

The Resilience and the Practices of Teachers: The Case of Agsabo

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ABSTRACT

This qualitative case study explored the resilience and teaching practices of three teachers at Agsabo Elementary School, an Indigenous Peoples Education (IPED) school in Agusan del Sur. The participants, each with at least five years of teaching experience, were interviewed guided with interview schedules through in-depth, face-to-face sessions, each lasting up to two hours. The study aimed to address five key questions regarding teacher resilience, including definitions of resilience, strategies for engaging Indigenous learners, the impact of professional development programs, the role of administrative support, and the influence of learners, peers, administrators, and community interactions. The findings reveal that teachers at Agsabo define resilience manifested through patience and the ability to align and adapt their teaching strategies to societal and contextual needs of indigenous peoples (IP) learners. They utilized culturally accurate instruction, language preservation, and differentiated strategies to engage IP learners, building resilience through community observation and immersion. Professional development programs, particularly training on Canva and Evalbee, enhanced teachers' resilience by improving classroom efficiency and boosting confidence in using technology. Administrative support, including financial aid, support for mental health and wellness, and proactive leadership, play a critical role in maintaining teacher well-being and sustaining effective teaching practices. Furthermore, interactions with learners, peers, administrators, and the community were found to significantly strengthen teachers' resilience and effectiveness, fostering motivation, improving instructional strategies, and aligning teaching with learners' cultural backgrounds. These interconnected factors contribute to a supportive and effective teaching environment, highlighting the importance of comprehensive support systems for teacher resilience in an IPED school.

KEYWORDS

Resilience; Indigenous People (IP) learners; teaching practices in Indigenous Peoples Education (IPED) school; Higaonon Tribe

INTRODUCTION

Indigenous Peoples Education (IPED) is a vital program aimed at providing quality education centered on the culture and context of Indigenous learners. Teachers in IPED schools play a crucial role in realizing this goal. The Department of Education (DepEd) Order 62, s. 2011, established the Indigenous Peoples Education (IPED) Program, which provides education for indigenous communities and learners that is responsive to their

cultural and social context. This order also promotes shared accountability and partnership between the government, indigenous communities, civil society, and other education stakeholders. Moreover, DO 34, s. 2017, emphasizes the importance of implementing the IPed Program in partnership with indigenous cultural communities.

Agsabo Elementary School, situated in a far-flung area of Esperanza, Agusan del Sur is dedicated to the education of indigenous communities and represents the intersection of complex cultural, social, and geographic challenges. Teachers working in these settings experience unique difficulties, from cultural integration to resource scarcity and logistical hurdles. The education of IP often requires an approach that not only addresses logistical challenges but also respects and integrates cultural values. Teachers must deal with language barriers, adapt curriculum content to be culturally relevant, and foster a respectful learning environment. However, geographical location compounds these challenges, including inadequate infrastructure and teaching materials, and limited access to professional development. These limitations can significantly impact the teaching-learning process and the overall effectiveness of education delivery (Garcia & Weiss, 2020).

The Department of Education (DepEd) Order 66, s. 2020 recognizes the vulnerabilities of IP communities and the need to provide equitable resources and support to help them respond to crises. A potential problem scenario in this context is the struggle to maintain consistent teaching quality considering the geographical location. Teachers may face limited professional support networks, leading to feelings of professional stagnation and burnout. Moreover, limited basic resources such as textbooks, teaching aids, and even electricity worsen the challenge of delivering a comprehensive and engaging education. These barriers not only hinder the academic performance of learners but also affect teacher retention and motivation.

Understanding the resilience and practices of teachers in indigenous people's education (IPED) schools like Agsabo Elementary is essential for developing culturally responsive and effective education strategies. The well-being of teachers and the conditions in which they work are crucial to educational success. Supportive environments can empower teachers, enhancing their motivation and effectiveness. In contrast, adverse working conditions such as those experienced in under-resourced, geographically remote schools like Agsabo Elementary can hinder teacher performance and negatively impact learners' outcomes. Kim (2021) and Martinez (2023) asserted that teacher well-being is a critical factor influencing instructional quality, student engagement, and ultimately, academic achievement. When teachers feel supported and positive in their work environment, it directly translates to better teaching practices. They are more likely to be enthusiastic, patient, and create a stimulating learning environment. This, in turn, fosters greater student engagement as students feel more connected to the material and their teacher. Ultimately, this positive dynamic leads to improved academic outcomes for students. Therefore, prioritizing teacher well-being is not just beneficial for teachers themselves, but it's an essential component in creating a thriving educational ecosystem for both teachers and students.

Despite the importance of teachers in IPED, there is a lack of studies examining the resilience and practices of teachers in IPED schools. Most existing studies focus on the challenges and needs of Indigenous students, but there is a dearth of research examining the teachers themselves and how they cope with the challenges of their work. Hence there was a need for a study on the teachers' resilience and practices in Agsabo Elementary School to shed light on the multifaceted issues they face and the resilience they exhibit in their dedication to educating Indigenous learners. This study aimed to describe the resilience and practices of teachers in Agsabo Elementary School.

LITERATURE REVIEW

The study was anchored on the Rutter's Resilience Theory (1987) viewed resilience as a dynamic process influenced by the interplay of risk and protective factors. In this context, risk factors for students might include poverty, cultural disruption, and limited access to resources. Investigate how teachers themselves demonstrate resilience, such as by adapting to challenges and prioritizing their own well-being. By examining teacher practices through the lens of Rutter's theory, a deeper understanding of the factors that contribute to student and teacher resilience within this unique educational setting was gained, thereby identifying areas for support and professional development.

Theory of Self-Efficacy (Bandura, 1997). The Self-Efficacy Theory was a psychological theory that explains how a person's belief in their abilities can influence their behavior, motivation, and social environment. Bandura's theory emphasized the crucial role of self-efficacy, an individual's belief in their own ability to successfully execute specific actions or achieve certain goals. In the context of teaching, this translates to a teacher's confidence in their ability to effectively instruct students, manage classroom behavior, and overcome challenges.

Moreover, teachers with strong self-efficacy are more likely to persevere through challenges, viewing obstacles as opportunities for growth rather than insurmountable barriers. They possess the agency to learn from setbacks, analyzing their mistakes to refine their teaching strategies instead of succumbing to discouragement. Furthermore, they maintain a positive outlook, focusing on their strengths and believing in their capacity to improve their instructional practices. This proactive and optimistic approach fosters a resilient spirit, enabling teachers to navigate the complexities of the classroom effectively.

RESEARCH METHODS

Research Design

This study on The Resilience and The Practices of Teachers: The Case of Agsabo utilized case study to delved deeply into the personal experiences and perspectives of the teacher-participants. A case study allowed the researcher to explore the essence of what it meant to be a teacher at Agsabo Elementary School, an IPED school, emphasizing how these teachers experienced their work, interacted with learners, and navigated the challenges of their profession. By focusing on their resilience and practices of teachers, the study provided an authentic, rich narrative of the subjective world of the participants, capturing the complexities of their roles. This approach helped the researcher understand not just the outward actions of teachers, but the internal, emotional, and cognitive processes that informed their daily practice.

Research Locale

This study was conducted at Agsabo Elementary School, it is located in Barangay of Agsabu, in the municipality of Esperanza, Agusan del Sur.

Agsabo Elementary School, an Indigenous Peoples (IP) school in Esperanza, is situated in the heart of Agsabu, adjacent to the barangay office and 61.2 kilometers from the municipal center of Esperanza. Reaching the school required traversing a rural route that included crossing the river twice using floating bamboo or so called "*gakit*" and passing through neighboring towns like Lingayao, Casiklan, and Balubo.

Population and Participants of the Study

The population of this study consisted of seven (7) teachers. However, with the inclusion criteria of a 5-year teaching experience there were only 3 participants who were included in the study.

Sampling Design

In this study, purposive sampling was employed. There were specific inclusion criteria of at least 5 years of teaching experiences in Agsabo Elementary School other than being a current teacher at Agsabo Elementary School.

Research Instrument

This study utilized interview schedules derived from the five (5) major questions outlined in the statement of the problem. These main questions served as the foundation for the interview, guiding the overall direction of the inquiry. From each main question, follow-up questions were developed, which were more focused and simplified to encourage detailed responses from the participants. The researcher let the participants tell the story, guided by the questions. This structured approach ensured that the interviews remained aligned with the research objectives while allowing for a deeper exploration of the teachers' resilience and practices. The follow-up questions helped elicit specific insights, providing clarity and depth to the main questions.

Data Collection Plan

Researcher first obtained written permission from the school head of Agsabo Elementary School to conduct the study. Once approval was granted, the researcher scheduled and conducted one-on-one interviews with the participants, following the interview schedule as a guide. The researcher ensured participants that their responses would be treated with strict confidentiality and would be used solely for the purpose of this study. The interviews took place in a one-on-one, face-to-face setting with each target participant. Each interview lasted no longer than two (2) hours and was recorded using a smartphone voice recorder for accuracy. At the start of the interviews, the researcher provided a clear explanation of the study's objectives and significance to ensure that participants understood the purpose of the research. Participants were given an interview schedule, and the interviewer, the researcher, facilitated the conversation while ensuring the structure of the study remained consistent throughout the process. The interview schedule served as a reference to ensure all questions were addressed.

Data Analysis Plan

Thematic analysis was a widely utilized yet flexible qualitative research method focused on identifying, organizing, and interpreting patterns of meaning, or themes, within diverse datasets (Braun & Clarke, 2006). Moving beyond mere data summarization, it involved active interpretation to uncover underlying ideas and experiences relevant to the research question. While the practice of thematic analysis predated formalization, Braun and Clarke (2006) were recognized as the key proponents who significantly articulated and popularized it as a distinct and systematic method.

The data collected underwent thematic analysis, a widely used method in qualitative research that focused on identifying, analyzing, and interpreting patterns of meaning within the data. The thematic analysis provided a structured approach to understanding participants' experiences, ensuring that key themes emerged systematically. The first step

in the analysis was familiarization with the data. The researcher began by transcribing the audio recordings from the one-on-one interviews and thoroughly reviewing the transcripts to gain a comprehensive understanding of the content. This initial overview allowed the researcher to become deeply acquainted with the data before diving into a more detailed analysis.

The second step involved coding, which entailed highlighting relevant sections of the text and assigning labels that summarized key concepts or ideas. Each code captured the essence of the expressions or feelings conveyed by the participants in specific parts of the text. Following the coding process, the third step was to identify overarching themes that encapsulated significant aspects of the data. Step four involved categorizing these themes, grouping related words or phrases to create meaningful categories that described a set of codes. Finally, the data was interpreted, and the emerging themes were analyzed and discussed.

RESULTS AND DISCUSSION

Table 1 on the subsequent page presents the thematic analysis findings derived from in-depth interviews with three study participants regarding their concept and understanding of resilience within their professional teaching context. The analysis showed that while these teachers have their own unique ways of understanding resilience, they also share some common perspectives on what it means to be resilient in the classroom. Their personal definitions reflect both individual experiences and shared challenges they face in their teaching careers.

Based on the thematic analysis findings, teachers who have at least five (5) years of experience at Agsabo Elementary School conceptualized resilience through personal frameworks shaped by their experiences in an indigenous people (IP) education setting in an indigenous people education (IPED) school. Their perspectives converge around three essential constructs or categories: (P1) adaptability to societal needs, (P2) emotional endurance, and (P3) resilience and discipline, leading to themes, i.e., patience and alignment of teaching to societal change.

These findings showed that teachers' resilience takes two main forms: the ability to remain patient through difficult situations and the capacity to adapt teaching methods as society changes, especially when and while working with IP learners. Their experience showed that they need to balance patience with flexibility to properly support IP learners, who often leave school to help their families earn a living, causing them to fall behind in their studies. Their five-year experience at this IPED school demonstrated how extended service cultivated necessary adaptability, requiring constant methodological adjustments to address indigenous learners' unique educational needs while simultaneously managing the emotional demands inherent to teaching under challenging circumstances. Still, one tough challenge for these teachers was the location of the IPED school it was in a remote, poverty-stricken community, making it a difficult and often disheartening place to work.

Further, these findings explained how experienced teachers maintain professional commitment despite difficulties. Their stories showed that resilience is not just about getting through challenges, it is about growing, changing, and finding deeper purpose in serving the learners and the community. This was especially true in places with limited resources and rich, complex cultures, where teachers had to learn and adapt to the IP way of life, even though they were not part of the community themselves. These perspectives of teachers aligned with Zhang and Luo's (2023) resilience framework, which highlighted resilience as a dynamic process that allowed teachers to adapt to new circumstance. The

same perspectives on resilience positively connected with emotion regulation, empathy, teacher self-efficacy, and self-esteem in teachers.

Table 1. Thematic analysis of how teachers in Aagsabo define and understand resilience in the context of their profession

Participants	Code	Category	Themes
P1	<i>*"kabalo mag pasikot-sikot kung unsay trend nga gikinahanglan sa society... mo align pud sya sa need sa society"</i>	Adaptability to societal needs	Alignment of teaching to societal change
P2	<i>*"taas gid imong kuan... pasensiya sa pag tudlo sa ilaha"</i>	Emotional endurance	Patience
P3	<i>*"resilience when a teacher has a kilometric patience... not only academic needs but also... disciplining them"</i>	Resilience and discipline	

Additionally, follow-up questions were asked for a better picture of the extent of understanding of teachers being resilient. Tables 2 and 3 on the subsequent pages highlighted these results.

Table 2. Thematic analysis on the meaning of resilient teacher

Participants	Code	Category	Themes
P1	<i>*"Dapat kabalo ka mu-adapt sa ilang needs, kabalo ka mutubag sa ilang needs. Muhimo ka ug differentiated activities."</i>	Resilient teachers adjust teaching strategies	Instructional flexibility
		Differentiated learning	
P2	<i>*"Taas jud imong pasensiya...taasan jud nimo imong pasensiya"</i> <i>*"Gitun-an namo ilang mga pinulungan...gi-translate into Bisaya."</i>	Emotional strength	Patience
		Learning the Higaonon	Dialect translation
P3	<i>*"Mangita kag paagi nga ma-simplify para makuha jud sa bata ...mga words nga mga Higaonon unya gi-translate."</i> <i>*Naglista silag mga pangalan...mga words nga mga Higaonon unya gi-translate."</i>	Simplifying lessons	Instructional strategies
		Word translation	Community integration

The emerging themes that describe teachers' concept of them being resilient, i.e.

Instructional flexibility (P1)

Patience and dialect translation (P2)

Instructional strategies and community integration (P3)

Participant 1 emphasized the importance of being flexible in delivering instruction. Recognizing the diverse needs and backgrounds of IP learners, the teacher adjusted lessons depending on their levels of understanding, interest, and availability. This flexibility included changing teaching methods on the spot, using visual aids when necessary, and slowing down or simplifying lessons to ensure that they could keep up. Instructional

flexibility allowed the teacher to respond to challenges in real time, making learning more accessible and meaningful to them when adapting vocabulary lessons to include Higaonon terms and cultural references to improve comprehension, or when modifying assessment tasks to allow for oral storytelling instead of written responses to accommodate diverse learning preferences and literacy levels.

Participant 2 highlighted how patience and the ability to translate lessons into the local dialect were key to reaching IP learners. At the start, communication barriers made teaching very difficult, but instead of giving up, the teacher practiced patience, repeating instructions, simplifying explanations, and gradually learning the learners' dialect. Translation helped bridge the gap between what was being taught and what students could fully understand, creating a smoother and more supportive learning environment.

Participant 3 stressed the use of specific instructional strategies combined with efforts to integrate into the community. By observing local traditions, the Higaonon traditions such as the Pignanawan Festival, which is a significant gathering for cultural exchange and celebration, and the Indigenous People's Day the traditions observed during Indigenous People's Day celebrations, alongside participating in community activities, and building relationships with families, the teacher was able to design lessons that connected more deeply with learners' lives. Instructional strategies like storytelling, real-life examples, and culturally relevant activities made learning more engaging. Community integration gave the teacher a better understanding of their experiences, helping to shape lessons that felt familiar and relevant to the learners.

These emerging themes on meaning of resilient teacher aligned to Drew et al (2019) saying that resilient teachers embrace uncertainty, reframing negative experiences into learning experiences. Reframing helps teachers retain power, not cede it to situations, which helps balance constraining and enabling factors.

Table 3. Thematic analysis of experiences where resilience is demonstrated by the participants

Participants	Code	Category	Themes
P1	<i>*"adtoon gyud nimo sa kasook sookan para lang madala siya'g balik... apil na ang parents... bisag unsa nalang balik balikon nimo'g adto"</i>	Home visitation	Commitment
	<i>*"delikado baya ug dili ka aware sa palibot... naa'y NPA... kinahanglan nimo adtoon to ilang balay"</i>	Risky life	Personal sacrifice
	<i>*"lisod pud ug magpapasar ka'g kuan kanang kabalo ka nga di' gyud kabalo... mura wala nimo gihatag imong best"</i>	Ethical responsibility	Professional integrity
P2	<i>*"maglisod jud mig kuan sa ilang mga sinultian... ilang dialect Higaonon... hangtud sa kadugayan... na sabtan na namo"</i>	Adaptation of Higaonon dialect	Adjustment to language barrier
P3	<i>*"wala jud sila kabalo sa color blue... pero kung imo silang pakit-on... ah ang tawag diay ana sa English is color blue diay siya"</i>	Learning through visual aids	Guided instruction

The emerging themes that outline the experiences where resilience is demonstrated by the participants or the teachers themselves, i.e.,

Commitment, Personal Sacrifice, Professional Integrity (P1)
Adjustment to language barrier (P2)
Guided instruction (P3)

Participant 1 demonstrated deep commitment by going beyond the basic responsibilities of teaching, often making personal sacrifices to support learners. Despite the hardships of working in a remote, poverty-stricken area, the participant remained dedicated to providing quality education, balancing compassion with professional standards. This strong sense of duty showed that true teaching requires not just skill, but heart and resilience. The implication is that in challenging settings, personal values and a strong professional ethic are crucial for sustaining meaningful educational work.

On the other hand, Participant 2 demonstrated resilience by way of adjusting to a significant language barrier. Instead of seeing it as an obstacle, the teacher embraced the slow process of learning the local dialect and finding creative ways to communicate with students. This adaptation not only improved lesson delivery but also built trust and connection with the learners. The implication here is that language adaptation is not just about translation it is a powerful tool for inclusion, showing respect for learners' identities and making education more accessible.

Participant 3 emphasized the importance of guided instruction, using structured support like visual aids, simplified language, and step-by-step processes to help students learn more effectively. This approach was especially important for learners who were developmentally behind due to interruptions in their schooling. The implication is that guided, scaffolded teaching strategies are essential when working with vulnerable learner populations, helping bridge learning gaps and ensuring that all students have the chance to succeed.

Given this vivid picture of the participants' resilience, which was reflected in the teachers' commitment to conducting home visits, even when facing risks, and in their strong dedication to advocating for learners' futures while upholding professional standards. Initially, the language barrier made it difficult to build connections, but over time, learning the local dialect became essential for effective teaching. The use of tools such as visual aids and gradual adaptation to the local language demonstrated the teachers' perseverance and willingness to adjust. These experiences highlight that true teaching goes beyond the classroom, requiring an understanding of learners' lives, respect for their culture, and the ability to remain flexible and patient, especially in challenging and unfamiliar settings. These perspectives are affirmed by Hascher et al (2021) that teachers really have the ability to maintain wellbeing and respond resiliently to professional challenges and is recognized as a valuable capacity for teachers.

What strategies were used in engaging indigenous learners, and how does it contribute to your resiliency?

Based on the foregoing findings and conclusions, the following recommendations are offered table 4 on the subsequent page presents the results of the thematic analysis of the strategies used by the teachers of IP learners and how these strategies contribute to their resiliency. These strategies were coded and highlighted as follow,

- *Collaborate with the most knowledgeable one (MKO), integration of localized terms in the lesson, making a learner-centered class, and through immersion and observation (P1)*
- *Encourages learners to share experiences to boost engagement and confidence (P2)*
- *Learned Higaonon language to overcome language barriers and teach effectively (P3)*

It is noteworthy that one important strategy that emerged from the interviews was the collaboration with the Most Knowledgeable Others (MKO) in the community. That by working closely with respected local figures (the IP community Chieftain and elders), the teachers were able to integrate localized terms into their lessons, making the content more relatable and easier for learners to understand. They also focused on building learner-centered classrooms, where learners' needs and backgrounds shaped the flow of learning. Immersion and observation helped the teachers better grasp the community's way of life, allowing them to adapt their teaching methods in ways that honored the learners' culture and experiences.

Another significant approach involved encouraging learners to share their personal experiences during class. By creating a space where learners felt safe to tell their stories, the teachers boosted learners' engagement and confidence. This method helped the learners see the value of their own knowledge and experiences, making education feel more relevant and empowering. It also built stronger connections between the learners and teachers, making learning a more interactive and meaningful process.

Further, overcoming the language barrier was highlighted through the efforts of one participant who made it a point to learn the *Higaonon* dialect. This step was crucial in ensuring effective communication and deeper understanding inside the classroom. By speaking the learners' mother tongue, the teacher not only taught lessons more clearly but also showed respect for the learners' cultural identity. This effort reinforced trust and strengthened the teacher-learner relationship, which is vital for meaningful learning in Indigenous communities. In similar study on language barrier, Diasti et al (2021), saying, unlike native English teachers, EFL teachers might encounter several language-related difficulties, such as fluency and pronunciation. These challenges become even more pronounced when teaching indigenous learners, who may have limited exposure to English and whose cultural and linguistic backgrounds differ significantly from mainstream classroom norms. To navigate these barriers, teachers often adopt culturally responsive strategies—such as incorporating local languages and contexts, using visual aids, or employing code-switching—to enhance comprehension and engagement. These adaptive practices not only help bridge the language gap but also reinforce the teacher's sense of efficacy and purpose. As a result, such strategies play a crucial role in building teacher resilience, enabling educators to remain committed and effective despite linguistic and contextual challenges.

Table 4. Thematic analysis of strategies used in engaging indigenous learners and how these contribute to teachers' resiliency

Participants	Code	Category	Themes
P1	*Collaborate with MKO(locals)	Collaboration with local knowledge holders	Cultural accuracy
	*Integration of localized terms in the lesson		Empowering students as language contributors
	*Learner -centered	Learner-driven cultural participation	Teachers become more resilient by learning through immersion and observation
	*Immersion and observation		
P2	*Encourages learners to share experiences to boost	Overcoming language barriers	
		Participatory Teaching	Learner Empowerment

	engagement and confidence		through sharing
P3	*Recognizes student answers and efforts during lessons to encourage motivation	Participatory Teaching	Learner Empowerment through sharing
P2	*Adjusts tasks based on individual differences		
P3	*Designs separate activities for fast learners vs. slow/non-readers to meet different needs	Inclusive Pedagogy	Differentiated instruction
P2	*Overcame initial difficulty understanding local dialect; adjusted over time	Culturally Responsive Teaching	Language and cultural adaptation
P3	*Learned Higaonon language to overcome language barriers and teach effectively	Contextual Barriers in Teaching	Challenges with Attendance & Context
	*Struggles with inconsistent student attendance due to geographic and familial factors		

Several emerging themes for the strategies used by the teachers of IP learners and how these strategies contribute to their resiliency, to mention,

Cultural accuracy, Empowering students as language contributors, and Teachers become more resilient by learning through immersion and observation (P1)

Learner Empowerment through sharing (P2)

Learner Empowerment through sharing, Differentiated instruction, Language and cultural adaptation, and Challenges with Attendance & Context (P3)

Along the context of cultural accuracy, teachers working with IP learners recognized the importance of integrating the learners' own culture and traditions into lessons. By collaborating with local community members and using localized terms, they made lessons more relatable and respectful of the students' backgrounds. This cultural accuracy helped the students feel seen and valued, while also allowing teachers to teach in a way that honored the community's identity, building stronger trust and engagement.

Along the context of empowering learners as language contributors, teachers encouraged students to become active contributors to classroom communication by allowing them to share their native language and cultural knowledge. This approach not only supported the learning process but also boosted learners' self-esteem and confidence. It turned language, or in this case, the Higaonon dialect, learning into a two-way exchange where learners' voices were valued, strengthening their sense of identity and belonging in the classroom.

On the other hand, it is worth emphasizing that resiliency is also manifested through immersion and observation. Teachers developed resilience by immersing themselves in the community and observing local customs, lifestyles, and educational needs. Through this direct experience, they gained a deeper understanding of their learners' realities, helping them adapt their teaching styles. This strategy allowed teachers to grow personally and professionally, finding strength and flexibility even when faced with unfamiliar or challenging situations.

Another theme that emerged is that learner empowerment through sharing is a good strategy. Allowing students to share their experiences in class was a key strategy to empower them. Sharing personal stories made lessons more meaningful and helped

students take ownership of their learning. It created a more dynamic, interactive classroom where students felt that their experiences mattered, encouraging greater participation and enthusiasm for learning.

Differentiated instruction also emerged as a theme for a strategy that contributed to teachers' resiliency. Teachers used differentiated instruction to meet the diverse needs of their IP learners. By adjusting lessons based on their levels, learning styles, and cultural contexts, teachers made sure that no learner was left behind. This flexibility required careful planning and creativity but was necessary to provide fair and effective education for all learners, especially those who may already be developmentally behind.

Also, the language and cultural adaptation is an emerging theme for strategies for teachers' resiliency. In fact, this is one major strategy for overcoming communication barriers was the active effort of teachers to learn the Higaonon language and adapt to cultural practices. Language and cultural adaptation allowed for clearer instruction and stronger connections with students. It also showed students and the community that the teachers were committed to understanding and respecting their way of life, fostering deeper mutual respect and collaboration.

Moreover, the challenges with attendance and context as another emerging theme, depicted another perspective of teachers' resiliency. Teachers faced significant challenges, particularly with learners' attendance. Many learners had to leave school temporarily or permanently to help their families earn a living, leading to irregular attendance and learning gaps. The broader context of poverty and remoteness made consistent education difficult, pushing teachers to find more flexible and creative ways to keep learners engaged and progressing, even with the realities of their daily lives.

Table 5, Table 6, and Table 7 on subsequent pages outline the follow-up questions, i.e., *when a strong sense of accomplishment is felt by the participants, what were the most difficult experiences of the participants, and what were the earliest memory and major turning point of the participants.*

A strong sense of accomplishment for Participant 1 was closely tied to seeing their IP learners embrace and take pride in their cultural identity. The participant shared feeling deeply fulfilled when students openly talked about their Higaonon tribe and spoke their dialect with pride. This moment of openness showed that the learners felt safe, respected, and valued within the classroom. It reflected not only a sense of affirmation but also personal and cultural confidence, which is especially meaningful in communities where Indigenous identities have often been marginalized. The teacher's ability to have created a supportive environment allowed learners to honor their roots while learning, highlighting that true success is not only about mastering content but also about empowering students to be proud of who they are. Highlighted in participants' utterances during the interview, saying,

"Open na sila mag talk about Higaonon...proud sila mag istorya sa ilang language." (P1)

"Sila na mismo ang naghatag...open na sila mag talk about Higaonon." (P2)

With the above picture indeed proves the significance of *cultural affirmation* as one of the emerging themes. Among others include,

Deep learning and meaningful engagement (P2)

Lasting sense of fulfillment and validation, Lifelong learning, Teaching effectiveness (P3)

Table 5. Thematic analysis of moments when a strong sense of accomplishment is felt by the participants

Participants	Code	Category	Themes
P1	<i>*Open na sila mag talk about Higaonon...proud sila mag istorya sa ilang language."</i>	Take pride in their indigenous identity, indicating successful culturally responsive teaching.	Cultural Affirmation
P2	<i>*Sila na mismo ang naghatag...open na sila mag talk about Higaonon</i>	Sharing knowledge confidently	Deep learning and meaningful engagement
P3	<i>*Katong akung mga pupils...naka graduate na Giapply nila sa ilang daily lives...especially in mathematics ...naan a sila sa HS</i>	Long impact	Lasting sense of fulfillment and validation
	<i>*Giapply nila sa ilang daily lives...especially in math</i>	Application of learned concepts outside classroom	Lifelong learning
	<i>*Uy mao baya ning gitudlo ni sir...strategy nga dali ra nato ma solve..."hematic</i>	Teaching strat remembered	Teaching effectiveness

Table 5 on the subsequent page highlights the most difficult experiences the participants have had. Emerging themes include,

Struggled with unfamiliar local vocabulary (P1)

Absenteeism (P2)

Language barrier (P3)

Participant 1 faced difficulties in adjusting to the unfamiliar vocabulary used by the local community since she is not a native speaker of the *Higaonon* dialect. Many unique words and expressions specific to the Higaonon tribe made communication and teaching more challenging. This struggle highlighted the need for her to not only learn the dialect but also familiarize it with local variations to connect more effectively with her learners. The implication is that deeper language immersion is necessary for true cultural understanding and effective teaching in Indigenous communities.

Another major challenge identified by Participant 2 was absenteeism. Many learners were often absent from school due to family responsibilities, such as helping with farming or household work, which are common realities in marginalized communities. Frequent absences made it hard for IP learners to keep up academically and created gaps in learning. This implies that teachers like her must develop flexible, compassionate strategies to re-engage learners and address learning gaps, while also understanding the broader economic and social pressures these IP learners faced.

On the other hand, Participant 3 emphasized the broader challenge of the language barrier. Beyond vocabulary differences, the difficulty of teaching IP learners who were not fully comfortable with the language of instruction created an ongoing obstacle to learning.

Misunderstandings, slower lesson pacing, and extra explanation were often needed. This shows that addressing language barriers is critical to improving outcomes and that teachers like her must either adapt the language of instruction or support learners more intentionally through translation, visual aids, and simplified communication.

Table 6. Thematic analysis of the most difficult experiences of the participants

Participants	Code	Category	Themes
P1	<i>*“magka language barrier sa amo... ang Higaonon pa gyud dili nako mother tongue...”</i>	Communication challenge	Struggled with unfamiliar local vocabulary
P2	<i>*“ang akung mga estudyante... tua sa ilaya... ma behind jud sila...”</i>	Learners’ inconsistent attendance due to family obligations	Absenteeism
P3	<i>*“They don’t know how to speak Bisaya...pero since bago man ko... I accept it as a challenge... ” ako may ni learn sa ilang language...”</i>	Communication /linguistic challenge	Language barrier was difficult

Table 6 on the subsequent page outlines the earliest memory and major turning point of the participants. It is worth highlighting this general utterance of one participants, saying, *Murag lami sa feeling siya...kung gusto ko mag teacher magpadayon kog teach diri kay nianhi manko diri para mag teach so mu focus lang gyud ko for teaching nalang (P1)*

This statement shows the participant’s deep sense of fulfillment and strong commitment to her role as a teacher. Despite the difficulties and challenges of working in a remote Indigenous community, the participant finds joy and meaning in the work. Her words reflect a clear decision to stay focused on their original purpose — to teach — and not to be discouraged by hardships. The statement implies a level of resilience, dedication, and passion for teaching that goes beyond personal comfort, emphasizing the teacher's mission to serve the learners and the community with perseverance.

Table 7. Thematic analysis of the earliest memory and major turning point of the participants

Participants	Code	Category	Themes
P1	<i>*murag lami sa feeling siya...kung gusto ko mag teacher magpadayon kog teach diri kay nianhi manko diri para mag teach so mu focus lang gyud ko for teaching nalang</i>	Realization about focusing on teaching over social pressures	Self-reflection for career growth
P2	<i>*nay parents nga ni reklamo *Parent feedback and decision to avoid punishment</i>	Adaptation to feedback	Reconsider how to approach discipline and better understand student needs.
P3	<i>*Caring for a slow learner: “na realize dayon nako... gi adto dayon nako siya... nag home visitation ko ug nangayo ko ug apology *mao gani to akung giingon nga ang slow learner naa sialy lahi nga activity</i>	Realized the emotional impact of words on a slow learner Recognizing their individual difficulty in learning	Empathy and Adaptability Teaching Transformation

Another statement worth mentioning is that of Participant 3, saying,

Caring for a slow learner: “na realize dayon nako... gi adto dayon nako siya... nag home visitation ko ug nangayo ko ug apologymao gani to akung giingon nga ang slow learner naa sialy lahi nga activity (P3)

This statement shows the participant’s sensitivity and responsiveness to the needs of a slow learner. Upon realizing that his learners needed extra support, the teacher took immediate action by visiting the student’s home and even offering an apology — a gesture that shows humility, care, and a strong desire to make things right. The participant recognized that slow learners require differentiated activities that match their learning pace and needs. This highlights the importance of providing personalized support, practicing empathy, and adjusting teaching strategies to ensure that every learner feels included, respected, and given a fair chance to succeed.

How do professional development program impact your resiliency in improving instructional strategies at Agsabo Elem School?

Table 8 on the subsequent page outlines the emerging themes on professional development programs that impact the resiliency in improving instructional strategies of teachers, the participants, in Agsabo Elementary School, an IPED school. The three (3) participants acknowledged their attendance at the professional development program launched by DepEd. They have the same training in Canva and Evalbee -these are tools for developing instructional media. The teacher learned new tools (Canva and Evalbee) that improved their classroom efficiency, making grading easier and materials more visually appealing.

It is worth noting the following excerpts from the interview, to mention

*“na integrate nako sya sa classroom...magma periodic examination...dali ra mag grade“(P1)
“dako siyag tabang labi na katung sa canva...dali na kaayo siya paghimo sa among mga IMs...” (P2)
“gitudluan mi unsaon pagtudlo ug algebra in easy way...gi apply jud nako siya”(P3)*

Participant 1 is expressing appreciation for how a specific tool or method—likely Evalbee—has been integrated into her classroom practices. She emphasized that it has made the grading process during periodic examinations much easier. This reflects how digital tools can streamline administrative tasks, allowing teachers, like her to focus more on instruction and less on paperwork.

Participant 2 highlights the impact of Canva on their teaching. She mentioned how it significantly helped them in creating instructional materials (IMs) quickly and easily. This shows that with the right tools, even teachers, like her, with limited design experience, can produce visually engaging content that better supports student learning.

In this quote, Participant 3 reflects on a training or seminar where she learned simplified methods for teaching algebra. She proudly mentioned that she applied what she learned, indicating a successful transfer of training into real classroom practice. This highlights the importance of practical, hands-on professional development that teachers can immediately use to improve their instructional effectiveness.

In essence, Canva seminar empowered the teacher to design more engaging and visually appealing instructional materials that captured learners' interest while also saving valuable preparation time. Meanwhile, Evalbee simplified the process of creating questionnaires and conducting exams. Altogether, these tools have truly lightened the workload and made the teaching-learning experience more efficient, enjoyable, and learner-centered.

Table 8. thematic analysis of how the professional development program impacted teacher resiliency in improving instructional strategies at Agsabo Elementary School?

Participants	Code	Category	Themes
P1	*Trainings in Deped can help input new strategies in teaching and develop Ims and other school works in more easy strategies	Life long learning	Continuous learning and growth
P2	*Acknowledges trainings as a source of additional knowledge and personal growth		
P3	*Emphasizes learning as a never-ending process; gains new strategies from seminars		
P1 P2 P3	*Highlights Evalbee and Canva as tools to simplify tasks like checking papers and creating IMs *Knowledge gained in seminar that are tech-based	Instructional innovation	Technology integration for efficiency
P2 P3	*Saves time with digital tools *Learns importance of time	Teaching efficiency	Time and resource management
P3	*Applies newly learned Algebra strategies and localization techniques to enhance teaching	Pedagogical enhancement	Improved teaching strategy
P2	*Applies knowledge from seminars directly in instructional materials and classroom exams	Practical Application	Impact on Classroom Practices
P3	*Adjusts classroom management, planning habits, and content delivery after training experiences		
P2	*Recognizes need to improve personal growth through more PD attendance	Self-Reflection and development	Personal and Professional Growth
P3	*Realizes the need for lesson planning and structured delivery, moving away		
P1	*Training fosters teacher confidence and personal growth, contributing to resilience.		

That being said, professional development programs, like these in-house training on technology integration, i.e. Canva and Evalbee, play a pivotal role in strengthening teacher resilience and enhancing instructional practices. By equipping teachers with new skills, updated pedagogical knowledge, and practical tools, these programs not only improve teaching effectiveness but also boost teachers' confidence and adaptability in the classroom. Fu et al. (2024) found a positive relationship between teacher resilience and access to training, suggesting that ongoing professional development contributes significantly to both individual well-being and broader community resilience. When teachers feel supported and well-prepared, they are more likely to respond constructively to challenges, continuously refine their instructional strategies, and sustain their commitment to student learning—especially in diverse and demanding teaching environments.

How does school administration support, or lack thereof, influence your resilience in your teaching practices?

Table 9 presents the results of the thematic analysis regarding participants' perspectives on how school administration support—or the absence of it—influence their resilience in teaching practices. The participants consistently highlighted the significant role of administrative support in fostering their professional resilience. Recurring themes included financial and material assistance, attention to mental health, provision of technical guidance, and the presence of visible and proactive leadership. These findings underscore the importance of maintaining and enhancing such support systems to uphold teacher well-being and sustain effective instructional practices. It is worth noting that administration support contributed to teachers' resilience, interventions that target contextual factors and integrate resilience programs at the school level appear most important for developing safe and collaborative environments where teachers and their students can thrive (Kangas-Dick, 2020).

Table 9. Thematic analysis on how school administration support influence resilience in their teaching practices

Participants	Code	Category	Theme
P1	<i>"tagaan pod ka'g allowances... maka teach ka... ang mental health nimo kay okey pa" pag uli nimo sa balay mahimo nimo ang need nimo... ang mental health nimo kay okey pa dili pa siya guba."</i>	Support contributes to teacher well-being , resilience and promotes teacher mental health and resilience	Financial Support Mental and Emotional Support
P2	<i>"... pag hatag technical assistance... mag observe siya... Muhatag siyag feedback..."</i>	Enhanced technical assistance	Technical support Feedback mechanism
P3	<i>"schoolhead is mag flash visit... iyang mga comment or suggestion is amo siyang ginadawat..."</i>	Visible leadership and engagement strengthen teacher morale and resilience	Moral support

Tables 10, 11, 12, 13, and 14 present the thematic analyses for follow up questions under main question found in the interview schedules. Follow up questions were asked for probing of the main question of the problem.

Table 10 highlights emerging themes on the type of support teachers received from the school administration to help them in their function as teachers, and these are the instructional support and professional support. These kinds of assistance teachers perceived as most helpful from school administrators. Instructional support helped in teaching and learning—such as access to teaching materials, classroom management strategies, or curriculum alignment. Professional support involves opportunities for growth and development, like workshops, mentoring, performance feedback, or emotional encouragement.

The importance of this finding lies in the fact that these two types of support are essential for teachers to function effectively. When school leaders provide strong instructional and professional backing, teachers feel more equipped to handle challenges, improve their teaching strategies, and stay motivated. This support not only enhances the quality of education students receive but also contributes significantly to teachers' resilience, job satisfaction, and long-term retention in the profession.

Table 10. Thematic analysis of the type of support received from the school administration to help the participants function in their role as a teacher

Participants	Code	Category	Theme
P1	<i>*"Kung kibali naay mga lacking sa classroom mga classroom supply, ma-address man pod hinoon siya sa administrator."</i>	Support addresses instructional needs	Instructional support
P2	<i>*"Nag-provide pod sa amo ug school supplies para naa mi magamit everytime nga mag-IM's me para sa mga bata." *"Magcheck unsa kulang"</i>		
P3	<i>*"Support sa mga pang-suggest sa amuang school head nga mao ni imong buhaton sir... aron mahimo tang effective teacher"</i>	Guidance and monitoring	Professional support

On the other hand, Table 11 below outlines how support impacted on teacher's confidence and ability to teach effectively. Emerging themes include,
Institutional support enhanced teacher confidence (P1)
Supportive leadership motivates instructional creativity (P2)
Guidance inspires teaching confidence (P3)

Table 11. Thematic analysis of how this support impacted confidence and ability to teach effectively

Participants	Code	Category	Theme
P1	<i>*"As long as ang mga administrator mag provide sila'g mga needs nimo sama sa mga teaching supply..."</i>	Provision of teaching materials	Institutional Support Enhanced Teacher Confidence
P3	<i>*"Confident naka mag teach ana"</i>		
P2	<i>*"Naghatag siyag kadasig sa amo kay madasig mig himo ug IMs..." *"Naa naman me mga materials para gamiton sa mga IM's."</i>	Motivation	Supportive leadership motivates Instructional Creativity
P3	<i>*"Naa pajud mga advices nga akung ma learn nga magamit nako sa akung pagtudlo."</i>	Professional advice	Guidance inspires teaching confidence

In essence, institutional support directly contributes to a teacher's sense of preparedness and focus on the classroom. Access to resources can inspire creativity and drive among teachers. It demonstrates that support extends beyond materials—it includes mentorship and shared knowledge that empower teachers in their instructional practices.

Table 12. Thematic analysis of situations where administrative support positively or negatively affected teaching

Participants	Code	Category	Theme
P1	<i>*"Naa toy time nga nag need ko ug dagko nga reading materials... mao to nasulbad raman pod to siya kay gitagaan man pod... big"</i>	Resource availability	Provision of instructional materials

	<i>books... Naa pod to 'y time nga kanang chart lang bitaw nga basahonon pod, ga provide man pod sila ana so far."</i>		
P2	<i>*"Positive siya kay tungod atung iyang gipanghatag nga supplies... nakahimo me ug IMs nga among nagamit sa pag tudlo nga mao.."</i>	Enhances teaching through material provision	Supportive leadership motivates teachers and benefits learners
P3	<i>*"Positive maam, since monthly among fleeting observation diraa... lahi-lahi jud iyang suggestion ug comment... magamit jud siya, dako jud siyag impact sa amo."</i>	Constructive feedback and guidance	Regular, personalized feedback strengthens instructional practices

Table 13 presents a thematic analysis of how support positively or negatively affected teaching. It identifies three primary areas: resource availability (linked to instructional materials provision), teaching enhancement through material provision (connected to supportive leadership that motivates teachers and benefits learners), and constructive feedback/guidance (associated with regular, personalized feedback that strengthens instructional practices). This picture implies the interconnected factors contributing to effective teaching and learning environments.

Table 13. Thematic analysis of the feeling of being provided resources and assistance by the administration to help manage the classroom

Participants	Code	Category	Theme
P1	<i>*"Ang ilang pag provide sa ako 'g mga assistance and resources maingon nako very satisfactory... ipaabot man pod sya... dunggon gyud bitaw"</i>	Responsiveness to teacher needs	Consistent and responsive support fosters teacher satisfaction
P2	<i>*"Very satisfied, kay always man niya gina check among supplies kung naa pa ba, updated man siya mag hatag pod."</i>	Monitoring of resources	
P3	<i>*"I am happy nga andam jud mo support ang among school administration... fully satisfied ko sa gipakita nga support sa school administration."</i>	Support for teachers and learners	Strong administrative support sustain morale and teaching effectiveness

The emerging themes in Table 14 identified reveal important insights about administrative support in educational settings. When teachers experience "consistent and responsive support" from administration in the form of classroom resources and assistance, it creates a powerful foundation for professional satisfaction. This connection between administrative support and teaching effectiveness is further supported by Shogbesan et al (2024) that teachers who perceived strong administrative support reported higher job satisfaction and effectiveness in their teaching practices.

On the other hand, Table 14 reflected the results on how the participants are feeling with being provided with resources and assistance by the administration to help manage the classroom. On reduction of non-teaching responsibilities.

Participant 1 expressed that minimizing non-teaching duties—such as excessive paperwork, ancillary functions, or administrative errands—greatly enhances her ability to focus on instructional delivery and student needs. Teachers, like her, felt that when the

administration actively reduced these burdens, they could allocate more time and mental energy toward lesson planning, learners engagement, and classroom discipline. This led to a stronger sense of professional respect and improved overall job satisfaction, as teachers felt their primary role was being acknowledged and supported.

In the area of sufficiency of support as another emerging theme which is centered on the adequacy and timeliness of support provided by school administrators. Participant 2 perceived that teachers, like her, who received consistent access to instructional materials, timely intervention in learners’ behavioral issues, and ongoing encouragement from their administrators, in this case, her School Head, reported feeling more equipped to manage their classrooms effectively. This sufficiency of support was not just about the quantity of resources, but also their relevance and accessibility—making teachers feel valued and empowered in their roles.

Table 14. Thematic analysis of the feeling of being provided resources and assistance by the administration to help manage the classroom

Participants	Code	Category	Theme
P1	<i>*"Maybe if walaon nila ang mga non-teaching loads... gusto nako maka focus lang ko sa teaching... mas makatabang ko sa ila... mas maayo jud siya."</i>	Limit ancillary assignments	Reduction of non-teaching responsibilities
P2	<i>*"Satisfaction with current support"</i>	Sustainability of the supports	Sufficiency of support
P3	<i>*"mag conduct siya ug mga trainings... mag invite ug teachers nga grabi nag experience sa Higaonon... ma share niya sa amoa... magamit pod namo diha sa pag tudlo"</i>	Culturally relevant training can enhance instruction for indigenous learners	Conduct Contextualized professional development

Participant 3 emphasized the importance of professional development that is tailored to their specific teaching environments and classroom challenges. He appreciated training sessions that addressed real-world issues they face daily, such as handling disruptive behavior, differentiated instruction, or integrating technology in resource-limited settings. When administrators organized professional development opportunities based on direct teacher input and school context, teachers, like him, felt their unique needs were being acknowledged, resulting in greater engagement and practical application of what they learned.

How do interactions with learners, peers, administrators, and the local community at Agsabo Elementary School affect teachers’ resilience and teaching practices?

Table 15 reflects the emerging themes on how do interactions with learners, peers, administrators, and the local community at Agsabo Elementary School affect teachers’ resilience and teaching practices. It is worth noting the utterances of participants, to mention,

- I see my pupils excited to learn despite challenges (P1)*
- Their smiles and small achievements make me forget the stress (P2)*
- Finding joy in their curiosity and eagerness to participate (P3)*

Though teachers often face numerous obstacles in the classroom—ranging from limited resources to large class sizes and behavioral issues. Yet, one powerful source of motivation is witnessing learners' enthusiasm and determination to learn despite these challenges. Participant 1 utterance reflects how the visible eagerness of pupils to engage with lessons, ask questions, and explore new ideas becomes a source of strength for teachers. Their resilience and excitement help reinforce the teacher's purpose and commitment to education, even in difficult situations.

For Participant 2 utterances imply that though teaching can be a demanding and emotionally taxing profession, but small moments of learners' success have a powerful impact. Whether it is a smile of understanding, a correctly solved problem, or a hesitant student finally speaking up, these moments serve as emotional rewards for the teacher. This highlights how the joy and pride teachers feel in their learners' progress often outweigh the fatigue and frustration they experience. It is in these small, meaningful victories that teachers find a renewed sense of fulfillment and joy in their role.

For Participant 3 that finding a classroom filled with questions, hands raised, and active discussions created an environment where learning is dynamic and alive. Teachers, like him will find deep satisfaction in nurturing this curiosity and guiding learners through their discoveries. This emphasizes how the natural inquisitiveness of pupils, their desire to explore, and their active participation turn ordinary lessons into exciting experiences—for both the learner and the teacher.

As to interaction with peers, it is noteworthy to capture utterances like,

...sharing teaching strategies helps lighten the workload (P1)

...collaboration makes problem-solving easier (P2)

...support from colleagues is important when dealing with difficult days (P3)

It can be gleaned that Participant 1 finds the process of developing new lessons, managing classroom behavior, and addressing the diverse needs of IP learners to be overwhelming at times. However, when colleagues come together to share teaching strategies—such as effective approaches and solutions to common challenges—the workload becomes more manageable. This collaborative exchange eliminates the need to constantly create new methods independently. Learning from one another fosters efficiency, making instructional tasks feel less burdensome.

Participant 2 indicated that certain learners or situations can sometimes present unexpected challenges. In such instances, collaboration proves highly beneficial. Engaging in discussions or brainstorming sessions with fellow teachers often results in solutions that might not have been considered individually. Whether it involves modifying a lesson plan or implementing a new classroom management strategy, collaborative efforts introduce fresh perspectives and make problem-solving more manageable.

Participant 3 acknowledged that teaching does not come without its challenges. Stress can accumulate from various sources such as learners' behavior, parental expectations, or personal difficulties. During such demanding times, support from understanding colleagues—those who check in or simply listen—makes a significant difference. This kind of emotional support reinforces a sense of solidarity among educators and provides the encouragement needed to recover and maintain resilience in the profession.

As to interaction with administrators, it is noteworthy to capture utterances like,

Our principal listens and provides what we need (P1)

I feel motivated when the school head acknowledges our efforts. (P2)

They give us the freedom to implement our ideas (P3)

Participant 1 highlighted the importance of having a school administrator who actively listens to teachers and responds to their needs. When school administrators demonstrate

attentiveness and responsiveness—such as supplying necessary materials or addressing classroom concerns—it fosters a supportive teaching environment. This kind of administrative involvement contributes to smoother classroom operations and a greater sense of professional backing.

According to Participant 2, motivation increases when school administrators recognize and appreciate teachers’ hard work. Acknowledgment from the school head—whether through verbal praise, written notes, or public recognition—serves as a morale booster. Such validation reinforces a culture of appreciation and encourages sustained effort and dedication among the teaching staff.

Participant 3 emphasized the value of professional autonomy in the teaching process. When administrators allow teachers the freedom to apply innovative strategies, experiment with new methods, or tailor lessons to their learners’ needs, it cultivates a sense of trust and empowerment. This freedom not only enhances creativity in instruction but also strengthens teacher engagement and ownership over student learning outcomes.

As to interaction with local community, it is noteworthy to capture utterances like,
Parents and tribal leaders are very cooperative, making our work easier (P1)
The community respects and supports us teachers (P2)
Engaging with them helps me understand my learners better (P3)

Participant 1 noted the significance of strong cooperation from parents and tribal leaders in facilitating effective teaching. When community members actively participate and support school initiatives, the responsibilities of teachers become more manageable. This collaboration fosters a shared sense of responsibility for student learning and helps create a more harmonious and productive school environment.

Table 15. Thematic analysis of how interactions with learners, peers, administrators, and the local community at Agsabo Elementary School affect teachers’ resilience and teaching practices

Participants	Code	Category	Themes
P1	*I see my pupils excited to learn despite challenges		
P2	*Their smiles and small achievements make me forget the stress	Motivation and Emotional Support	Interaction with Learners
P3	*Finding joy in their curiosity and eagerness to participate		
P1	*Sharing teaching strategies helps lighten the workload		
P2	*Collaboration makes problem-solving easier	Collaboration and Shared Strategies	Interaction with Pers
P3	*Support from colleagues is important when dealing with difficult days.		
P1	*Our principal listens and provides what we need.		
P2	*I feel motivated when the school head acknowledges our efforts.	Guidance and Recognition	Interaction with Administrators
P3	*They give us the freedom to implement our ideas.		
P1	*Parents and tribal leaders are very cooperative, making our	Community Engagement and	Interaction with the Community

	work easier.	Cultural Connection
P2	*The community respects and supports us teachers.	
P3	*Engaging with them helps me understand my learners better	

According to Participant 2, respect and support from the local community contribute positively to the teaching experience. When teachers are held in high regard and treated with dignity, it enhances their professional morale and strengthens the bond between the school and its surrounding community. This mutual respect lays the foundation for a stable and supportive educational environment.

Participant 3 emphasized that direct interaction with community members provides valuable insight into the backgrounds, values, and daily lives of learners. Understanding learners within the context of their home and cultural environments allows for more relevant and responsive teaching approaches. This kind of engagement helps bridge the gap between the classroom and the broader community, ultimately enriching the educational experience for both teachers and students.

The study by Bryan, Williams, and Griffin (2020) emphasized the importance of mutual partnerships and interactions in supporting student success. It highlighted how interactions—with learners, peers, administrators, and the local community—play a vital role in reducing barriers to parent and family involvement. These connections foster a supportive learning environment that encourages academic achievement and engagement. By aligning efforts among all stakeholders, such interactions affirm the critical role of collaboration in addressing educational disparities and promoting equitable outcomes for all students.

Interactions in turn imply as a good avenue for building trust and mutual respect among all members of the school community. When teachers engage positively with their peers, they create a collaborative professional environment that fosters shared learning, support, and innovation in teaching practices. This collegiality not only enhances instructional quality but also models effective interpersonal skills for students, reinforcing a culture of cooperation throughout the school. Likewise, interactions of teachers with administrators create a unified and supportive school leadership structure where goals, expectations, and challenges are openly communicated. This alignment promotes professional growth, encourages shared decision-making, and strengthens the overall effectiveness of school initiatives aimed at improving student outcomes. And, interactions of teachers with the local community foster meaningful partnerships that connect classroom learning to real-world contexts and cultural relevance. These connections help teachers better understand their learners' backgrounds, enrich the curriculum with community resources, and promote a sense of shared investment in learners' success.

CONCLUSION

Based on the results of the study, the following conclusions are drawn:

1. The teachers in Agsabo Elementary School perceive resilience in their profession as rooted in patience and the ability to align their teaching practices with ongoing societal changes.
2. The teachers' resilience in Agsabo Elementary School is demonstrated through their use of various culturally responsive strategies to support and engage indigenous learners. These include collaboration with local knowledge holders, promoting learner-driven cultural participation, overcoming language barriers, practicing participatory teaching,

and employing inclusive pedagogy. Despite contextual challenges, these approaches reflect the teachers' commitment to culturally responsive teaching and contribute significantly to their resilience in the classroom.

3. The professional development programs provided by DepEd, particularly training in tools like Canva and Evalbee, played a vital role in strengthening teacher resilience at Agsabo Elementary School. By equipping teachers with skills in technology integration, these programs enhanced classroom efficiency, simplified grading processes, and enabled the creation of more engaging instructional materials. Ultimately, they supported continuous learning, improved instructional strategies, and fostered both personal and professional growth among the teachers.
4. The administration support is a critical factor in reinforcing teacher resilience within the educational setting. Conversely, the absence of such support poses challenges that can undermine both the well-being of teachers and instructional quality. It is therefore essential for administrators to prioritize comprehensive support systems that not only meet practical needs but also nurture the emotional and professional capacities of teachers, thereby ensuring long-term sustainability in teaching performance and morale.
5. The interactions with learners, peers, administrators, and the local community at Agsabo Elementary School significantly influence teachers' resilience and teaching practices. These interactions provide motivation and emotional support, foster collaboration and the sharing of effective strategies, offer guidance and recognition, and strengthen community engagement and cultural connection, altogether creating a supportive environment that sustains and enhances teachers' commitment and effectiveness.

Recommendations

In light of the conclusions drawn, the following recommendations are proposed:

1. Ongoing training and support programs be provided to help teachers further develop adaptive teaching strategies and cultivate patience, enabling them to effectively respond to societal and educational changes.
2. Culturally responsive teaching be institutionalized and supported through policy, training, and resource allocation to ensure that teachers can continue to effectively engage indigenous learners and sustain their resilience amidst contextual challenges.
3. The Department of Education may expand and sustain professional development programs focused on technology integration, ensuring that teachers have ongoing access to training and digital tools that enhance instructional effectiveness, promote efficiency, and support their continuous professional growth.
4. School administrators may implement comprehensive support systems that address both the practical and emotional needs of teachers to strengthen their resilience and sustain teaching effectiveness.
5. Schools may actively foster strong, collaborative relationships among teachers, learners, administrators, and the local community by promoting open communication, regular team-building activities, and community involvement initiatives to sustain teacher motivation, emotional support, and professional resilience.

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