

Resiliency of Teachers During the Pandemic

Raquel G. Abella
University of Cagayan Valley
raquel.abella@ucv.edu.ph

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Abstract

The study aimed to determine the relationship between the profile variables of the teachers in Solana South District, Solana, Cagayan and their level of resiliency during the pandemic in terms of four dimensions namely, Personal Competencies and Persistence, Spiritual Influences, Social Skills and Peer Support, and Family Cohesion. It used the quantitative research design, employing descriptive-correlational research method. Using this method, questionnaires were administered to obtain the necessary data from 219 respondents. The respondents included the public elementary school teachers in Solana South District. Frequency count and percentage was employed to

analyze the profile variables of the respondents in terms of age, sex, highest educational attainment, plantilla position, and length of service. Weighted mean was employed to determine the level of the resiliency of the respondents during the pandemic with the use of 5-point Likert scale. Further, Chi-square was utilized to test the relationship between the profile variables of the respondents and their level of resiliency during the pandemic.

Findings from the study revealed that teachers from Solana South District have high level of resiliency along the four dimensions. A proposed intervention plan was formulated as the output of the study.

Keywords: *family cohesion, peer support, persistence, personal competencies, resiliency, social skill, spiritual influences*

INTRODUCTION

The global COVID-19 pandemic has brought about unprecedented challenges across various sectors with the education system experiencing profound disruptions. Among the frontline warriors navigating the complexities of this crisis are educators, whose adaptability and resilience have become pivotal in ensuring continuity in learning. The pandemic-induced shift to remote and hybrid learning models posed an array of challenges for educators, forcing them to rapidly adapt to new technologies, virtual classrooms, and novel pedagogical approaches. These challenges extended beyond the realm of teaching itself, affecting the emotional well-being of teachers as they coped with uncertainties, fears, and the demanding nature of remote work.

As the transition into the post-pandemic landscape occurs, the experiences of teachers during the crisis will inevitably shape the future of education. Looking back, the coronavirus disease (COVID-19) pandemic has caused an unprecedented crisis in all areas. In the field of education, this emergency has led to the massive closure of face-to-face activities in educational institutions in more than 190 countries in

order to prevent the spread of the virus and mitigate its impact Over the past few weeks, the roles of school leaders have changed unexpectedly and dramatically due to the COVID-19 crisis. The unprecedented nature of this situation means there is no established direction for them to follow.

At present, the world seeks insight into, knowledge of, and solutions to the myriad challenges confronting the education sector due to the COVID-19 pandemic (Gul and Khilji, 2020). As the COVID-19 pandemic spread rapidly across the globe, many schools struggled to respond both quickly and effectively. Schools were among the most important societal institutions affected by the pandemic.

As the Philippines combats the COVID-19 pandemic, the Department of Education (DepEd) has begun to prepare for the new normal in education amid the ongoing situation in the country. DepEd conducted a nationwide consultation with stakeholders and education experts and developed a Basic Education Learning Continuity Plan under DepEd Order No. 012, s. 2020, to ensure the delivery of education to learners. This plan is a package of educational interventions designed to address the challenges in basic education brought about by COVID-19.

With the widespread prevalence of trauma in schools due to adverse childhood experiences (ACEs), which have been exacerbated by COVID-19, teachers have faced numerous challenges in both their professional and personal lives. Consequently, classes were moved online, and lessons were delivered remotely, significantly impacting teachers' pedagogical practices and mental health.

The previous studies reported that teachers experienced significant stress, anxiety, and depression during the COVID-19 pandemic (Aperribai et al., 2020; Jakubowski and Sitko-Dominik, 2021; Santamaria et al., 2021; Kim et al., 2022) due to their unpreparedness for the sudden transition from face-to-face classroom teaching to remote or online teaching. Resilience emerged as a crucial factor in helping teachers cope with these challenges. The strength of resilience can fluctuate; there are times when individuals may feel more resilient than at others. Being resilient does not imply that one will be free from stress or difficulties, but it enables individuals to harness their strengths to adapt effectively, learn, and grow. The behaviors, thoughts, and actions associated with resilience can be learned, developed, and strengthened (West & Subramaniam, 2021).

According to Kukreti et al. (2021), high levels of occupational stress were observed among Chinese teachers during the pandemic. Additionally, a study by Panisoara et al. (2020) reported a correlation between the significant levels of occupational stress experienced by Romanian teachers during the pandemic and their perceived technological pedagogical competence. Other than this, optimism and resilience are also common traits among Filipino teachers and are considered their competitive advantage (Reyes & Valencia, 2014). Additionally, Reyes et al. (2019) pointed out that active Filipino military personnel maintain high levels of optimism and self-esteem even amidst physical and mental distress. The religiosity and spirituality of Filipinos also contribute to the high level of optimism among teachers. Resilience is defined as the ability to adapt well, cope, and rebound in the face of challenges. It represents the inner strength that helps individuals deal with difficulties in healthy ways.

Solana South District is one of the DepEd schools in the town of Solana, Cagayan. Teachers faced numerous challenges brought about by the COVID-19 pandemic, and some also infected with the disease. Some had trouble in adapting to the abrupt changes in the mode of delivering instructions. No studies had been conducted with regard to resiliency of teachers in the municipality of Solana. Hence, this study delved into the resiliency of teachers in ten (10) different schools in Solana South District, examining their ability to overcome adversities during the pandemic and exploring the enduring impact on their profession in the post-pandemic era

Statement of the Problem

This study aimed to determine the resiliency of teachers in Solana South District, Solana Cagayan during the pandemic for the School Year 2023-2024, as a basis for an intervention plan.

Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1. Age
 - 1.2. Sex
 - 1.3. Highest Educational Attainment
 - 1.4. Plantilla Position
 - 1.5. Length of Service
2. What is the level of the resiliency of the respondents during the pandemic in terms of:
 - 2.1. Personal Competencies and Persistence
 - 2.2. Spiritual Influences
 - 2.3. Family Cohesion
 - 2.4. Social Skills and Peer Support
3. Is there a significant relationship between the profile of the respondents and the level of their resiliency during the pandemic?
4. What intervention plan can be proposed to address the least dimension?

METHODOLOGY

Research Design

The study utilized a quantitative research design employing a descriptive-correlational research method to determine the resiliency of teachers in the Solana South District of Solana, Cagayan, during the pandemic. The descriptive-correlational design is commonly used in research studies that aim to provide static pictures of situations and establish the relationships between different variables (McBurney & White, 2009).

Thus, this design is suitable for this study, as the researcher described the profile and resiliency of the respondents during the pandemic. Moreover, the correlational design was used to determine the relationship between the profile variables of the respondents and their level of resiliency during the pandemic.

Respondents of the Study

The study involved 119 public school teachers from ten elementary schools in the Schools Division of Cagayan, specifically assigned to the Solana South District. The researcher employed total enumeration to gather diverse perspectives from information-rich cases, facilitating an in-depth investigation into the resiliency levels of the study participants.

Table 1 . Distribution of the Respondents

School	Number of Teacher Respondents
Basi Elementary School	15
Cadaan Elementary School	12
Lannig Elementary School	9
Lingu Elementary School	5
Maddarulug Elementary School	4
Maguirig Elementary School	14
Nangalisan Elementary School	13
Natappian Elementary School	14
Solana North Central School	10
Solana South Central School	23
Total	119

Data Gathering Tool

This study made use of the Teachers' Resiliency Scale (TRS) which served as its main research instrument. This TRS comprises of 26 items and assesses four dimensions of teachers' resilience: (a) Personal Competencies and Persistence (9 items), (b) Spiritual Influences (3 items), (c) Family Cohesion (7 items) and (d) Social Skills and Peer Support (7 items). Responses on the first two subscales, which were derived from the CD-Risc scale, were on a 5-point Likert scale ranging from 0 (not true at all) to 4 (almost always true); on the two subscales derived from the RSA semantic differential was used in which responses range from 1 to 5 with 3 as neutral point.

The questionnaire consists of two parts. Part 1, of the instrument includes the details on the profile of the participants in terms of age, sex, highest educational attainment, Plantilla position and length of service. Part 2, of the instrument includes the Resiliency of teachers during the pandemic relative to four dimensions: personal competencies and persistence, spiritual influences, family cohesion and social skills and peer support

Data Gathering Procedure

The researcher strictly followed the ethical and legal standards in the conduct of this study. Research Ethics Clearance was sought from the University's Institutional Review Board (IRB) prior to the conduct of the study. Permission to conduct the study was sought from the University President through the Dean of the Graduate School Program and channeled to the Office of the Schools Division Superintendent of the Schools Division of Cagayan and Principals of the elementary schools of the Solana South District before data collection commenced. Informed consent was voluntarily given by the participants after an explanation was made by the researcher of the nature and purpose of the study and confidentiality was ensured throughout the conduct of the study.

Statistical Tools

The data obtained was analyzed using the following statistical tools:

Frequency count and percentage. This was employed to analyze the profile variables of the respondents in terms of age, sex, highest educational attainment, plantilla position, and length of service.

Weighted mean. This was employed to determine the level of the resiliency of the respondents during the pandemic.

To interpret the mean responses of the respondents following descriptions was employed:

Numerical value	Mean Range	Descriptive value
4	3.20-4.00	Always
3	2.40-3.19	Often
2	1.60-2.39	Sometimes
1	0.80-1.59	Rarely
0	0.00-0.79	Never

Chi-square. This was utilized to test the relationship between the profile variables of the respondents and their level of resiliency during the pandemic.

RESULTS AND DISCUSSION

Profile of the Respondents

Table 2a. Frequency and Percentage Distributions on the Profile of Respondents in terms of Age

Age	Frequency	Percentage
24-30	9	7.56
31-40	28	23.53
41-50	46	38.66
51-60	34	28.57
Above 60	2	1.68
Total	119	100.00

The data reveals that majority of respondents, totaling 46 or 38.66%, fall within the 41-50 age group. In contrast, the least represented group consists of respondents aged 60 years and above, with a frequency of only 2, or 1.68%. Notably, most respondents are in the middle age bracket

Table 2b. Frequency and Percentage Distribution on the Profile of Respondents in terms of Sex

Sex	Frequency	Percentage
Male	19	15.97
Female	100	84.03
Total	119	100.00

The table indicates that majority of respondents are female, comprising 100 individuals or 84.03%, while 19 individuals, or 16.97%, are male. This finding aligns with a study conducted by the Philippine Commission on Women (2014), as referenced in the research by Bongco and Abenes (2019), which highlights that secondary public teaching is predominantly female-dominated.

Table 2c. Frequency and Percentage Distribution on the Profile of Respondents in terms of Highest Educational Attainment

Highest Educational Attainment	Frequency	Percentage
College Graduate	12	10.08
With Masters Unit	49	41.18
Master Graduate	54	45.38
With Doctorates Unit	4	3.36
Total	119	100.00

The table reveals that most of the teachers with frequency 54 or 45.83% are master's degree graduates, while those with doctorate units represent the least frequency, accounting for 4 individuals or 3.36%. This finding aligns with data from the Annual Reports and Information Staff (Annual Reports),

Table 2d. Frequency and Percentage Distribution on the Profile of Respondents in terms of Plantilla Position

Plantilla Position	Frequency	Percentage
Teacher I	11	9.24
Teacher II	8	6.72

Teacher III	91	76.47
Master Teacher I	3	2.52
Master Teacher II	6	5.04
Total	119	100.00

The table indicates that majority of the teachers hold a plantilla position of Teacher III, with a frequency of 91 or 76.46%, while the lowest plantilla position is Master Teacher II, with 3 or 2.52%. This is because ranking for the position of Master Teacher II in Solana South District is limited due to the number of teachers in the district.

Table 2c. Frequency and Percentage Distribution on the Profile of Respondents in terms of Length of Service

Length of Service	Frequency	Percentage
1-5	20	16.81
6-10	27	22.69
11-15	22	18.49
16-20	11	9.24
21-25	14	11.76
Above 25	25	21.01
Total	119	100.00

The table reveals that the highest frequency among teachers' length of service falls within the 6-10-year range, with 27 respondents, or 22.69%. Following closely is the category for those with over 25 years of service, comprising 21.01% of the respondents. Conversely, the lowest frequency is observed in the 16-20 year range, which includes 11 respondents, or 9.24%. This trend is attributed to the fact that most of the teachers are younger and relatively new to the department.

Table 3a. Item Mean and Descriptive Interpretation on the Level of Resiliency of the Teachers during the Pandemic Relative to Personal Competencies and Persistence

Statements	Mean	Descriptive Interpretation
1. I can adapt to change.	4.76	Always
2. Under pressure, I can focus and think clearly.	4.09	Often

3. I prefer to take the lead in problem-solving.	4.13	Often
4. I am not easily discouraged by failure.	4.41	Always
5. I think of myself as a strong person.	4.59	Always
6. If necessary, I can make unpopular or difficult decisions that affect other people.	3.33	Sometimes
7. I can handle unpleasant feelings, such as anger or fear.	4.20	Always
8. I like challenges.	4.13	Often
9. I work hard to attain my goals.	4.90	Always
Category Mean	4.28	Always

The overall category mean of 4.28, interpreted as "Always," indicates that teachers demonstrate a high level of resilience regarding personal competencies and persistence during the pandemic. This suggests that teachers are consistently able to adapt to the challenging circumstances brought about by the pandemic, maintaining a strong commitment to their roles and responsibilities despite unprecedented difficulties. Research by Kim and Asbury (2020) highlights that teachers' resilience is critical in maintaining educational quality during crises, as resilient teachers are better equipped to manage stress and implement effective teaching strategies in unpredictable situations. Additionally, a study by Pressley et al. (2021) emphasizes the importance of resilience in ensuring that teachers can support student learning and well-being during disruptions.

Meanwhile, the highest mean score of 4.90, associated with the statement "I work hard to attain my goals," underscores the dedication and perseverance of teachers. This finding highlights the intrinsic motivation and determination of teachers to meet their objectives, which is essential for overcoming the hurdles posed by remote teaching, technological adjustments, and changing educational policies during the pandemic. A study by Mansfield et al. (2020) points out that goal-oriented persistence is crucial for teachers to adapt to new teaching environments and maintain instructional quality. Furthermore, research by Day and Gu (2021) supports the notion that teachers' strong commitment to their goals enhances their ability to navigate and overcome stressful circumstances, thereby ensuring educational continuity.

Conversely, the lowest mean score of 3.33 for the statement "If necessary, I can make unpopular or difficult decisions that affect other people" reflects a relative area of difficulty.

While still categorized as "Sometimes," this score suggests that making tough decisions, especially those that might negatively impact others, is more challenging for teachers. This may be due to the emotional and ethical complexities involved in such decisions, particularly in a pandemic context where the stakes are high. Research by Xue et al. (2021) indicates that decision-making under pressure can be particularly taxing for educators, who may struggle to balance professional responsibilities with personal values. Additionally, studies by Zembylas (2020) highlight the emotional labor involved in making such decisions and the need for adequate support systems to enhance teachers' decision-making capabilities during crises.

Table 3b . Item Mean and Descriptive Interpretation on the Level of Resiliency of the Teachers during the Pandemic Relative to Spiritual Influences

Statements	Mean	Descriptive Interpretation
1. My faith in God can help me overcome my challenges.	4.86	Always
2. I believe things happen for a reason.	4.61	Always
3. I have to act on a hunch.	3.57	Often
Category Mean	4.34	Always

The category mean resiliency score of 4.34, indicating teachers' reliance on spiritual influences during the pandemic, suggests a notable trend towards spiritual coping mechanisms among educators. This implies that a significant portion of teachers have turned to faith-based beliefs and practices to navigate the challenges brought about by the pandemic. Research by Smith et al. (2021) highlights the role of spirituality in fostering resilience during times of crisis, emphasizing its capacity to provide individuals with a sense of meaning, purpose, and hope amidst adversity. Similarly, studies by Park (2020) and Katz (2023) underscore the positive correlation between spiritual beliefs and psychological well-being, particularly in the face of stress and uncertainty.

Among the specific items, the highest mean score of 4.86 is attributed to the statement "My faith in God can help me overcome my challenges." This suggests that a significant majority of teachers strongly believe in the efficacy of their faith as a source of strength and resilience during difficult times. Literature by Pargament (2020) emphasizes the protective role of religious faith in promoting adaptive coping strategies and psychological resilience, highlighting its capacity to instill a sense of optimism, control, and comfort in individuals facing adversity. Additionally, research by Ano and Vasconcelles (2021) supports the notion that faith-based coping mechanisms contribute to enhanced psychological well-being and resilience, particularly in times of crisis.

Conversely, the lowest mean score of 3.57 pertains to the statement "I have to act on a hunch." While still indicating a moderate level of agreement among teachers, this item suggests a lesser reliance on intuitive or instinctual decision-making processes relative to spiritual influences. Although intuition plays a role in decision-making and problem-solving, its significance may be overshadowed by the perceived efficacy of spiritual beliefs in providing guidance and support during challenging times. This finding aligns with studies by Hill and Pargament (2023), which highlight the prioritization of faith-based coping strategies over reliance on intuition or gut feelings among individuals navigating crisis situations. Additionally, research by Upenieks and Ellison (2024) underscores the association between spiritual beliefs and a sense of purpose, suggesting that individuals may lean more heavily on faith-based guidance when seeking direction amidst uncertainty.

Table 3c. Item Mean and Descriptive Interpretation on the Level of Resiliency of the Teachers during the Pandemic Relative to Family Cohesion

Statements	Mean	Descriptive Interpretation
1. My family's understanding of what is important in life is very similar to mine.	4.56	Always

2. I feel very happy with my family.	4.93	Always
3. My family is characterized by healthy coherence.	4.86	Always
4. In difficult periods my family keeps a positive outlook on the future.	4.77	Always
5. Facing other people, our family acts loyal towards one another.	4.75	Always
6. In my family, we like to do things together.	4.78	Always
Category Mean	4.78	Always

The overall category mean for the level of resiliency of teachers during the pandemic, relative to family cohesion, is 4.78, indicating that teachers "Always" experience a high level of family cohesion. This high mean suggests that teachers perceive strong familial support and coherence, which likely contributes significantly to their ability to cope with the stresses brought on by the pandemic. Research has consistently shown that family cohesion is a critical factor in fostering resilience. For instance, a study by Prime et al. (2020) highlights the importance of family cohesion in buffering the adverse effects of the pandemic on mental health. Similarly, research by Liu et al. (2021) emphasizes that strong family ties provide emotional support and stability, which are essential during crises.

The highest mean in the survey is 4.93 for the statement "I feel very happy with my family." This extremely high score underscores the pivotal role of family happiness and satisfaction in enhancing teachers' resilience. Happiness within the family unit likely provides a crucial emotional refuge and a source of strength. According to Brooks et al. (2020), family happiness and satisfaction are directly linked to better mental health outcomes and increased resilience during the pandemic. Moreover, Santini et al. (2020) found that individuals who report high levels of family happiness are more likely to exhibit lower levels of stress and anxiety. This demonstrates that happiness within the family is a vital component of overall resilience for teachers.

On the other hand, the lowest mean, although still high, is 4.56 for the statement "My family's understanding of what is important in life is very similar to mine." While this indicates strong alignment within the family, it suggests a slightly lower perception of shared values compared to other aspects of family cohesion. This slight discrepancy could point to minor differences in perspectives or priorities within families. Nevertheless, maintaining a high level of agreement on important life values is crucial for fostering mutual support and understanding. Research by Walsh (2020) underscores the importance of shared family values in building resilience, suggesting that even small divergences can impact family dynamics and individual stress levels. Additionally, a study by Masten and Motti-Stefanidi (2021) highlights that shared values facilitate better communication and support during stressful times.

Table 3d. Item Mean and Descriptive Interpretation on the Level of Resiliency of the Teachers during the Pandemic Relative to Social Skill and Peer Support

Statements	Mean	Descriptive Interpretation
1. In my workplace, I enjoy being together with other people.	4.74	Always

2. New friendships are something I make easily in my workplace.	4.69	Always
3. Meeting new people in my workplace is something I am good at.	4.65	Always
4. In my workplace, when I am with others I easily laugh.	4.48	Always
5. I can discuss personal issues with my peers.	3.93	Often
6. The bonds between my peers and me are strong.	4.52	Always
7. I get support from my peers.	4.41	Always
8. When needed, I have always someone in my workplace who can help me.	4.59	Always
Category Mean	4.50	Always

The category mean for the level of resiliency of teachers during the pandemic, relative to social skills and peer support, is 4.50, which falls under the interpretation of "Always." This high average indicates that teachers consistently exhibit strong social skills and receive substantial peer support in their workplaces. According to research by Kim and Asbury (2020), social connections among educators play a crucial role in maintaining their mental well-being and resilience during challenging times like the pandemic. Moreover, a study by Pressley (2021) highlighted the importance of collegial support in fostering a sense of belonging and reducing stress among teachers. Finally, Zhang et al. (2022) emphasized that peer interactions can enhance emotional resilience, enabling teachers to better cope with the demands of remote teaching and other pandemic-related stressors.

The highest mean score of 4.74, associated with the item "In my workplace, I enjoy being together with other people," suggests that teachers find great enjoyment and comfort in being with their colleagues. This finding aligns with research by Collie et al. (2020), who found that positive interpersonal relationships at work significantly contribute to teachers' job satisfaction and overall well-being. Similarly, Froehlich et al. (2022) noted that strong social connections within the workplace can buffer against burnout and promote resilience. Furthermore, a study by Malinen and Savolainen (2016) indicated that enjoyment in workplace interactions is linked to higher levels of engagement and motivation among teachers.

Additionally, the lowest mean score of 3.93 pertains to the item "I can discuss personal issues with my peers," which is interpreted as "Often." This slightly lower score suggests that while teachers frequently feel comfortable discussing personal matters with colleagues, there is still some room for improvement. This is supported by the work of Day (2016), who found that while professional support among teachers is generally strong, personal support networks can sometimes be less robust. Additionally, a study by Zee and Koomen (2020) revealed that teachers may hesitate to share personal issues due to concerns about professionalism or vulnerability. Finally, Leithwood et al. (2021) argued that fostering a culture of openness and trust is essential for encouraging more personal support exchanges among teachers.

Table 3e. Summary of the Level of Resiliency of Teachers During the Pandemic Relative to the Four Dimensions

Dimensions	Category Mean	Descriptive Interpretation
Personal Competencies and Persistence	4.28	Always
Spiritual Influences	4.34	Always
Family Cohesion	4.78	Always
Social Skills and Peer Support	4.50	Always

The resilience of teachers during the COVID-19 pandemic is evident in the high mean scores across various domains, with Family Cohesion receiving the highest score of 4.78, indicating strong familial support that significantly aids their coping abilities. In contrast, the Personal Competencies and Persistence domain has the lowest mean score of 4.28, suggesting that while teachers demonstrate strong personal competencies, they face challenges in decision-making. This indicates a need for further support in this area. Overall, these findings emphasize the critical role of family cohesion in teachers' resilience while identifying opportunities for improvement in personal competencies.

Correlation between the Profile Variables of the Respondents and the Level of their Resiliency during the Pandemic

Table 4. Test of Relationship Between Profile Variables of the Respondents and the Level of their Resiliency during the Pandemic

Dimensions		Personal Competencies and Persistence	Interpretation	Spiritual Influences	Interpretation	Family Cohesion	Interpretation	Social Skills and Peer Support	Interpretation
Profile Variables									
Age	Chi-square	334.768	Significant	242.499	Significant	282.625	Significant	217.11	Significant
	P-value	.000		.000		.000		.000	
	Chi-square	112.789		87.058		98.673		106.22	

Sex			Significant		Significant		Significant	3	Significant
	P-value	.000		.000		.000		.000	
Highest Educational Attainment	Chi-square	240.668	Significant	214.876	Significant	218.98	Significant	151.72	Significant
	P-value	.000		.000		.000		.000	
Plantilla Position	Chi-square	234.874	Significant	175.042	Significant	205.63	Significant	192.64	Significant
	P-value	.000		.000		.000		.000	
Length of Service	Chi-square	391.928	Significant	255.384	Significant	328.75	Significant	179.5	Significant
	P-value	.000		.000		.000		.000	

The correlation analysis reveals significant relationships between various factors and teacher resilience during the pandemic. Specifically, age, sex, highest educational attainment, plantilla position, and length of service all show strong correlations with teachers' resilience, each with a p-value of 0.000, leading to the rejection of the null hypothesis at the 0.05 significance level.

The same result was found in the study of Scheibe, et.al (2022) that older workers demonstrated age-related advantages in well-being during the Pandemic. In terms of sex, respondents' sex is also significantly related to their resiliency during their pandemic with a p-value of 0.000 across all categories, hence the null is rejected at 0.05 level of significance. This finding is supported from the study of Baguri et.al (2022) that gender shows a moderating effect on teacher resilience during the pandemic.

In the context of highest educational attainment, highest educational attainment of the teachers is also significantly related to the teacher's resiliency during the pandemic with the p-value of 0.000 which is less than the significant value of 0.05, thus the null hypothesis is rejected. This finding is in accordance with previous studies in Greece which found teachers possessing additional academic qualifications are more resilient than their counterpart. (Stavraki & Karagianni, 2020). Individuals with higher levels of education may have acquired problem-solving skills, access to social support networks, and greater financial resources, which can contribute to their resilience during challenging times.

Plantilla position is also significantly related to the teachers' resiliency during the pandemic with the p-value of 0.000 in all the dimensions, hence the null hypothesis is rejected at 0.05 level of significance. Bonanno et al., (2015) in their study shows that that individuals in higher-ranking positions may have greater access to resources and support systems that promote resilience.

Lastly, in the context of length of service, the length of service of the teachers is significantly related to their resiliency during the pandemic with the p-value of 0.000 across the dimensions. Hence the null hypothesis is rejected at 0.05 threshold level. The result was supported form the study of Yang C. et.al (2021) that those teachers who had longer years of teaching they are more resilient during the Pandemic.

Overall, this implies that the profile variables of the teachers influence their level of resiliency during the time of pandemic.

Summary

Overall, the respondents' resilience across these dimensions is essential for overcoming pandemic challenges effectively.

Correlation between the profile variables of the respondents and the level of their resiliency during the pandemic.

There is a significant relationship between the profile variables of teachers and their resilience during the pandemic. Age, sex, highest educational attainment, plantilla position, and length of service all exhibit a strong association with resilience, with p-values of 0.000 across all dimensions.

Conclusion

Based on the findings of the study, it can be concluded that teachers demonstrate a high level of resilience across various domains, including personal competencies and persistence, spiritual influences, family cohesion, and social skills and peer support. These results highlight the importance of these factors in helping educators navigate the challenges posed by the COVID-19 pandemic.

Furthermore, this paper validates earlier claims that a lower length of service and higher educational attainment are associated with greater psychological resources and resilience. Teachers with advanced degrees may possess better problem-solving skills and access to support networks, which enhance their ability to cope with stress. Additionally, those with shorter lengths of service may bring fresh perspectives and adaptability to their roles, contributing to their resilience.

Recommendations

After thorough assessment and considering the foregoing findings and conclusions of the study, the following recommendations are presented:

Faculty development interventions may also focus on increasing teachers' persistence not just during the pandemic, but at all times. By implementing programs that foster persistence and resilience as ongoing professional development goals, teachers can be better equipped to handle challenges that arise in their careers.

School administrators may look into seminars and training for teachers to sustain their resilience levels so that whenever they face more challenging problems, they can maintain their high level of resilience. By providing ongoing support and resources, administrators can help teachers develop coping strategies and maintain their effectiveness in the face of adversity.

Parents may help the teachers in dealing with their problems and find ways to extend their support to them in addressing challenges in the educational sector.

Future researchers interested in teachers' resilience amidst this pandemic may explore external factors that contribute to coping in the new normal. Examining factors such as school policies, community

support, and access to resources could provide a more comprehensive understanding of the factors that influence teachers' ability to adapt to the changing educational landscape.

Future researchers could conduct a study on the level of resilience of students. Understanding how pupils cope with the demands of remote learning and the disruptions caused by the pandemic would provide valuable insights into their overall well-being and ability to adapt to changing circumstances.

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