference (I-J)	Adjusted p-value	Interpretation
1–5 years vs. 6–10 years	–0.245	.715	Not Significant
1–5 years vs. 11–15 years	–0.245	.796	Not Significant

1–5 years vs. 16–19 years	0.128	.962	Not Significant
1–5 years vs. 20 years and above	0.060	.998	Not Significant
6–10 years vs. 11–15 years	0.000	1.000	Not Significant
6–10 years vs. 16–19 years	0.373	.042	Significant
6–10 years vs. 20 years and above	0.306	.187	Not Significant
11–15 years vs. 16–19 years	0.373	.168	Not Significant
11–15 years vs. 20 years and above	0.305	.390	Not Significant
16–19 years vs. 20 years and above	–0.067	.986	Not Significant

The reported Tukey comparison indicated higher resilience among teachers with 6–10 years of experience than among those with 16–19 years (mean difference = .373, adjusted $p = .042$). The data do not explain the source of this difference. Workload, career responsibilities, and access to professional support are possible areas for further investigation, rather than demonstrated explanations in this study.

The absence of significant differences among the remaining teaching experience groups further indicates that resilience is not solely determined by career length. Teachers with varying levels of experience may develop similar resilience when they have access to supportive school environments, positive collegial relationships, and opportunities for professional growth. Zhang and Luo (2023) similarly argued that teacher resilience is sustained by four interrelated elements—commitment, professional agency, relationships, and self-awareness—which can be strengthened throughout a teacher's career regardless of years of service.

These findings have practical implications for school leadership and teacher development. Resilience-building initiatives should extend beyond induction programs for beginning teachers and should also address the needs of mid-career educators. Professional learning communities, mentoring programs, wellness initiatives, and opportunities for reflective practice may help teachers sustain resilience as professional responsibilities evolve. Sancar et al. (2021) likewise found that collaborative professionalism and strong collegial support foster collective resilience, enabling teachers to cope more effectively with changing educational demands and workplace challenges.

Association Between Teachers' Resilience and Classroom Performance

Pearson correlations were used to examine covariation between the resilience and classroom-performance domains. Table 18 presents the reported coefficients. The domain-level comparisons are exploratory and unadjusted for multiple testing; significance near .05 should be interpreted cautiously.

The results presented in Table 18 indicate that the domains of teachers resilience were positively associated with one another and that several resilience dimensions were significantly related to classroom performance. Among the resilience domains, Personal Competencies and Persistence was significantly correlated with Family Cohesion ($r = .358$, $p < .001$), Social Skills and Peer Support ($r = .238$, $p = .013$), and Spiritual Influence ($r = .257$, $p = .007$). Likewise, Family Cohesion was significantly associated with Social Skills and Peer Support ($r = .493$, $p < .001$) and Spiritual Influence ($r = .470$, $p < .001$).

The strongest relationship among the resilience dimensions was observed between Social Skills and Peer Support and Spiritual Influence ($r = .542$, $p < .001$). These findings indicate that resilience is a multidimensional construct in which personal, social, family, and spiritual resources function together to help teachers respond to professional demands. This finding supports the review by Zhang and Luo (2023),

published in *Frontiers in Psychology*, which concluded that teacher resilience develops through the interaction of individual characteristics and environmental support systems rather than through personal traits alone.

In Table 18, spiritual influence was positively associated with classroom management ($r = .376, p < .001$), instructional delivery ($r = .330, p < .001$), and lesson planning ($r = .444, p < .001$). These coefficients describe covariation between reported spiritual resources and recorded performance. They do not establish a causal benefit of spirituality or justify prescribing religious participation.

Table 18 Pearson Correlation Matrix of the Domains of Teachers' Resilience and Classroom Performance

Variables		Personal Competencies and Persistence	Family Cohesion	Social Skills and Peer Support	Spiritual Influence	Classroom Management	Instructional Delivery	Lesson Planning
Personal Competencies and Persistence	Correlation Coefficient	1.000	.358**	.238*	.257**	.187	.169	.270**
	Sig. (2-tailed)		< .001	.013	.007	.053	.080	.005
Family Cohesion	Correlation Coefficient	0.358	1.000	.493*	.470**	.154	.131	.191*
	Sig. (2-tailed)	< .001		< .001	< .001	.112	.176	.048
Social Skills and Peer Support	Correlation Coefficient	0.238	0.493	1.000	.542**	.207*	.135	.243*
	Sig. (2-tailed)	.013	< .001		< .001	.032	.163	.011
Spiritual Influence	Correlation Coefficient	0.257	0.47	0.542	1.000	.376**	.330**	.444**
	Sig. (2-tailed)	.007	< .001	< .001		< .001	< .001	< .001
Classroom Management	Correlation Coefficient	.187	.154	.207*	0.376	1.000	.690**	.638**
	Sig. (2-tailed)	.053	.112	.032	< .001		< .001	< .001
Instructional Delivery	Correlation Coefficient	.169	.131	.135	0.33	0.69	1.000	.760**
	Sig. (2-tailed)	.080	.176	.163	< .001	< .001		< .001
Lesson Planning	Correlation Coefficient	0.27	0.191	0.243	0.444	0.638	0.76	1.000
	Sig. (2-tailed)	.005	.048	.011	< .001	< .001	< .001	
**. Correlation is significant at the 0.01 level (2-tailed).								
*. Correlation is significant at the 0.05 level (2-tailed).								

Social skills and peer support were positively associated with classroom management ($r = .207$, $p = .032$) and lesson planning ($r = .243$, $p = .011$). The association with instructional delivery was not statistically significant ($r = .135$, $p = .163$). Participants' accounts of sharing resources and discussing instructional difficulties provide context for these patterns, but do not establish that collaboration produced the recorded performance differences.

Personal competencies and persistence were associated with lesson planning ($r = .270$, $p = .005$), as was family cohesion ($r = .191$, $p = .048$). Their associations with classroom management and instructional delivery did not meet the .05 threshold. These findings do not establish that associations differ significantly between domains; no formal comparison of correlation coefficients was reported. The family-cohesion result warrants particular caution because several correlations were tested.

The recorded performance domains were positively interrelated: classroom management with instructional delivery ($r = .690$) and lesson planning ($r = .638$), and instructional delivery with lesson planning ($r = .760$), all reported at $p < .001$. These correlations indicate overlapping aspects of recorded performance. They may also reflect shared rating procedures and raters, so they do not by themselves demonstrate causal links among teaching practices.

The domain correlations suggest that resilience resources and recorded classroom performance covary in this sample. The findings, together with the FGDs, identify mentoring, shared planning, material support, and teacher well-being as reasonable priorities for local program development. Whether these activities improve resilience or performance requires a separate evaluation.

Association Between the Composite Scores

The reported composite correlation was positive ($r = .313$, $p = .001$). Squaring the rounded coefficient gives $r^2 = .098$, or approximately 9.8% shared variance. This is a modest association. The remaining variance cannot be assigned to unmeasured causes from this analysis. Because School Year 2025–2026 performance ratings preceded the School Year 2026–2027 resilience assessment, the result does not show that resilience predicted later performance. The association was not adjusted for teaching experience, workload, class size, resource availability, administrative support, or clustering within schools.

Lived Experiences of Teachers in Demonstrating Resilience While Performing Classroom-Related Duties in the Implementation of the Revised K-12 Curriculum

Understanding teachers' lived experiences provides deeper insights into how they demonstrate resilience while carrying out their classroom responsibilities during the implementation of the Revised K-12 Curriculum. Beyond the quantitative findings, the participants' narratives reveal the challenges they encounter, the strategies they employ to cope with these challenges, the support systems they rely on, and their recommendations for strengthening teacher resilience and classroom performance. These qualitative insights complement the statistical results by presenting the realities experienced by teachers in adapting to curriculum reforms. The succeeding themes were generated from the participants' responses through thematic analysis.

Curriculum Transition and Instructional Adjustment

Curriculum Transition and Instructional Adjustment refers to teachers' adaptation to revised competencies, lesson formats, instructional strategies, and implementation timelines. Participants described a rapid transition that required immediate changes despite limited preparation.

The first theme, Curriculum Transition and Instructional Adjustment, indicates teachers' experiences in adapting to the revised curriculum requirements within a limited period of preparation. Participants described the implementation process as rapid, requiring them to immediately interpret revised learning competencies, redesign lesson plans, modify instructional strategies, and implement new classroom practices despite having limited familiarity with the curriculum. One participant shared, "Dali ra kaayo ang pag-implement, dali-dalion ta bisag dili pa kaayo hanas, implement dayon parehas aning 3 terms." (The implementation was very fast;

teachers were required to implement it immediately even though we were not yet fully familiar with it, like the implementation of the three terms.) This statement demonstrates that teachers experienced pressure in translating curriculum reforms into classroom instruction without sufficient preparation or opportunities for professional learning. The findings suggest that curriculum transition is not limited to understanding new content standards but also involves developing confidence and competence in applying revised instructional approaches. These experiences are consistent with the study of Sancar et al. (2021), who posited that teachers require continuous professional learning, instructional guidance, and sustained mentoring to successfully adapt to educational reforms. Likewise, the Job Demands-Resources Theory explains that organizational changes increase professional demands, requiring schools to provide adequate resources, training, and technical assistance to enable teachers to maintain effective performance (Demerouti, 2025). (J2-FGD01-P01)

Limited Instructional Resources and Increased Workload

Limited Instructional Resources and Increased Workload refers to the shortage of ready-to-use materials and the accumulation of teaching, assessment, intervention, documentation, and ancillary tasks. Participants described having to prepare lessons and resources while completing multiple additional responsibilities.

The second theme, Limited Instructional Resources and Increased Workload, highlights the challenges teachers encountered in balancing instructional preparation with numerous teaching and non-teaching responsibilities. Participants explained that while preparing lesson plans, PowerPoint presentations, and instructional materials, they simultaneously carried out assessments, intervention programs, and administrative tasks. One teacher explained, "Kaning paghimo pod ug PowerPoint presentation sa among klase, igo-igo gyud oras among gikinahanglan, pero lisod pod sa among part kay naa pa man poy laing function nga among buhaton, MAT assessment, reading assessment and interventions, nizamot nga naa na ning ARAL Program." (Preparing PowerPoint presentations for our classes already requires considerable time, but it becomes difficult because we also have other functions to accomplish, such as MAT assessment, reading assessment, interventions, and the implementation of the ARAL Program.) (J2-FGD02-P02)

The introduction of the Assessment, Comprehensive Rapid Literacy Assessment (CRLA), Rapid Mathematics Assessment (RMA), and the ARAL Program required teachers to devote additional time to preparing instructional interventions, analyzing learner performance, and completing documentation. Consequently, the implementation of curriculum reforms extended beyond classroom instruction and increased teachers' administrative and instructional workload. These findings support the Job Demands-Resources Theory, which explains that excessive work demands, when not balanced by adequate organizational resources, may contribute to occupational strain and reduced well-being (Demerouti, 2025). Similarly, Collie (2021) stressed that teacher well-being and effectiveness are strongly influenced by workload management, access to instructional resources, and supportive workplace conditions. The findings indicate that curriculum implementation should be accompanied by sufficient teaching materials, time allocation, and institutional support to prevent excessive workload and sustain teacher performance.

Addressing Diverse Learner Needs and Inclusive Education

Addressing Diverse Learner Needs and Inclusive Education refers to teachers' efforts to modify instruction for differences in readiness, learning gaps, location, disability, and special educational needs. Participants frequently contextualized exemplars and prepared differentiated activities.

The third theme, Addressing Diverse Learner Needs and Inclusive Education, illustrates the instructional challenges teachers encountered in responding to learners with varying academic readiness, learning gaps, and special educational needs. Participants explained that although exemplar lessons were provided, they frequently modified instructional materials to accommodate learners from remote communities and those who required differentiated instruction. One participant shared, "Naa tood sample exemplar, unya kay lisod man sa ubang bata ilabina sa mga bata nga dinhi sa bukid, lisod kaayo nila sabton, lisod pod sa magtutudlo sa pag-adjust, in-short, nidaghan na hinoon among trabaho." (There were sample exemplars, but some learners,

especially those from the mountains or remote areas, found them difficult to understand. Adjusting became difficult for teachers, and in short, our workload increased.) (J2-FGD03-P03)

Participants further emphasized the challenges associated with inclusive education, particularly the placement of learners with special educational needs in regular classrooms without sufficient training or specialized instructional support. One teacher stated, "Kani pong inclusion, naay mga kabataan nga naa sa Learners with Special Needs ibutang sa regular nga klase, lisod pod kay maghimo napod kag specialized activities para sa maong bata, dugang na pong trabaho plus wala pa mi klarong training ug unsaon pag-handle ani nila." (With inclusion, learners with special needs are placed in regular classes, which is challenging because teachers need to prepare specialized activities for them. It adds workload, and we still do not have sufficient training on how to handle these learners.) (J2-FGD16-P08)

These themes demonstrate that implementing learner-centered and inclusive instruction requires not only differentiated teaching strategies but also adequate professional preparation, specialized resources, and institutional support. Langelan et al. (2024) explained that effective differentiated instruction depends on teachers' ability to adjust instructional practices according to learners' readiness, interests, and educational needs. The results therefore suggest that strengthening teacher capacity in inclusive education through continuous professional development and specialized training is essential for successful curriculum implementation.

Teacher Adaptability and Professional Commitment

Teacher Adaptability and Professional Commitment refers to the willingness to modify practice, persist through difficulties, and continue prioritizing learner achievement during curriculum change. Participants described flexibility, perseverance, and solution-focused action.

The fourth theme, Teacher Adaptability and Professional Commitment, reflects teachers' determination to continue fulfilling their classroom responsibilities despite experiencing numerous instructional and organizational challenges. Although participants acknowledged the increased demands brought about by curriculum reforms, they consistently described their willingness to modify lesson plans, explore alternative instructional strategies, collaborate with colleagues, and continuously improve their teaching practices. These experiences demonstrate that teachers did not allow curriculum-related difficulties to hinder the delivery of instruction but instead responded through flexibility, perseverance, and professional commitment. Such adaptability reflects resilience in action, where teachers actively adjusted to changing educational conditions while maintaining their focus on learner achievement. This finding reinforces the view that resilience extends beyond merely enduring challenges; it also involves proactively identifying solutions and embracing continuous improvement in instructional practice.

Resilience Through Personal and Professional Resources

Resilience Through Personal and Professional Resources refers to teachers' use of determination, relationships, institutional support, and commitment to preserve motivation and classroom performance under demanding conditions.

The fifth theme points to the various resources teachers utilized to sustain their classroom performance despite demanding working conditions. Participants demonstrated that resilience was strengthened through personal determination, collaboration with colleagues, professional support, and their commitment to learners' success. Rather than allowing workplace challenges to diminish their effectiveness, teachers relied on available resources to preserve their motivation and continue providing quality instruction. This finding supports the Conservation of Resources Theory, which explains that individuals protect, acquire, and strengthen valued resources to cope with stressful situations and maintain effective functioning. Bagdžiūnienė et al. (2023) found that teacher resilience is positively associated with self-efficacy, psychological well-being, and the availability of professional resources, while Salvo-Garrido et al. (2025) noting that resilience develops through the interaction of personal, social, and organizational support systems. These perspectives suggest that

strengthening teachers' personal capacities together with institutional support mechanisms contributes to sustained classroom performance during periods of educational change.

The findings reveal that the implementation of the Revised K-12 Curriculum introduced significant challenges related to curriculum transition, workload, instructional resources, learner diversity, and inclusive education. Nevertheless, teachers demonstrated resilience by adapting their instructional practices, maintaining professional commitment, and utilizing personal and professional resources to overcome these challenges. The findings underscore the importance of providing continuous professional development, adequate instructional resources, manageable workloads, collaborative learning opportunities, and stronger institutional support systems. Strengthening these areas may further enhance teachers' resilience and enable them to sustain effective classroom performance throughout the continued implementation of the new curriculum.

Coping Strategies Demonstrated by Teachers

The teachers' responses regarding how they managed the challenges encountered during the implementation of the Revised K-12 Curriculum were analyzed using thematic analysis. The analysis identified the different coping strategies teachers employed to sustain their classroom performance despite increased instructional demands, curriculum adjustments, and diverse learner needs. These strategies reflect the ways teachers utilized their personal strengths, professional relationships, and available resources to remain effective and committed to their teaching responsibilities. The themes that emerged from the participants' responses provide insights into the resilience mechanisms that enabled teachers to adapt to curriculum changes and continue delivering quality instruction under challenging conditions.

Collaboration and Professional Support

Collaboration and Professional Support refers to coping through shared materials, joint problem-solving, collegial advice, and Learning Action Cell activities. Participants described collective work as a practical way to reduce uncertainty and workload. One of the major coping strategies that emerged from the participants' responses was collaboration with colleagues and the utilization of professional support systems. Teachers explained that the complexities of implementing the revised K-12 Curriculum were more manageable when they exchanged ideas, shared instructional materials, and sought guidance from fellow teachers through collaborative activities. As one participant shared, "It requires a mix of practical strategies, collaboration, and sharing of ideas," while another explained, "I actively participated in Collaborative Learning Action Cell (LAC) sessions with my fellow teachers to share resources." These responses indicate that teachers relied on professional relationships to lessen the burden of curriculum implementation and collectively identify practical solutions to instructional concerns. (J2-FGD04-P04)

This coping strategy directly addressed the challenges identified in Sub-Problem 6.1, particularly those related to curriculum transition, instructional adjustments, and limited instructional resources. By collaborating with colleagues, teachers were able to clarify curriculum expectations, exchange lesson ideas, and reduce the uncertainty brought about by the revised curriculum. Rather than working independently, teachers drew strength from collective expertise, allowing them to adapt more effectively to changing instructional requirements.

The results strongly support the quantitative results, where Social Skills and Peer Support obtained a composite mean of 3.05, interpreted as Moderately Manifested. Although collaboration was not consistently demonstrated across all situations, the qualitative responses revealed that professional relationships became one of the most dependable sources of resilience whenever teachers encountered classroom-related difficulties. The FGDs therefore provide deeper explanation for the quantitative results by showing how peer support was translated into actual classroom practice.

Key discoveries are consistent with the study of Sancar et al. (2021), who emphasized that collaborative professional learning enables teachers to exchange knowledge, reflect on instructional practices, and develop shared responses to educational reforms. Likewise, Bagdžiūnienė et al. (2023) explained that supportive

workplace relationships contribute significantly to teacher resilience by strengthening professional confidence and well-being.

From the perspective of the Job Demands-Resources Theory, collaboration functions as an important job resource that helps teachers manage demanding work conditions. The availability of professional support reduces work-related strain and enhances teachers' capacity to perform effectively despite curriculum changes. Similarly, the Conservation of Resources Theory explains that social support serves as a valuable resource that individuals protect and utilize to prevent resource depletion during stressful situations.

Continuous Professional Learning and Adaptation

Continuous Professional Learning and Adaptation refers to deliberate participation in seminars, webinars, orientations, LAC sessions, and reflective adjustment of teaching practices to meet revised curriculum expectations.

Another prominent coping strategy involved teachers' commitment to continuous professional learning and instructional adaptation. Participants shared that they actively attended seminars, webinars, curriculum orientations, and professional development activities to improve their understanding of the Revised K-12 Curriculum. One participant stated, "I cope by attending training sessions and webinars, collaborating with my fellow teachers, and continuously studying the curriculum guidelines," while another remarked, "I cope by studying the curriculum, collaborating with colleagues, and improving strategies." These responses demonstrate that teachers viewed continuous learning as an essential means of adapting to curriculum reforms and improving their instructional competence. (J2-FGD05-P05)

This coping strategy directly addressed the challenges associated with limited curriculum preparation and instructional adjustments identified in Sub-Problem 6.1. Teachers acknowledged that although the curriculum was implemented rapidly, they compensated by investing time and effort in learning new teaching approaches and deepening their understanding of curriculum expectations. Rather than resisting change, they demonstrated willingness to improve their professional competencies.

These results reinforce the quantitative results on Personal Competencies and Persistence, which obtained the lowest composite mean ($WM = 2.90$), interpreted as Moderately Manifested. While the survey results suggested that teachers only sometimes demonstrated confidence and persistence, the qualitative findings revealed that they actively compensated for these limitations through continuous professional learning. This indicates that resilience was not merely an inherent characteristic but a process of continuous growth and adaptation.

The findings support Demerouti (2025), who explained that professional development opportunities function as valuable job resources that enhance employees' motivation, adaptability, and performance under demanding work conditions. Similarly, Sancar et al. (2021) emphasized that effective teachers continually develop their competencies to respond appropriately to changing educational contexts.

Study revelations align with the Job Demands-Resources Theory, which explains that professional learning strengthens employees' personal resources, enabling them to manage increasing job demands (Demerouti, 2025). Continuous learning therefore becomes a mechanism through which teachers maintain resilience despite significant curriculum reforms.

Resourcefulness and Instructional Innovation

Resourcefulness and Instructional Innovation refers to creating, adapting, purchasing, or sharing materials and using alternative strategies when time and instructional resources are limited.

Teachers also demonstrated resilience through resourcefulness and instructional innovation. Faced with limited instructional materials, insufficient preparation time, and increasing workload, participants developed alternative strategies to sustain classroom instruction. One participant explained, "Kaning among problema sa

lesson planning, mangita nalang mi ug paagi, mopalit nalang mi ug PowerPoint nga readymade sa Facebook hasta ang lesson plan, additional man ni nga gasto pero sige nalang basta maka-tudlo mi sa mga kabataan.” (Whenever we encounter problems in lesson planning, we simply find ways to address them. Sometimes we purchase ready-made PowerPoint presentations and lesson plans from Facebook. Although this requires additional personal expense, we are willing to do it if we can continue teaching our learners.) This response illustrates teachers' willingness to invest personal time, effort, and even financial resources to ensure uninterrupted instruction despite resource constraints. (J2-FGD06-P06)

This coping strategy directly addressed one of the major challenges identified in Sub-Problem 6.1, namely the lack of instructional resources and increasing workload. Instead of allowing these limitations to affect classroom instruction, teachers modified available materials, searched for alternative resources, and developed localized instructional strategies that met learners' needs.

The findings further explain the quantitative results on Personal Competencies and Persistence. Although teachers reported only moderate manifestation of persistence in the survey, the FGDs demonstrated that they consistently exercised creativity, flexibility, and determination whenever instructional problems arose. These qualitative insights reveal the practical ways teachers transformed resilience into concrete classroom actions.

This interpretation is supported by Bagdžiūnienė et al. (2023), who found that resilient teachers maximize available resources and employ adaptive strategies to sustain professional performance despite workplace challenges. Their study emphasized that resilience enables teachers to remain effective by creatively responding to limitations in their work environment.

Commitment, Learner-Centeredness, and Spiritual Resilience

Commitment, Learner-Centeredness, and Spiritual Resilience refers to sustained dedication to learners supported by professional purpose, faith, and personal values during periods of intensified work demands.

The final theme that emerged from the analysis was teachers' unwavering commitment to learners, supported by their personal values and spiritual beliefs. Despite increasing workload and instructional demands, participants expressed a strong sense of professional responsibility and viewed teaching as a meaningful vocation. One participant shared, “Bisag nagkalisod mi, moingon ra jud ming ‘laban’ kay magtutudlo man ko, mao man nay akong trabaho, basig panalanginan ra mi anis Ginoo.” (“Even though we are experiencing difficulties, we always tell ourselves to keep fighting because I am a teacher; this is my responsibility, and I believe God will bless us.”) This statement reflects teachers' perseverance, optimism, and reliance on faith as sources of emotional strength while responding to the demands of the new curriculum. (J2-FGD07-P07)

This coping strategy directly addressed the challenges associated with increasing workload, curriculum transition, and learner diversity identified in Sub-Problem 6.1. Rather than allowing these difficulties to diminish their commitment, teachers remained focused on their learners' needs and continued performing their professional responsibilities with dedication. Their narratives demonstrate that resilience was strengthened not only by instructional competence but also by a deep sense of purpose, personal values, and the belief that their work contributes meaningfully to learners' lives.

The FGD data provide deeper insight into the quantitative results, particularly in the domains of Spiritual Influence (WM = 3.21), which obtained the highest rating among the resilience dimensions, and Family Cohesion (WM = 2.92). While the survey revealed that these domains were Moderately Manifested, the participants' narratives illustrate how spirituality, family encouragement, and personal convictions became practical sources of resilience during periods of uncertainty and demanding professional responsibilities. Participants described faith as helping them remain hopeful, emotionally stable, and committed, while family support was described as reinforcing their motivation to continue fulfilling their responsibilities despite the pressures of curriculum implementation.

This interpretation is supported by Collie (2021), who emphasized that teacher well-being is sustained through meaningful professional engagement and supportive environments that promote commitment and resilience. Similarly, Salvo-Garrido et al. (2025) explained that teacher resilience develops through the interaction of personal, professional, and contextual resources that enable educators to maintain effective functioning despite challenging conditions. These studies suggest that resilience extends beyond professional competence and is strengthened by internal values, supportive relationships, and a strong sense of purpose.

The Conservation of Resources Theory provides further explanation for this theme by viewing spirituality, personal beliefs, family relationships, and professional purpose as valuable internal resources that individuals utilize to cope with stress and prevent emotional exhaustion (Farkash et al., 2022). By drawing strength from these resources, teachers were able to preserve their psychological well-being, maintain their commitment to teaching, and continue providing quality instruction despite the increasing demands.

The qualitative phase demonstrates that teachers responded to the challenges of implementing the Revised K-12 Curriculum through professional collaboration, continuous learning, instructional resourcefulness, and steadfast commitment grounded in personal values and spirituality. These coping strategies complement the quantitative results on personal competencies and persistence, family cohesion, social skills and peer support, and spiritual influence, demonstrating convergence between the quantitative and qualitative phases of the study. Taken together, the two strands portray teacher resilience as a multidimensional construct associated with personal, relational, professional, and contextual resources in this setting; they do not establish that these resources caused stronger classroom performance.

Personal Values and Inner Strengths that Fostered Teacher Resilience

The personal values and inner strengths that enabled teachers to remain resilient during the implementation of the Revised K-12 Curriculum were explored through thematic analysis of the participants' responses. The analysis identified the individual qualities, beliefs, and attitudes that sustained teachers as they responded to curriculum changes, increasing instructional demands, and diverse classroom challenges. These personal attributes served as important internal resources that strengthened teachers' ability to adapt, persevere, and remain committed to their professional responsibilities.

Faith and Spirituality as Sources of Resilience

Faith and Spirituality as Sources of Resilience refers to the use of prayer, belief, hope, and spiritual meaning to maintain emotional strength and professional purpose. Faith emerged as the strongest personal value that enabled teachers to remain resilient despite the instructional, administrative, and emotional demands brought about by the implementation of the Revised K-12 Curriculum. Teachers described spirituality as their primary source of hope, emotional stability, and perseverance whenever they encountered professional challenges. One participant shared, “Pagtoo sa Ginoo mao ra intawon ang akong gisaligan labaw sa tanan, kay ako nagtoo nga panalanginan ra jud mi sa Ginoo kaming mga magtutudlo kay ang among intention dili man lamang para sa among kaugalingon kung dili para man pod sa among mga kabataan.” (My faith in God is what I rely on above all else because I believe that God will bless us teachers since our intentions are not only for ourselves but also for our learners.)

This response illustrates that teachers viewed spirituality not only as a personal belief but also as a source of emotional strength that sustained their commitment to teaching despite increasing curriculum demands. Their faith enabled them to remain optimistic and purposeful even during stressful situations. (J2-FGD08-P08)

Spiritual influence had the highest reported domain mean (3.21), although all resilience domains were moderately manifested. The FGD accounts illustrated the personal meaning of faith for some participants. The thematic prominence of faith does not establish that it was the strongest causal resource, and the qualitative accounts do not represent every teacher's beliefs.

The result is consistent with Salvo-Garrido et al. (2025), who emphasized that spirituality and personal meaning function as internal resources that strengthen teachers' resilience and psychological well-being during periods of educational change. From the perspective of the Conservation of Resources Theory, spiritual beliefs represent valuable internal resources that teachers protect and draw upon to cope with stress, maintain emotional stability, and sustain professional effectiveness despite demanding work conditions (Belmes et al., 2025).

Commitment to Learners and Professional Purpose

Commitment to Learners and Professional Purpose refers to teachers' sense of vocation and responsibility that motivates them to continue serving learners despite difficulties.

Another important source of resilience was teachers' strong sense of professional commitment and dedication to their learners. Participants consistently described teaching as a vocation rather than merely an occupation, motivating them to persevere despite increasing responsibilities. One participant explained, "Ang pinakadakong kalipay sa usa ka magtutudlo mao ang pagtabang sa mga kabataan nga makat-on sila." ("The greatest happiness of a teacher is helping children learn.") This statement demonstrates that teachers derived resilience from the meaningfulness of their profession. Their commitment to learners encouraged them to continue performing their classroom responsibilities despite curriculum adjustments and workload pressures. (J2-FGD09-P01)

This theme reinforces the quantitative findings on Personal Competencies and Persistence (WM = 2.90). While the survey revealed that this domain was only Moderately Manifested, the FGDs showed that teachers continuously demonstrated persistence through dedication, responsibility, and a strong sense of purpose. These narratives suggest that resilience extended beyond confidence alone and was expressed through teachers' unwavering commitment to ensuring quality learning experiences for their students.

This observation supports Bagdziūnienė et al. (2023), who found that resilient teachers possess strong professional commitment that enables them to remain effective despite workplace stress. The Job Demands-Resources Theory explains that personal resources such as commitment and purpose increase teachers' capacity to manage demanding work environments and sustain motivation even when job demands intensify.

Adaptability, Patience, and Perseverance

Adaptability, Patience, and Perseverance refers to emotional regulation, flexibility, and continued effort when teachers encounter changing expectations and stressful conditions.

Teachers also identified adaptability, patience, and perseverance as essential personal qualities that enabled them to adjust successfully to the implementation of the Revised K-12 Curriculum. One participant shared, "Bisag lisod na kaayo ang panahon karon, samot nga ni mahal ang mga palaliton, akong jung siguroon nga dili ko masuko o magool pag-ayo." (Even though life has become very difficult, especially with the rising cost of living, I make sure not to become overly angry or discouraged.) Another teacher stated, "Bisag nidaghan ang mga demands sa DepEd namong mga magtutudlo, maningkamot ra jud mi nga makahimo sa tanan, bisag lisod basta kay laban ra jud." (Even though the demands from DepEd have increased, we continue striving to accomplish everything. No matter how difficult it becomes, we keep moving forward.) (J2-FGD10-P02)

These responses demonstrate teachers' ability to regulate their emotions, remain flexible, and persist despite increasing professional demands. Rather than allowing difficulties to hinder their performance, they consciously maintained a positive outlook and continued adapting their instructional practices.

These narratives provide further explanation for the Moderately Manifested ratings obtained in Personal Competencies and Persistence (WM = 2.90). Although respondents acknowledged that resilience was not consistently demonstrated in every situation, the FGDs revealed numerous examples of patience, flexibility, determination, and emotional regulation that allowed teachers to continue performing effectively. The

qualitative findings therefore enrich the survey results by illustrating how resilience was practiced in everyday classroom situations.

The findings align with Fathi et al. (2021), who emphasized that emotional regulation, adaptability, and perseverance are essential components of teacher resilience during educational reforms. Consistent with the Job Demands-Resources Theory, these personal qualities function as psychological resources that enable teachers to cope with demanding work conditions while maintaining instructional effectiveness.

External Support Systems that Strengthened Teacher Resilience

External support plays a vital role in strengthening teachers' resilience, particularly during periods of educational reform and curriculum transition. Beyond individual qualities and personal values, teachers rely on the assistance and encouragement they receive from school heads, colleagues, learners, parents, and the wider community to effectively perform their classroom-related responsibilities. These support systems provide teachers with emotional encouragement, professional guidance, instructional assistance, and collaborative opportunities that help them manage the demands associated with implementing the Revised K-12 Curriculum. Examining these external sources of support offers deeper insights into how interpersonal relationships and institutional assistance contribute to teachers' ability to remain resilient and sustain effective classroom performance despite the challenges of curriculum implementation.

Supportive School Leadership

Supportive School Leadership refers to administrative guidance, encouragement, material assistance, and responsive technical support that reduce barriers to curriculum implementation.

Supportive school leadership emerged as a significant source of teacher resilience during the implementation of the Revised K-12 Curriculum. Participants consistently described their school heads as providers of instructional guidance, encouragement, and material assistance that enabled them to manage the increasing demands associated with curriculum implementation. Teachers emphasized that administrative support extended beyond supervision and included practical interventions that helped address classroom needs and sustain instructional delivery. One participant shared: “Ang suporta nga nadawat namo sa among school head kay kanang iyang paghatag ug mga tambag, hasta ang paghatag sa mga supplies nga among gikinahanglan, mga bond papers, mga ink, printer, mga gamit sa classroom, may nalang konswelo namong mga magtutudlo.” (The support we received from our school head includes giving us advice and providing the supplies we need, such as bond paper, ink, printers, and other classroom materials. These have become a great source of assistance for us teachers.) (J2-FGD11-P03)

This response illustrates that school heads helped teachers overcome some of the challenges identified in Sub-Problem 6.1, particularly the shortage of instructional resources and the increasing workload brought about by curriculum implementation. Participants described classroom supplies, instructional guidance, and moral support from school leaders as reducing practical barriers in carrying out their classroom responsibilities.

This theme reinforces the quantitative findings on Social Skills and Peer Support (WM = 3.05, Moderately Manifested). While the survey indicated that collaborative relationships were only moderately demonstrated, the FGDs revealed that school leadership played a broader role in strengthening teacher resilience by creating a supportive working environment where teachers felt guided, valued, and assisted. These qualitative insights provide context for how teachers continued to perform their duties despite experiencing numerous professional challenges.

The result supports the study of Collie (2021), who emphasized that supportive school leadership contributes significantly to teacher well-being, work engagement, and resilience by fostering positive organizational conditions. Likewise, Demerouti (2025) explained through the Job Demands-Resources Theory that organizational support serves as an important job resource that helps employees cope with demanding work conditions, sustain motivation, and maintain effective performance.

Collegial Collaboration and Professional Support

Collegial Collaboration and Professional Support refers to sustained peer relationships through which teachers share plans, resources, expertise, feedback, and solutions.

Another prominent theme was collegial collaboration and professional support. Teachers described collaboration with colleagues as an essential strategy for managing the instructional demands of the Revised K-12 Curriculum. Sharing lesson plans, exchanging instructional materials, discussing classroom concerns, and participating in collaborative professional activities enabled teachers to develop practical solutions to curriculum-related challenges.

Participants explained that collaboration reduced the burden of curriculum adjustment because teachers learned from one another's experiences and benefited from shared expertise. Rather than working independently, they relied on teamwork to improve lesson preparation, clarify curriculum expectations, and strengthen classroom practices.

This theme directly supports the quantitative results on Social Skills and Peer Support (WM = 3.05, Moderately Manifested). The survey showed that teachers sometimes collaborated with colleagues, shared instructional strategies, and sought assistance when needed. The FGD responses provide deeper explanation by demonstrating that these collaborative practices became valuable resilience resources that strengthened teachers' confidence and instructional competence during curriculum implementation.

The importance of collegial collaboration is supported by Sancar et al. (2021), who emphasized that collaborative professional learning communities encourage teachers to exchange knowledge, reflect on instructional practices, and collectively respond to educational reforms. Such collaborative environments strengthen teachers' professional competence and resilience while promoting continuous improvement in classroom instruction.

From the perspective of the Job Demands-Resources Theory, professional collaboration functions as a social resource that reduces work-related stress and enables teachers to cope more effectively with curriculum demands. Access to knowledgeable colleagues increases teachers' capacity to solve instructional problems while preventing professional isolation during periods of educational change.

Stakeholder Partnership and Community Support

Stakeholder Partnership and Community Support refers to practical, emotional, and participatory assistance from parents, learners, local officials, and community members. The third theme emphasizes the importance of stakeholder partnership and community support in strengthening teacher resilience. Participants recognized that parents, learners, and the wider community played meaningful roles in helping teachers perform their classroom responsibilities. Teachers appreciated parents' participation in school activities, cooperation during meetings, monitoring of learners' progress, and willingness to support school projects that contributed to improving the learning environment. One participant shared: "Mga ginikanan, ang ilang presensya sa eskwelahan ug ilang pagtamod sa among mga hangyo nga usahay naay project sa PTA mag-amot man na sila." (Parents support us by being present in school and responding to our requests. Whenever there are PTA projects, they willingly contribute and participate.) (J2-FGD12-P04)

This response demonstrates that teachers viewed stakeholder involvement as an extension of the support they received within the school. Active participation from parents and the community fostered shared responsibility for learners' education, allowing teachers to focus more effectively on instructional delivery while strengthening home-school partnerships.

Stakeholder support broadened the qualitative account of available resources. It should be distinguished from family cohesion in the questionnaire, which concerned teachers' own families. Support from learners' parents and community members is a related contextual theme, not a direct qualitative validation of the family-cohesion score.

The result is consistent with Collie (2021), who explained that supportive educational communities contribute to teacher well-being by strengthening interpersonal relationships and reducing occupational stress. Similarly, Salvo-Garrido et al. (2025) emphasized that resilience develops through the interaction of personal, professional, and contextual resources that enable teachers to sustain effective functioning despite demanding work environments.

Viewed through the lens of the Conservation of Resources Theory, stakeholder support represents an important contextual resource that teachers utilize to preserve their emotional energy, sustain motivation, and maintain professional effectiveness. By drawing upon the assistance of parents, learners, community members, and other stakeholders, teachers were able to protect valuable resources needed to cope successfully with curriculum reforms and classroom responsibilities.

The three themes collectively emphasize that resilience among teachers extends beyond individual characteristics and is reinforced by supportive relationships within and outside the school. Guidance from school leaders, collaboration with fellow teachers, and the involvement of parents and the community were described by participants as supporting their ability to perform their responsibilities. These results complement the quantitative findings on Social Skills and Peer Support and Family Cohesion and show that professional, social, and contextual support formed part of the teachers' reported resilience experiences during implementation of the Revised K-12 Curriculum.

Teachers' Experiences in Strengthening Resilience While Performing Classroom-Related Duties

Based on the lived experiences of the participants, they also shared recommendations that they believe would strengthen teachers' resilience while performing classroom-related duties in implementing the Revised K-12 Curriculum. Their recommendations are presented in the succeeding themes.

Continuous Professional Development

Continuous Professional Development refers to sustained training, mentoring, coaching, LAC sessions, and reflective learning that strengthen curriculum knowledge, resilience, and instructional competence.

Teachers consistently recommended sustained professional learning opportunities to strengthen their competence and confidence in implementing the Revised K-12 Curriculum. Participants emphasized that regular trainings, seminars, workshops, Learning Action Cell (LAC) sessions, coaching, and mentoring would help them better understand curriculum expectations and improve their instructional practices. One participant recommended that "trainings, seminars, workshops, and mentoring programs help teachers stay confident and updated with curriculum changes." This response demonstrates that teachers view continuous learning not merely as a compliance activity but as an important resource for improving instructional competence and adapting to curriculum reforms. (J2-FGD13-P05)

This recommendation directly supports the quantitative findings on Personal Competencies and Persistence, which obtained a Moderately Manifested rating. While teachers demonstrated persistence in performing their responsibilities, the survey suggests that strengthening their professional competencies through continuous capacity-building would further enhance their resilience. The recommendation also complements the classroom performance findings, particularly in instructional delivery and lesson planning, since greater curriculum understanding enables teachers to implement instruction more effectively.

This recommendation is consistent with Sancar et al. (2021), who emphasized that collaborative professional learning enables teachers to strengthen instructional competencies and respond effectively to educational reforms. From the perspective of the Job Demands-Resources Theory, professional development functions as a job resource that equips teachers with the knowledge and skills needed to manage increasing instructional demands and maintain high performance (Demerouti, 2025)

Accessible Instructional Resources and Workload Support

Accessible Instructional Resources and Workload Support refers to shared repositories, localized materials, coordinated preparation, and organizational measures that reduce repetitive work and protect instructional time.

Another prominent recommendation focused on improving teachers' access to instructional resources and reducing the workload associated with lesson preparation. Teachers proposed developing district-wide repositories of localized lesson plans, PowerPoint presentations, and instructional materials that could be shared among educators. One participant stated, "Unta adunay maghimo ug initiative nga adunay district-based nga mga PowerPoint presentations ug lesson plans, murag mo gaan-gaan siguro among trabaho." (I hope there will be an initiative to develop district-based PowerPoint presentations and lesson plans because these would help lessen our workload.) (J2-FGD14-P06)

This recommendation reflects teachers' desire to reduce the time spent preparing instructional materials so they can devote greater attention to learner engagement and classroom instruction. Rather than replacing teacher creativity, shared instructional resources would serve as valuable references that support efficient lesson preparation.

This recommendation directly addresses the earlier qualitative challenge concerning limited instructional resources and excessive workload. It also reinforces the quantitative findings on Personal Competencies and Persistence, where teachers demonstrated only moderate resilience, indicating that providing sufficient instructional resources could lessen work-related strain and allow teachers to focus on instructional quality.

The results supports the Job Demands-Resources Theory, which explains that adequate organizational resources reduce work demands and improve employee motivation and performance (Demerouti, 2025). Likewise, Bagdžiūnienė et al. (2023) found that access to workplace resources contributes significantly to teacher resilience and professional effectiveness.

Supportive Leadership and Stakeholder Collaboration

Supportive Leadership and Stakeholder Collaboration refers to open communication, shared responsibility, responsive supervision, and coordinated support from school and community partners.

Teachers also emphasized the importance of supportive school leadership and stronger partnerships among administrators, colleagues, parents, and the community. Participants believed that mutual understanding, open communication, and shared responsibility create a positive working environment that enables teachers to perform their duties more effectively. One participant shared, "Ang amoa ra jud nga hangyo kay kanang pagsabot namong mga magtutudlo kay kami nasayod nga daghan pod na silag trabaho, so magsabtanay ra jud ang tanan aron makab-ot ang tumong." (Our only request is understanding from our school heads because we know they also have many responsibilities.

Everyone should understand one another so that we can achieve our common goals.) Another teacher emphasized parental support by stating, "Ang amoa ra gyud kay ang emotional ug physical nga suporta gikan sa among mga ginikanan..." (What we truly need is emotional and practical support from parents through attending meetings, monitoring their children's learning, and participating in school activities.) These responses illustrate that resilience is strengthened when teachers receive support not only from school leaders and colleagues but also from parents and the wider community. (J2-FGD15-P07)

This recommendation reinforces the quantitative findings on Social Skills and Peer Support (WM = 3.05) and Family Cohesion (WM = 2.92), both of which were moderately manifested. The survey showed that teachers moderately relied on interpersonal relationships, while the FGDs identified collaborative leadership and stakeholder engagement as support needs that may be included in future school- or district-level initiatives.

These observations are supported by Collie (2021), who explained that supportive school climates promote teacher well-being and effectiveness. Likewise, Collie (2021) emphasized that supportive leadership and positive workplace relationships strengthen teachers' psychological resources. From the perspective of the Conservation of Resources Theory, supportive relationships represent valuable social resources that help teachers manage stress and sustain professional functioning.

Teacher Wellness and Emotional Well-being

Teacher Wellness and Emotional Well-being refers to planned opportunities for rest, reflection, psychosocial support, healthy interaction, and work-life balance that replenish teachers' emotional resources.

The final recommendation centered on promoting teacher wellness and emotional well-being through programs that encourage rest, social interaction, and work-life balance. Participants recognized that resilience cannot be sustained solely through professional competence but also requires opportunities for emotional recovery. One participant shared, "Lami unta ug naay team building once in a while arong maka-ginhawa ba pod ming mga magtutudlo, kay napuro nalang jud mi anig trabaho, trabaho sa eskwelahan, trabaho pod sa panimalay." (It would be good to have team-building activities occasionally so teachers can have time to breathe because we are constantly occupied with work at school and responsibilities at home.) (J2-FGD01-P01)

The wellness recommendations reflected participants' requests for rest, supportive relationships, and opportunities for recovery. Schools may offer inclusive and voluntary options that respect religious and nonreligious beliefs. The present study did not evaluate the effects of wellness activities on resilience or performance.

The recommendation is consistent with Fathi et al. (2021), who reported that teacher resilience is closely associated with psychological well-being and supportive professional environments. It also supports the Conservation of Resources Theory, which explains that individuals maintain resilience by protecting and replenishing valuable emotional and social resources that enable them to cope effectively with workplace stress.

Integration of Quantitative and Qualitative Findings

The two phases addressed related but different questions. The survey described the frequency of resilience resources, the IPCRF records documented earlier performance ratings, and the FGDs described how teachers experienced demands and support. Moderate resilience scores alongside higher performance ratings therefore do not constitute a contradiction: the measures differ in construct, source, and reference period. Accounts of persistence, shared preparation, and professional commitment provide context for how participants continued their work despite reporting challenges.

The qualitative themes also extended beyond the measured resilience domains. Material shortages, workload, inclusive instruction, school leadership, and stakeholder participation described conditions that were not quantitatively adjusted in the correlation analysis. These accounts identify questions for further study and priorities for local planning; they do not establish mediation, explain a particular proportion of variance, or validate a causal pathway.

Limitations of the Study

The study was observational and limited to 108 teachers in 16 schools within one district. Its findings should be interpreted within this setting. The resilience assessment and performance records covered different school years, and there were no repeated measures or comparison groups. Temporal direction, change following curriculum reform, and causal effects cannot be established.

Resilience was self-reported and may reflect social desirability or differences in interpretation. Performance came from principal-rated records, which reduced reliance on a single self-report source but did not eliminate

rating leniency, differences among principals, or shared school conditions. Verification established agreement with records, not the validity of all ratings as measures of current classroom practice. No additional independent observations or learner assessments were introduced in this study.

The adapted questionnaire had reported expert review and overall internal consistency, but separate domain reliability and the adapted factor structure were not established by the reported overall alpha. Two composite standard deviations were omitted because their supplied values were inconsistent with the item-level summaries. The remaining numerical results should be interpreted within the available scoring documentation.

Group comparisons and correlations did not adjust for workload, class size, training, resources, leadership, or school climate. Teaching experience was examined in group comparisons rather than controlled in an adjusted resilience–performance analysis. Teachers were grouped within schools, and the reported tests did not model school clustering. Multiple exploratory domain comparisons also increase the possibility of chance findings. The FGDs provided contextual depth, but discussion among colleagues and the researcher’s professional role may have affected disclosure; the largest group may also have limited individual speaking time.

SUMMARY, FINDINGS, CONCLUSION, AND RECOMMENDATION

This chapter presents the summary, findings, conclusion, and recommendations of the study.

Summary

The study examined associations between teachers’ resilience and recorded classroom performance among 108 public elementary teachers in 16 schools in Jimalalud District II. An explanatory sequential mixed-methods design linked the resilience survey with principal-rated School Year 2025–2026 IPCRF records and school-based FGDs. Quantitative analyses described ratings, compared profile groups, and examined correlations; thematic analysis provided accounts of demands, coping practices, and support needs. The performance and resilience measures referred to different school years.

Findings

Resilience was moderately manifested ($M = 3.02$). The recorded classroom-performance mean was 3.73, classified as very satisfactory under the study’s stated rubric. Group comparisons indicated differences by gender and teaching experience. The reported overall resilience–performance correlation was $r = .313$ ($p = .001$), corresponding to approximately 9.8% shared variance. The qualitative themes described curriculum adjustment, resource shortages, workload, learner diversity, collaboration, professional learning, adaptability, personal values, leadership, and stakeholder support.

Conclusion

Among the participating teachers, higher resilience scores were associated with higher previously recorded classroom-performance ratings. The modest, unadjusted association does not establish causal influence or predict future performance. Qualitative accounts showed that teachers described coping in relation to both personal resources and their working conditions. The findings support locally responsive planning that combines professional learning and teacher well-being with practical instructional support. The proposed RESILIENCE K–12 Action Plan is an evidence-informed recommendation whose effectiveness remains to be evaluated.

Recommendations

School heads and district personnel may pilot the proposed action plan through needs-based mentoring, shared instructional resources, protected collaborative planning, and voluntary teacher-wellness activities. Implementation should include baseline measures, feasible indicators, and follow-up evaluation before claims of effectiveness are made. Future studies should align the reference periods of resilience and performance measures, include repeated assessments, and complement administrative ratings with independently scored

observations, instructional documents, and appropriate learner feedback. Larger studies across districts should examine workload, class size, professional development, resources, leadership, and school climate alongside resilience, while accounting for teachers' grouping within schools.

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