

Teachers' Resilience and Self-Efficacy

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ABSTRACT: Teachers' resilience and self-efficacy play an important role in effectively handling educational challenges and its impact to student outcomes. This study sought to determine the teachers' resilience level, the level of self-efficacy, and the relationship between teachers' resilience level and self-efficacy among the three (3) Junior High Schools of South District, Division of Cagayan de Oro City of SY 2023-2024. A total of one hundred forty-eight (148) respondents through stratified sampling method. The study utilized a descriptive correlational research method and used both adopted questionnaire (Unda, 2022) and modified questionnaire (Pacamo, 2021) to gather the necessary data. Mean, Standard Deviation, and Pearson Product Moment Correlation Coefficient (r) were employed to ascertain the significant relationship between teachers' resilience and self-efficacy. Results revealed that teachers' resilience level was Very High while their self-efficacy level was Very Good. A moderate positive relationship exists between teachers' resilience and self-efficacy. High level of resilience is fundamental for teachers to demonstrate effectiveness and self-efficacy. Hence, developing the factors in teachers' resilience with focus on personal characteristics is recommended.

KEYWORDS: Challenges, Self-Efficacy, Teachers' Resilience, Well-being

I. INTRODUCTION

Teachers hold a crucial role in the teaching-learning process and their overall well-being should be prioritized. In today's educational landscape, the teaching profession has become increasingly demanding with teachers facing pressures to deliver high-quality instruction, enhance student performance, handle heavy workloads, cope with limited administrative support, and address the challenges posed by problematic students. These factors can gradually weaken the capacity and effectiveness of teachers, potentially diminishing their job satisfaction and leading to a possible departure from the profession. Nevertheless, there are individuals who, despite the numerous demands in the teaching career, continue to exhibit resilience and remain dedicated to teaching, actively contributing to the enhancement of educational standards.

Teacher resilience has emerged as an alternative perspective aimed at understanding why teachers persevere in the face of challenges encountered in their profession. Rather than simply bouncing back, teacher resilience encompasses the ability to maintain equilibrium, dedication, and confront the inevitable circumstances and inherent challenges of teaching (Peixoto et al., 2018).

DepEd Order No.14, s. 2020 emphasizes the significant prioritization of the health and safety of learners, as well as teaching and non-teaching staff, in the delivery of learning opportunities. The order emphasizes the implementation of activities that foster mental health and psychosocial well-being. Even at the height of the pandemic, the department is committed to ensure safe continuity of education and provide educational opportunities as essential to foster hope and stability, assist in the restoration of everyday routines in the country, and nurture the development of students while maintaining normalcy in their lives. Additionally, one of the components of DepEd's mandated health standards pertains to enhancing both physical and mental resilience among learners and teachers.

Antonio (2023), in his study, stressed that teachers are instrumental in shaping the future and building the society. Consequently, prioritizing teachers' well-being is vital for them to achieve their full potential. Well-being includes elements such as health, happiness, and prosperity, encompassing good mental health, high life satisfaction, and the capacity to handle stress. The pandemic, which began in 2019, has profoundly impacted people's lives, leading to changes in social, spiritual, financial, and occupational aspects. Teachers, similar to others, have not been exempt from these challenges. Therefore, the qualities exhibited by teachers are essential elements of their ability to maintain motivation and dedication during periods of change.

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Self-efficacy and resilience are critical traits that teachers need to possess in order to respond positively to challenges throughout their careers. Numerous studies have consistently shown that teachers' strong self-efficacy and resilience are associated with positive teaching behaviors and favorable outcomes for learners.

Further, a study conducted among one hundred thirty-nine (139) professional teachers in the Philippines showed that the pandemic has moderately affected their quality of life. Various situations caused minor or intense stress among the teachers during that time, and one significant factor was the unavoidable changes in the teaching environment. Despite these challenges, the teachers demonstrated resilience by adapting positively and managing such changes and situations. Moreover, with regards to changes in the teaching environment, the significance of teacher efficacy was emphasized during the pandemic. It is the teachers' belief in their capacity to give suitable learning environment, instruct and communicate effectively with their students (Cho et.al., 2021).

Amidst concerns about teachers' ability to handle the growing challenges in their profession, researchers have explored methods to enhance teachers' resilience. Although there is no consensus on how resilience should be defined, there is a shift away from viewing it as merely a personal trait. Instead, resilience is now perceived as an active process involving the interaction of risk and protective factors, which can arise from the individual or the environment. Teachers demonstrate resilience by tapping into available resources to direct challenges. These resources may be inherent in the teacher, such as self-efficacy, or present in the teacher's surroundings, such as support from colleagues (Ainsworth & Oldfield, 2019). At times when education encounters intense changes, resilience is specifically important to teachers. Resilient teachers are adoptive in their response to stressful events and possess traits to counter the effects in their work and workplace (McKay & Barton, 2018).

Various academic fields have explored the concept of resilience, with recent attention turning to the resilience of adults, particularly that of teachers. Teacher resilience refers to their ability to rebound and effectively regain strengths when confronted with difficult circumstances and setbacks. This resilience emerges from a combination of personal traits, such as individual characteristics, self-confidence, and self-care practices, together with external factors like support from school leaders, mentors, colleagues, family, friends, and fellow educators from educational programs. As indicated in various studies, there is a correlation between teachers' self-efficacy and their resilience. Bandura proposed that self-efficacy plays a role in resilience, highlighting its influence on both the initiation and persistence of coping behaviors. In the field of psychology, the individuals such as family members and community members who surround teachers and foster positive relationships, play a crucial role. They can provide support, strengthen inner resilience, and contribute to the development of resilience in teachers (Yada et al., 2021).

According to Marquez and Ching (2023), nowadays, dealing with and adjusting to the new educational standard is a big challenge for everyone. Teachers strive to do their best to manage their stress and increase their self-efficacy to perform efficiently and be resilient teachers as part of the new, challenging learning environment.

A case study conducted among English as a Foreign Language teachers in Iran explored the correlation between teacher resilience and self-efficacy, revealing a positive association between teachers' self-efficacy and their resilience. In broad terms, the study's outcomes indicate that teachers' resilience can be anticipated based on their self-efficacy. The research highlights that resilient-teachers exhibit confidence and competence, attributing and deriving support from their achievements. A strong sense of self-efficacy is fundamental for teachers to demonstrate resilience and effectiveness. Although it is considered a minor concept but it has a substantial value which holds significant importance (Razmjoo & Ayoobiyan, 2019).

Moreover, in the context of child development institutions in the Philippines, day care centers have a quite different identity from abroad. In western countries, day care is used as a venue for parents to enroll their children to be supervised while they are away for work, in the Philippines, the existence of these centers are manifestations of the country's commitment to educate the child at an early age. Taking into consideration the multitude functions of childhood workers and the laborious nature of childcare profession, resilience and self-efficacy are variables also found to be essential among professionals working with young children. Resilience is substantial in discovering professional satisfaction amidst stressful work environments, while self-efficacy is influenced by professional experience, collaboration and engagement among learners (del Rosario et. al., 2018).

The researcher has made observations that teachers have experienced countless demands and pressures in their work. It is for this reason that the researcher finds the need to seek the resilience level of teachers and its relationship to their self-efficacy. Thus, this study aims to determine the relationship between teachers' resilience and self-efficacy among the Junior High School Teachers of the South District of Cagayan de Oro City Division for the School Year 2023-2024.

This study drew upon the theories of Albert Bandura's Social Cognitive Theory (Cherry, 2023) and Norman Garmezy's Resilience Theory (OptimistMinds, 2022). The latter was utilized by Sarcino (2020). According to Garmezy's Resilience Theory, resilience does not imply being unaffected by stress but rather the ability to bounce back and adapt following initial setbacks or challenges in the face of stressful situations. Functional tolerability in the presence of intense emotions serves as a standard for

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resilient behavior under stress. Family-related factors such as family cohesion and the presence of shared warmth and concern for all family members, as well as external support from individuals who can provide help, such as strong maternal substitutes, are key elements of this theory.

In addition, Garmezy's theory focuses on understanding why some individuals can maintain mental health even when faced with adverse situations while others give in to the challenges they face. Resilience is not something that an individual has or lacks. Instead, it is something that can be developed over time through experiences, coping strategies and a supportive environment.

Kangas-Dick and O'Shaughnessy (2020) highlighted resilience as a characteristic present in both individuals and their environments, wherein each has different elements that can empower or hinder resilience to develop. Teachers require remarkable resilience to succeed. This is because they do not only aim to achieve academic goals but they are also expected to cultivate social and emotional developments among students. Hence, factors that can help teachers to stay committed in the profession despite all the challenges must be put in place.

Moreover, self-efficacy is a fundamental concept in Albert Bandura's Social Cognitive Theory, on individual's attitudes, abilities, and cognitive skills within the self-system. It plays a crucial role in shaping how a person responds to different situations. Self-efficacy refers to the belief that one can succeed in a specific situation based on past experiences, influencing one's thoughts, emotions, and behaviours. The main component of Bandura's theory on self-efficacy refers to an individual's belief in their ability to successfully complete tasks and achieve goals in specific situations. It is not just having the skills but also the confidence in one's capability to execute the skills effectively (Cherry, 2023).

II. METHODOLOGY

The researcher made use of the descriptive correlational research method. The questionnaire is composed of two parts, the first part was adopted from the study conducted by Unda (2022) on the teachers' resilience level. While the second part was adapted and modified from a study by Pacamo (2021) that examined self-efficacy. This investigates the relationship between Teachers' Resilience level and Self-Efficacy of the three (3) Junior High Schools of the South District of Cagayan de Oro Division. The research aimed to determine the teachers' resilience level in terms of personal characteristics, spiritual influences, family cohesion, and social skills and peer support and its relationship with teachers' self-efficacy.

The respondents of the study were the Junior High School teachers from the South District of Cagayan de Oro City Division, namely, Cagayan de Oro National High School, Indahag National High School, and Macasandig National High School. There was a total of two hundred thirty-four (234) teachers. Stratified random sampling was used in this study. Using Slovin's Formula, the calculation for the sample size of the population generated a total sample size of one hundred forty-eight (148). The percentage of sample size for each group is also computed and then the samples from each group were randomly selected.

For a comprehensive analysis and treatment of data, the researcher made use of various statistical tools. The level of teachers' resilience in terms of personal characteristics, spiritual influences, family cohesion, and social skills and peer support, utilized techniques like mean and standard deviation. Also, the extent of teachers' self-efficacy was also addressed by applying the mean and standard deviation. Additionally, Pearson Product Moment Correlation Coefficient (r) was employed to ascertain the significant relationship between teachers' resilience and self-efficacy.

III. RESULTS AND DISCUSSION

Problem 1. What is the teachers' resilience level in terms of the following factors:

- 1.1 personal characteristics;
- 1.2 spiritual influences;
- 1.3 family cohesion;
- 1.4 social skills and peer support?

Table 1. Overall level of teachers' resilience

Variables	Mean	SD	Description	Interpretation
Personal Characteristics	3.33	0.91	At all times	Very High
Spiritual Influences	3.40	0.91	At all times	Very High
Family Cohesion	3.27	0.89	At all times	Very High
Social Skills and Peer Support	3.28	0.88	At all times	Very High
Overall	3.32	0.90	At all Times	Very High
Note: 3.26 - 4.00 Very High 2.51 - 3.25 High 1.76 - 2.50 Low 1.00 – 1.75 Very Low				

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Table 1 represents the summary of mean ratings of the teachers' resilience level based on the following: personal characteristics, spiritual influences, family cohesion, and social skills and peer support. It has an overall Mean of 3.32 with an SD=0.90, described as At All Times and interpreted as Very High. This implies that the identified factors in the study have very highly contributed to the resilience level of the teacher-respondents. The very high interpretation of the result on teachers' resilience in relation to the four factors implies that teachers who demonstrate high levels of resilience can effectively manage the demands of their profession and continue to succeed in their role despite the unavoidable difficulties they may encounter. This is vital not just for the development of the teachers' well-being but it can also have a positive impact on student outcomes and the school environment in general.

Moreover, teacher resilience has become a different viewpoint aimed at explaining why teachers persist despite facing difficulties in their careers. It involves the ability to maintain balance, dedication, and face the unavoidable circumstances and challenges in teaching rather than just bouncing back (Peixoto et al., 2018). Despite these challenges, the teachers displayed resilience by adapting positively to changes and situations, thereby providing a suitable learning environment, giving instruction and communicating effectively with their students (Cho et al., 2021 and Oco, 2022). Teachers are not excused for experiencing stress and conflicts to the point of placing teachers in challenging situations. With this, teachers are required to maintain their effectiveness in spite of the circumstances (Demir Polat & Iskender, 2018).

The table also shows that among the factors considered, the variable *spiritual influences* got the highest Mean of 3.40, with an SD=0.91, which is described as At All Times and interpreted as Very High. This implies that beliefs, practices, and experiences related to spirituality have a great impact to the respondents' thoughts, feelings, behaviors, and well-being. Although teachers may have diverse ways of integrating spirituality into their lives it is a common belief that when a person draws his connectedness to God, he will be able to surpass challenges, find inner strength and resilience.

Spirituality forms an essential part of one's inner life and the work environment. Teachers with good qualities feel a sense of belonging and find fulfillment and purpose in their personal and professional lives. Further, teachers who have high levels of spiritual consciousness promote elevated levels of emotional health. Schwalm et al., (2021), explored the difference between spirituality, religiosity and resilience. It indicated a strong association between spiritual qualities and resilience compared to measures of religiosity.

Furthermore, spiritual influences involve a person's feeling to seek guidance from God and other spiritual elements when one experiences difficulties. In modern times, spirituality is recognized as an important aspect of resilience and the person's connection with the ultimate being can be the source of support and hope in times of problems and challenges (Daniilidou & Platsidou, 2018).

On the other hand, the variable *family cohesion* got the lowest Mean of 3.27, with an SD=0.89, which is described as At All Times and interpreted as Very High. The data implies that considering teaching to be a demanding profession, teachers may find it difficult to balance their school works with their family responsibilities, resulting in difficult family relationships and reduced cohesion. Sometimes, when teachers are overwhelmed by their workload, they may have less time and energy to spend with their families. Xiang et al. (2020) cited that family cohesion can be understood as a state where family members demonstrate care, commitment, and support for one another, thus maintaining good relationships in the household is necessary.

In a study conducted by Nuri and Tezer (2018), special education teachers highlighted that these teachers encounter challenges due to the shortage of facilities, inadequate resources, and unsuitable learning environments. These problems have contributed to burnout in teachers and have affected their resilience. However, the research emphasized that strong family connections are protective factors that helped alleviate exhaustion among the teachers. Further, family cohesion is one of the supportive factors that help teachers tolerate challenges and increase their resilience, commitment, and motivation.

Problem 2. What is the level of the teachers' self-efficacy?

Table 2 presents the teachers' self-efficacy level. It has an overall Mean of 3.30 with an SD=0.93, which is described as Always and interpreted as Very Good. This implies that teachers are confident in their abilities to perform their job well and approach their teaching with enthusiasm, creativity, and persistence. They also have the capacity to influence students' performance in the classroom. When teachers have the ability to impact students' learning they can employ effective instructional strategies and contribute to improved student outcomes. It also shows that teachers with very good levels of self-efficacy foster a positive classroom environment that has mutual respect for each other and cooperation. Teachers set goals for themselves and strive to meet these goals.

Poulou et al. (2018) stated that when teachers show high self-efficacy, they are effective in classroom management, show higher instructional quality, and present challenging lessons and approaches to foster student independence and active

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engagement. Glackin and Hohenstein (2017) cited that self-efficacy is the teachers' belief in oneself to do a task well and achieve the goals set for the task. In addition, Martin and Mulvihill (2019) expressed that it is evident in extensive research that teacher self-efficacy is associated with a multitude of positive outcomes both for teachers and students.

The indicator, *I encourage parents to participate in every school activity*, got the highest Mean of 3.40, with an SD=0.94, which is described as Always and interpreted as Very Good means that the teacher has employed effective strategies in making the parents get involved and become active in school activities. This also shows that a strong collaboration between home and school is evident, which can enhance student learning and development. This collaborative relationship between parents and teachers can help alleviate teachers' pressures when challenges are experienced in the classroom. Further, this can develop trust and respect between home and school, thereby developing teacher self-efficacy.

This is supported by the study of Durisic and Bunijevac (2017), that parental involvement in a child's education is important in supporting and contributing to teachers' self-efficacy as it can also create a supportive and collaborative environment that is beneficial to student learning and success. Their participation involves monitoring their children's learning at home and their active involvement in school-related activities like parent-teacher conferences, volunteer work, advocacy efforts, and attending parental seminars and workshops. In another research by Garcia and de Guzman (2020), findings indicated that parents highly value collaborative efforts between themselves and teachers to optimize learning outcomes.

Table 2. Teachers' self-efficacy

Indicators	Mean	SD	Description	Interpretation
I make decisions in deliberate and logical manner to minimize unfavorable consequences.	3.24	0.90	Very Often	Good
I plan well ahead before making any decision on matters relating to students' progress and development.	3.35	0.95	Always	Very Good
I remain calm when making quick decisions on issues concerning rules and procedures for classroom discipline.	3.36	0.95	Always	Very Good
I can handle disruptive behavior in the classroom by being steady, consistent, and firm.	3.32	0.94	Always	Very Good
I ensure everyone's participation in making the school environment a safe and friendly place for learning.	3.26	0.92	Always	Very Good
I address students' attitudes and beliefs that may impact performance and achievement.	3.28	0.93	Always	Very Good
I encourage students to trust and respect teachers at all cost.	3.21	0.92	Very Often	Good
I connect learning to students' cultural backgrounds and experiences for them to easily understand the lesson.	3.26	0.89	Always	Very Good
I level students to believe in their potentials so that they can produce better work outputs and performances.	3.28	0.90	Always	Very Good
I implement an after-school extension program or enrichment activity to enhance the learning outcomes of underachieving students.	3.30	0.92	Always	Very Good
I provide students with more individualized methods of instruction to increase morale, retain information and enhance engagements in their learning.	3.26	0.93	Always	Very Good
I inspire parents to become involved in their children's learning.	3.36	0.91	Always	Very Good
I encourage parents to participate in every school activity.	3.40	0.94	Always	Very Good
I encourage partnership among parents to receive coordinated support that would benefit the students.	3.33	0.93	Always	Very Good

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I provide open communication for parents to build understanding and to work together to support the students' well-being and academic progress.	3.25	0.97	Very Often	Good
Overall	3.30	0.93	Always	Very Good
Note: 3.26 - 4.00 Very Good	2.51 - 3.25 Good	1.76 - 2.50 Poor	1.00 - 1.75 Very Poor	

Meanwhile, the indicator, *I encourage students to trust and respect teachers at all cost*, got the lowest Mean of 3.21, with an SD=0.92, which is described as Very Often and interpreted as Good. This may imply that some teachers are too preoccupied with their personal and work-related activities that they missed to constantly encourage and remind students to trust and respect their teachers. This could also mean that teachers find it difficult to establish authority in the classroom especially when students are too close and familiar with the teachers. At times, teachers need to set boundaries in their relationship with students to gain respect. This low result could also be due to the influence in the society that affects students' attitudes towards people in authority like the teachers.

However, teachers should always be aware that inculcating the value of respect among students towards the teachers is necessary to build harmony in the classroom. This issue could lead to teachers' competence in classroom management. As posited by Poulou et al. (2018), classroom management is another area where teachers display self-efficacy. It involves actions taken by teachers to establish a nurturing environment that supports students' learning, interactions, and socio-emotional behavior. This entails the implementation of the wide array of strategies that focus on both the teacher and the students. These strategies include establishing rules, behavioral expectations, procedures and routines, offering positive reinforcement, and utilizing reprimands when necessary.

Problem 3. Is there a significant relationship between teachers' resilience level and self-efficacy?

Table 3. Test correlation on teachers' resilience and self-efficacy

Teachers' Resilience	Self-Efficacy			
	r-value	p-value	Decision	Interpretation
Personal Characteristics	0.6202	0.0000	Reject Ho	Significant
Spiritual Influences	0.4887	0.0014	Reject Ho	Significant
Family Cohesion	0.4352	0.0017	Reject Ho	Significant
Social Skills and Peer Support	0.4207	0.0034	Reject Ho	Significant

Significant when computed p-value is less than 0.05 level of significance

The Table 7 shows Pearson's correlation test between Teachers' Resilience and Self-Efficacy. The test revealed a moderate positive correlation, wherein, if the teachers' resilience variables change its direction the self-efficacy also changes in the same direction. In other words, as teachers' resilience increases there is also an increase in self-efficacy. As can be seen from the same table, personal characteristics, spiritual influences, family cohesion, and social skills and peer support versus self-efficacy are significant at 0.05. Further, taking it at the coefficient level, the teachers' resilience is correlated to self-efficacy, with a p value less than 0.05. Thus, the correlation analysis yielded that the null hypothesis test (Ho1) was rejected.

The variable, *personal characteristics*, registered a computed value of 0.6202 with p-value of 0.0000. The computed p-value is less than the p-critical value of 0.05 level of significance. This implies that the personal characteristics of teachers are significantly correlated to their self-efficacy. Thus, the null hypothesis is rejected. This also means that the personal characteristics of teachers helped shape not just their personal attitudes but also their attitudes toward their work. These personal characteristics enhance their self-efficacy by developing a belief in their capacity that they can overcome difficulties and improve interaction with their colleagues and students. Thus, contributed positively to teaching effectiveness, learning environment and student outcomes. According to Beltman (2021), resilience in teachers is shaped by their personal traits and environment over a period of time. It manifests as an outcome when a teacher undergoes professional commitment growth and experiences enhanced well-being.

For the variable *spiritual influences*, it registered a computed value of 0.4887 with p-value of 0.0014. The computed p-value is less than the p-critical value of 0.05 level of significance. This implies that the spiritual influences of teachers are significantly correlated to their self-efficacy. Thus, the null hypothesis is rejected. Teachers with strong spiritual foundations would view teaching as a vocation and calling to make a positive difference in the students' lives. Spiritual influences serve as a

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source of strength, promote emotional well-being, and emphasize values essential in teaching. This sense of purpose in teaching results in self-efficacy because teachers clearly understand the significance and value of their work.

Further, Edara et al. (2021) emphasized that many people use religiosity to cope with challenges in life. The sense of religiosity gives them strength, resilience, and hope to get through stressful situations. As a result, the connection between religiosity and resilience was expected and found to be significant. This is because religious aspects often provide individuals with resources that would help them cope with challenging situations.

On the other hand, the variable, *family cohesion*, registered a computed value of 0.4352 with p-value of 0.0017. The computed p-value is lesser than the p-critical value of 0.05 level of significance. This implies that family cohesion is significantly correlated with their self-efficacy. Thus, the null hypothesis is rejected. This signifies that family cohesion contributes to a healthy work-life balance for the teachers. When teachers have a strong family relationship and support system, they are able to better handle the demands of their work and achieve personal fulfillment. Further, a cohesive family environment provides emotional support and encouragement to teachers in building rapport with students, collaborating with fellow teachers and effectively communicating with parents. The support extended by family members greatly contributes to their self-efficacy.

Xiang et al. (2020) confirmed that family cohesion could be recognized as a state where family members show care, commitment, and support to one another, thus creating pleasant relationships among members. The link between family cohesion and well-being, as investigated in this study, showed that individuals with high levels of family cohesion are more satisfied with their lives and have more positive emotional experiences. Additionally, having a great concept of hope has an impact to their well-being.

For *social skills and peer support*, it registered a computed value of 0.4207 with p-value of 0.0034. The computed p-value is lesser than the p-critical value of 0.05 level of significance. This implies that social skills and peer support is significantly correlated to their self-efficacy. Thus, the null hypothesis is rejected. Social skills and peer support provide opportunities for teachers to collaborate with co-teachers, exchange ideas, and share resources and instructional strategies. This will also help give encouragement to teachers during challenging times by offering understanding and helping them overcome work pressures and succeed in their roles as providers of learning. Through this support, teachers will gain confidence in their abilities and develop their teaching skills, enhancing their self-efficacy. Fiorilli et al. (2017) cited that having a support network of colleagues, administrators, and mentors significantly reduces the feeling of tiredness and overwhelm caused by heavy workloads. For teachers to handle emotional demands and safeguard their well-being, teachers must require both emotional competence and reliable social support since these are crucial factors for teachers to function.

Poulou et al. (2018) referred to self-efficacy as the teachers' belief in their ability to make a positive impact in the learning of students. When teachers show high self-efficacy, they employ various ways to foster student independence yet maintain focus and engagement among students. This also includes effective classroom management, higher instructional quality, incorporating a combination of differentiated instruction and interactive learning, and utilizing effective instructional approaches. Glackin and Hohenstein (2017) as well as Oco and Comahig (2023) agreed that self-efficacy is the teachers' belief in their ability to positively impact their students' progress. It is about a teacher's confidence in doing a specific task well in a particular situation.

Self-efficacy and resilience are critical traits that teachers need to possess in order to respond positively to challenges throughout their careers. Numerous studies have consistently shown that teachers' strong self-efficacy and resilience are associated with positive teaching behaviors and favorable learning outcomes for learners (Antonio, 2023).

As defined by Flores (2018), resilience refers to a characteristic that enables teachers to sustain their dedication to teaching and educational practices despite adverse circumstances and persistent challenges. Moreover, Demir Polat and Iskender (2018) highlighted those resilient individuals manifest a persistent attitude by persevering in the face of challenges and learning valuable lessons to have a positive influence on others. Teachers derive satisfaction from making positive contributions to student success, managing work pressures, resolving issues, engaging with supportive colleagues, and offering guidance to parents in assisting challenging students.

IV. CONCLUSIONS

Based on the findings presented above, the following conclusions can be drawn:

1. Spiritual influences have contributed in building the resilience level of the teachers. It is through patience, prayer, and trust in the Almighty that teachers were able to overcome challenges. These spiritual influences served as foundation for teachers to cultivate a deep connection with a higher being as their source of support and hope.

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2. Self-efficacy of the teachers has reached a very good level, indicating that teachers have the confidence and strong belief that they can fulfill their responsibilities effectively and contribute to students' academic and non-academic progress.
3. Among the factors, it was personal characteristics which had greatly contributed in building the resilience level of the teachers. There is a moderate positive correlation between teachers' resilience and self-efficacy.

V. RECOMMENDATIONS

Based on the findings and conclusions presented above, the researcher has formulated the following recommendations:

1. Teachers may make it a practice to spend time through prayer, offering one's endeavors and even struggles. Schools may also conduct monthly eucharistic celebrations or prayer services. It may also be helpful to invite teachers to annual recollections or spiritual retreats.
2. Teachers may be provided with initiatives and mechanisms that will further enhance their teaching skills and goals and attain excellent student performance. In addition, school administrators may intensify technical assistance to further help teachers in classroom management.
3. Teachers may be provided with professional development opportunities such as trainings, seminars and LAC Sessions that do not only cater on academics but also focus on developing the factors of resilience most especially personal characteristics.

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