

Grace Under Pressure: The Resilient Journeys of Selected Elementary Teachers in Classroom Management

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Received: March 21, 2026 Accepted: April 1, 2026 Published: April 30, 2026

doi:10.5296/ijld.v16i1.23657

URL: <https://doi.org/10.5296/ijld.v16i1.23657>

Abstract

Elementary teachers face daily challenges in handling diverse learners, behavioral issues, and classroom demands, requiring resilience to maintain an effective learning environment. This study explored the lived experiences of selected elementary teachers of Felipe R. Verallo Memorial Foundation Inc. and how they demonstrate resilience in classroom management. The research employed a phenomenological design, using structured interviews, observation, and Giorgi's method of analysis to capture and interpret the teachers' experiences. Findings revealed that teachers show resilience through patience, flexibility, emotional regulation, and continuous adjustment of teaching strategies. Internal traits such as optimism and perseverance, together with external support from colleagues, administrators, and family, strengthened their ability to cope with classroom challenges. Teachers also used coping practices such as pausing, deep breathing, reflection, prayer, rest, and occasional social interaction. Despite issues such as misbehavior, diverse learning needs, and limited resources, teachers remained committed to providing a positive classroom environment. Based on the results, a proposed set of classroom management practices was developed to support resilient teaching.

Keywords: Resilience, Classroom management, Coping strategies, Elementary teachers, Classroom practices

1. Introduction

1.1 Rationale

A well-managed classroom promotes a safe, respectful, and engaging environment that supports both academic success and positive student behavior. Classroom management is a foundation of effective teaching yet; it is one of the most challenging aspects of the profession. This requires a high degree of resilience, the ability to bounce back from challenges and maintain effectiveness in the face of pressure. Effective Classroom Management requires careful preparation but also the flexibility to change courses and deviate from the plan when needed; it calls for strict control but also the flexibility to let go in order to capitalize on a teaching opportunity; it calls for leadership but also empathy and understanding for the students. According to Smith and Turner, (2023), findings revealed that effective classroom management includes teachers' use of appropriate positive and negative reinforcement, student buy-in to reward systems, positive immediate feedback to students, teachers' consistent follow-through with consequences, and positive teacher-student relationships. Similarly, the role of resilience has been linked to classroom management effectiveness. Day and Gu (2013) emphasized the importance of resilience in sustaining teacher's motivation and coping mechanism in challenging contexts such as managing diverse classroom or addressing behavioral issues. Moreover, in the United States studies have shown that teachers with higher resilience levels experience less burnout and are more effective in maintaining students' engagement and discipline (Richard et al.,2018). The need for resilience among elementary teachers is evident in the Philippines, a study by Dela Cruz and Manalang (2013), revealed that resilient teachers are more capable of adopting the increasing demands of 21st century classroom, including the shift to blended or online

learning. Reyes et al. (2021) highlighted how resilience elementary teachers could better manage classroom despite limited resources and high student to teacher ratios.

The researchers recently observed that most elementary teachers experienced challenges, dealing diverse learners with different behavioral issues, culture sensitivity, language, low ability to perform in the class, social status and lastly the hardship of choosing effective strategies to fit the diverse needs of the learners. Due to the major problem faced by the elementary teachers in the field specifically in classroom management, there is a growing need to understand how they cope, adapt, and thrive despite these challenges. As such, this study aims to shed light on the resilient practices and personal journeys of selected teachers who manage to uphold a positive and productive learning environment amidst daily pressure.

1.2 Atheoretical Stance

The researchers take a fresh data-driven approach to dive how elementary teachers handle classroom management, free from the limits of existing theories. The aim is to uncover new insights straight from the teachers' real-life experiences, which could lead to a distinctive theoretical viewpoint. This approach fits well within a constructivist framework, highlighting how personal experiences shape our understanding of reality. To evaluate the data, the research employs thematic analysis to identify the main patterns in what participants express.

1.3 Philosophical Stance

This study is grounded in the constructivist paradigm, which serves as the philosophical foundation for exploring the experiences of elementary teachers in managing their classrooms. Central to constructivism is the belief that reality is socially constructed and individually experienced (Schwandt et al, 2014). Rather than seeking a single objective truth, this study seeks to understand how each teacher makes sense of classroom challenges through personal meaning-making. The title, “Grace Under Pressure: The Resilient Journeys of Selected Elementary Teachers in Classroom Management,” reflects this orientation centering on teachers' lived experiences, values, and resilience in the face of everyday pressures. Five core assumptions—ontological, epistemological, axiological, methodological, and rhetorical—are aligned with this paradigm (Creswell & Poth, 2018), ensuring a coherent and ethical approach throughout the research process.

1.4 Domain of Inquiry

The phenomenological study aimed to explore and understand the lived- experiences of selected elementary teachers that demonstrated resilience in managing classroom behavior and challenges.

2. Methodology

2.1 Method

This study employed qualitative-phenomenological research which sought to understand and describe the essence of human experience by exploring individuals lived experiences of a particular phenomenon. According to Alhazmi (2022) the qualitative method of

phenomenology provides a theoretical tool for educational research as it allows researchers to engage inflexible activities that can describe and help to understand complex phenomena, such as various aspects of human social experience. Additionally, the main point of this approach is to explore the resilience of elementary teachers in classroom management and interpret its significance. Creswell (2012) pointed out that qualitative research serves to delve into and grasp the meanings that individuals attach to social issues which is the right fit for this study because the data collection will center on the informant's experiences.

This study was conducted at Felipe R. Verallo Memorial Foundation Inc., a private institution dedicated in providing quality education for diverse learners. The place itself provides a welcoming atmosphere for learning. It has a total enrollment of 69 students for the current school year (S.Y. 2024-2025), ranging from kindergarten 1 to Grade 6. It has 7 teachers, each responsible for distinct grade levels.

The researcher used purposive sampling to specifically select informants who have firsthand, significant experience with resilient and classroom management issues. Since not all educators have faced and overcome major challenges that have tried their resilience, choosing those who have guarantees that the data gathered will be rich, pertinent, and profoundly illuminating. By carefully choosing informants who, in the context of elementary education, exhibit resilience, the study can more accurately capture the depth, complexity, and diversity of resilience journeys in classroom management. According to Patton, (2015) purposive sampling as a core strategy for selecting information-rich cases for in-depth study. Likewise, the researchers purposively select five (5) total numbers of informants in FRVMFI from Kindergarten 1 – Grade 6 Teachers that are basically teaching in FRVMFI Elementary Department.

2.2 Instrument and Data Gathering Procedure

This research employed a semi-structured interview questionnaire developed by the researchers, which was reviewed and validated by the Dean of the College of Teacher Education, the research adviser, and a subject matter expert. The researchers sent formal letters to ask permission to the CEO of the school, school administrator, principal, and the selected elementary teachers as the informants in conducting the study while preventing the disruption of classes. A semistructured interview had many benefits, including lowering biases, increasing credibility, reliability, validity, and being easy, economical, and efficient (George & Markus, 2022). It is essential that the researchers prepare at least 5 structured questions that are validated and approved by the research experts. The researchers sought consent from the Department Dean/Research Adviser, and the School Administrators. The researchers provided a letter of approval already; everything is organized to initiate an interview. The researchers also asked permission to the informants themselves, which were the elementary teachers, notifying them that they will ask to be the research informants of the study. The researchers visited the selected informants during their vacant time to present a letter of consent to them. The respondents were also eager to participate and provide permission to cooperate kindheartedly with the presented study. The researchers are already authorized to start interviewing the purposive sampling informants or the five (5) elementary

teachers. The researchers also prepared paper and pens for writing down notes on the essential data shared by the informants. Researchers made sure that the informants were in comfortable and no disturbance area where the interview will be conducted. Additionally, the researchers used Human Rights Considerations, which is extremely wary of emotional factors that can compromise the validity and usefulness of the data (Lauterbach, 2018). Thus, ethical consideration emphasizes the ethics of the other, arguing that respecting interviewee's comfort is a moral obligation. Researchers emphasized the existence of the informants and follows the good moral and right conduct policy. Also, the researchers informed the informants that the audio recording was already activated. According to Neuman (2014), audio recording ensures precise documentation of spoken words, reducing risk of misinterpretation. The responses of the informants which are in their dialect were translated to English.

2.3 Data Analysis

This research study used Giorgi's strategy method to grasp the whole experience prior to describing the analytical procedure or data set, most accurate depiction of data collection and transcripts' formations. Giorgi's process for phenomenological data analysis (Giorgi, 2009) includes; "The researchers read the entire data multiple times to grasp the overall meaning of the participants experience" (Giorgi, 2012); "Each transcript is divided into its meaning units each reflecting a distinct shift in meaning". This segmentation does not alter the participants wording but helps in organizing the data without losing its original essence". "Each meaning unit is translated into psychologically relevant expressions, shifting from raw description to structured interpretation". "The transformed units are clustered into essential themes highlighting the common experiential patterns across participants". From the informant's statements as an elementary teacher, values are extracted and formulated. "This description is not merely a summary but an articulation of the fundamental psychological meaning behind the experience". Finally, validation of the findings should be sought from the research participants to compare the researcher's descriptive results with their experiences.

3. Results and Discussion

3.1 The Gen-Z Classroom Management is behavior-focused.

Informant A says that:

At that time when students had mixed learning speeds, I adjusted activities and pacing so everyone could participate without feeling left behind.

Informant B stated that:

Last year, I had a student who was often disruptive, which affected the focus of the whole class. I felt I had to be resilient by trying multiple strategies, like adjusting his seating, using behavior charts, and communicating with his parents. It was a slow process, but staying consistent and not getting discouraged, we made process, and he was able to better manage his behavior.

Informant C asserts that:

For example, the number one issue is the naughtiness of the children. But that is already expected since they are in elementary. However, if it reaches the point where the child becomes disrespectful or acts inappropriately, what I can really do is talk to the child and call the parents to clarify where they got that kind of behavior. One characteristic of being an elementary teacher is the need to be flexible, because that is truly what helps you survive as an elementary teacher.

Informant D expresses that:

There are really many situations in Grade 2, especially since the children have different kinds of behaviors. They come from different backgrounds, like their families, and they also have different foundations. Some students don't listen and just keep running around, so I really need to find ways to manage them. Thankfully, there has been some improvement based on what other teachers have also observed, and that makes me happy. For example, there are children who don't listen, so I call their attention to make them listen. But there are also the worst cases where they really don't listen at all and that's when our resilience as teachers is truly tested).

Informant E replied that:

At that time, I was facing difficulties and different problems, but my determination and resiliency pushed me through. Just like last school year, I encountered pupils with different attitudes and behaviors. At first, I was confused about how to handle them, but as a teacher, you just need to keep a positive mindset and remind yourself that you are a teacher. You must be responsible, and you should be the one in control of your pupils, not the other way around.

Based on testimonies of informants on how elementary teachers describe their experiences in classroom management, there are the following:

3.1.1 Adapting to Diverse Learners

Teachers face the daily challenges of managing pupils with diverse learning speeds, backgrounds, and abilities, and their resilience is truly tested when they adapt their teaching to meet the learner's needs. One informant shared, *"nag-adjust ko sa activity ug pacing para maka-apil tanan without ma-feel nga na-left behind (I am adjusting the activities to address the pace of each learner."* Collie and Martin (2016) explained that adaptability directly reduces teacher stress and supports higher student engagement. Gu and Li (2013) also pointed out that resilient teachers are more resourceful in reframing difficulties as opportunities, often innovating to fit the different abilities present in a classroom. Similarly, Vangrieken et al. (2015) stressed that resilience is reinforced when collaboration and context-based adjustments are practiced in the classroom. These perspectives prove that when teachers adjust in pacing or activity, they are not simply modifying instruction but are also building a resilient learning environment where inclusivity is at the core. This entails also about creating opportunities for all learners to feel included. When teachers adjust pacing or use alternative strategies, they demonstrate that every child matters. This understanding highlights that resilience in adapting to diversity ensures no learner is left behind, while also shaping the teacher into a more innovative and empathetic educator. A more recent work by Liasidou and Antoniou (2022) emphasized that diversity, when managed inclusively, enhances both teaching practice and student outcomes.

3.1.2 Managing Misbehavior with Patience and Strategies Classroom

Misbehavior is one of the most common challenges faced by teachers, and their resilience is shown in how they patiently respond with strategies instead of giving up. Informants shared that disruptive pupils often affect the focus of the whole class, yet they responded by changing seating arrangements, using behavior charts, redirecting attention, and even communicating with parents. Schunk, et al. (2014) highlighted that persistence in behavior management is rooted in teachers' self-efficacy, allowing them to handle discipline without easily giving in to frustration. Skaalvik and Skaalvik (2014) also found that teachers who regulate their emotions during stressful situations are less likely to experience burnout when dealing with classroom misbehavior. In addition, Johnson, et al. (2014) explained that school environments which support teachers in behavior management enhance resilience and lead to more effective long-term solutions.

3.1.3 Involving Parents in the Process

Another resilience practice highlighted by the teachers is their effort to involve parents when managing classroom challenges. Informants testified that some pupils displayed disrespectful or inappropriate behaviors, and to address this, they not only disciplined the learners inside the classroom but also communicated with the parents to clarify where such behaviors might have come from. Avalos (2011) explained that parental involvement significantly improves both children's academic and behavioral outcomes. Kyndt et al. (2013) further showed that teachers learn and develop resilience through informal interactions such as engaging parents in problem-solving. Collie et al. (2012) also confirmed that strong home-school partnerships lessen teacher stress and improve student adjustment. These findings align with

the testimonies given, demonstrating that resilience includes not just persistence but also humility teachers are resilient when they acknowledge that shared responsibility with parents strengthens discipline, supports character formation, and ensures holistic growth of learners.

3.1.4 Maintaining Positivity, Consistency, and Emotional Control

Resilience is also reflected in the way teachers manage their own emotions while handling classroom difficulties. Informants shared that even when pupils showed disruptive behaviors, they reminded themselves that “*ikaw control sa imong mga bata, dili ang mga bata mo control sa imoha.*” Schwerdtfeger, et al. (2014) found that teachers who maintain calmness through stress management strategies improve both their own well-being and classroom climate. Luthans and Youssef-Morgan (2015) emphasized that psychological capital composed of hope, optimism, and resilience provides teachers with the resources to respond with patience rather than frustration. Similarly, Skaalvik and Skaalvik (2014) observed that teachers who remain consistent and emotionally composed experience less exhaustion while fostering more positive student behavior. These perspectives illustrate that resilience is not simply about external strategies but also about inner discipline teachers who manage their emotions successfully create safe, respectful, and motivating classrooms.

3.1.5 Being Flexible and Adaptable

A final point that reflects teachers’ resilience is their ability to be flexible and adaptable in managing unpredictable classroom situations. Informants shared that elementary classrooms often bring diverse behaviors, learning backgrounds, and spontaneous challenges, which means no single strategy works for all pupils. One teacher remarked, “A characteristics of being an elementary teacher is need to be flexible *kay mao gyud na ang makapagsurvive*, (because that is the way to survive)”. The lived experience of teachers who are constantly negotiating between planned instruction and the dynamic realities of children’s needs. In these situations, flexibility becomes a daily act of resilience teachers adjust their pacing, shift instructional strategies, or modify expectations to maintain student engagement without compromising learning goals.

Flexibility also involves recognizing that every class is unique, and therefore, teachers cannot rely solely on standardized approaches but must continuously respond to context-specific demands. Sharma and Loreman (2019) found that addressing varied learning needs requires flexibility, patience, and resilience from educators. Collie and Martin (2016) showed that adaptability in instruction sustains both student motivation and teacher well-being, especially under stressful conditions. Gu and Li (2013) similarly affirmed that flexible teachers sustain effective practice over time by reframing challenges as opportunities for growth rather than as threats to their competence. Likewise, Vangrieken et al. (2015) found that adaptability is enhanced in environments where collaboration and reflective learning are encouraged, suggesting that flexibility does not operate in isolation but is strengthened when teachers share experiences and strategies with colleagues. Flexibility is the teacher’s survival tool in the classroom, one that transforms unpredictability from a source of frustration into an opportunity for innovation. Being resilient means not clinging to rigid plans but embracing change when situations demand it.

3.2 “I am qualified because I have to qualify myself.”

Personal traits and the support from colleagues, administrators, or family help you stay resilient in dealing with classroom challenges.

Informant A says that:

My personal traits that help me deal with challenges in class include patience, adaptability, and strong problem-solving skills. These qualities allow me to adjust to different situations and handle difficulties effectively. In addition, I can stay resilient because of the support I receive from others sharing strategies with my co-teachers, guidance and encouragement from administrators, and the emotional support that my family consistently provides. Together, these traits and sources of support help me overcome classroom challenges and continue to grow as a teacher.)

Informant B stated that:

My patience and sense of humor are the personal traits that greatly help me deal with challenges in class. Patience allows me to give students enough time to learn and grow, while humor helps lighten the situation, so I do not feel too pressured. Aside from these traits, my support system also plays an important role in keeping me resilient. My co-teachers help by sharing ideas and working together, and at times, they give me space to express my feelings. Administrators who trust my professional judgment also provide encouragement and confidence. Most importantly, my family serves as my emotional support, helping me recharge after a long week and continue to stay strong as a teacher.

Informants C discusses that:

The traits that help me manage pupils are my flexibility and long patience, since handling elementary students is not easy, especially because they come from different family backgrounds. A teacher must have great patience because if not, there is a tendency to lose control. That is why, as aspiring teachers, it is important to practice patience and flexibility. Not all situations will favor us, so we must always be ready to adjust. For example, when there are no resources available, the teacher should serve as the best example by being creative whether it means demonstrating, dancing, or drawing because what children see in us is what they tend to follow. Aside from these traits, the support I receive also plays a big role. My Basic Education family, especially Sir B, does not allow us to remain stagnant; he sends us to seminars where we can collaborate and socialize. Verallo is also very generous, and most importantly, my own family, being a family of teachers, has always given me encouragement and emotional support.

Informant D replied that:

My personal traits that help me deal with challenges in class are optimism, perseverance, and resilience. My optimism gives me the strength to always think positively even when situations in class become difficult, while perseverance drives me to keep going despite obstacles, reminding me that growth and success in teaching do not happen overnight. Resilience allows me to recover from setbacks and continue improving both for myself and for

my students. Constant support also plays a big role lending an ear to my everyday thoughts, guiding my pupils' well-being, and responding with feedback that I carry each day. As teachers, it is also important that we listen to the feedback of our co-teachers because it helps us become more effective and stronger in our profession.)

Informant E responded that:

Their motivation. What kind of motivation is that? Every person I trusted gave me different kinds of motivation. I was very lucky to have them because once someone gives you encouragement, you can truly say to yourself, "I will really go for this," even when you already feel like you can't handle it anymore. For example, their motivation would be telling me, "Don't give in to that, you can really do it." That pushes me to say, "Alright, I will keep fighting, I can really overcome this." For me, motivation is really the main answer.

Based on testimonies of informants, the personal traits and the support from colleagues, administrators, or family that help them to stay resilient in dealing with classroom challenges are the following:

3.2.1 Personal Traits

The testimonies consistently highlight the importance of traits such as patience, optimism, perseverance, flexibility, and resilience. Patience enables teachers to give students time to learn at their own pace without losing control, while optimism allows them to stay positive even in difficult classroom situations. Perseverance drives them to keep moving forward despite obstacles, and resilience gives them the strength to recover quickly from failures or setbacks.

Flexibility, on the other hand, allows teachers to adjust their methods depending on the resources available or the specific needs of their learners. These traits are not only protective factors but also active tools that make classroom management more effective. The teachers' reflections show that without these personal characteristics, it would be more difficult to remain calm, find solutions, or sustain engagement in the classroom. This is supported by Luthans and Youssef-Morgan (2015) who discussed resilience in their Psychological Capital framework, showing that optimism and resilience enhance performance and well-being in challenging work environments.

Carver and Scheier (2014) also highlight optimism as a psychological resource that enables individuals to cope better with stress and uncertainty, making it an essential trait in unpredictable teaching environments. In addition, Gu and Li (2013) emphasized that perseverance and resilience among teachers play a critical role in sustaining their commitment to students and professional practice despite challenges. These perspectives affirm that teachers' personal traits do not only serve as coping strategies but also as driving forces that sustain their passion and effectiveness in the classroom.

The researcher realized that these traits act as the foundation of resilience in the teaching profession. When patience, optimism, and perseverance come together, they allow teachers to see beyond the immediate difficulty and focus on the long-term goal of helping children learn.

The researcher further sees that these traits are not fixed qualities but skills that teachers continually strengthen in practice, and through them, they are able to balance both their emotions and professional responsibilities effectively.

3.2.2 Support Systems

Common point in the testimonies is the strong reliance on support systems from colleagues, administrators, and family. Co-teachers serve as collaborators, often sharing strategies, ideas, and even providing a space to release stress through casual conversations. Administrators, meanwhile, contribute by trusting teachers' professional judgment and encouraging growth through seminars and professional development. Families, particularly those with a background in teaching, offer consistent emotional support, helping teachers recharge and maintain balance after long and challenging days in school. These testimonies suggest that teachers perform better when they know they are not carrying the burden of classroom challenges alone but are instead supported by a network of people who understand their situation. Research strongly supports these insights.

Johnson et al. (2014) found that collegial support and leadership trust reduce teacher stress and foster professional growth, particularly in demanding school contexts. Schwerdtfeger et al. (2014) emphasized that social support from peers and family contributes positively to resilience and well-being, enabling teachers to face challenges with more confidence. Similarly, Hong (2012) highlighted that relational support networks sustain teachers' professional identity and motivation, which are crucial for career longevity. These studies confirm that social and institutional support systems are indispensable, not only in sustaining teachers' resilience but also in nurturing their sense of belonging and professional fulfillment.

3.2.3 Motivation

Motivation is also emphasized as a vital factor in testimonies. Teachers recognize that encouragement from trusted individuals, even in the form of simple words such as "*ayaw padala, kaya ra nimo, (do not let it moves you, you can do it)*" strengthens their resolve to continue despite feeling tired or overwhelmed. Such small acts of reassurance become powerful reminders that they can manage difficulties and inspire them to keep fighting for both them and their students. Motivation, therefore, is not only about personal drive but also about the emotional energy teachers gain from the people they trust. It becomes a constant reminder that challenges are temporary and can be overcome with perseverance and hope. The testimonies echo Schunk et al. (2014) who pointed out that social encouragement and feedback play a central role in maintaining teacher motivation and persistence. Skaalvik and Skaalvik (2014) found that motivational support and positive self-belief reduce teacher burnout and increases job satisfaction, which is consistent with the way teachers in the testimonies described the power of simple encouragement. Collie et al. (2012) also emphasized that motivation, driven by supportive environments, enhances teachers' commitment and emotional resilience. These perspectives demonstrate that motivation is not just an inner resource but also a shared experience, deeply shaped by social relationships that help sustain teachers in their most difficult moments. Kim and Park (2017) highlighted that teacher scaffolding directly impacts student motivation and engagement. Chu and Martin

(2020) found that supportive teacher-student interactions increase persistence among learners facing difficulties.

3.2.4 Adaptability and Creativity

The ability to adapt and be creative is another shared theme. Testimonies reveal that teachers are aware not all classroom situations favor them, for instance, when there are no materials or resources available. In such cases, they must demonstrate creativity by showing alternative ways of teaching, such as drawing, dancing, or role-playing. By being resourceful, teachers ensure that learning continues, even under less-than-ideal circumstances. This adaptability also sets a powerful example for students, teaching them that limitations should not prevent them from pursuing their goals. In this sense, adaptability and creativity become both instructional strategies and life lessons for learners. This aligns with Tomlinson (2014) who emphasized differentiated instruction, where flexibility and creativity allow teachers to cater to varied learning styles and contexts.

Le Fevre (2014) highlighted that adaptability is crucial in managing change and uncertainty in education, particularly when external conditions or resources are limited. Moreover, Collie and Martin (2015) found that adaptability among teachers enhances classroom management and student engagement by promoting innovative strategies and approaches. These works illustrate how adaptability and creativity are not just coping mechanisms but also proactive ways of ensuring that learning thrives in diverse and sometimes challenging environments. Adaptability and creativity are the lifelines of teachers in unpredictable classrooms. By modifying lessons and inventing new approaches, teachers demonstrate resilience that goes beyond survival becomes a commitment to quality learning regardless of constraints. The researcher further sees that these skills do not only benefit students academically but also shape them to be more resourceful, flexible, and solution-oriented in their own lives.

3.2.5 Feedback and Collaboration

Teachers expressed that listening to feedback from colleagues helps them refine their teaching methods and address areas for improvement. Attending seminars, often facilitated by administrators, provides opportunities for collaboration, socialization, and continuous learning. This exchange of ideas not only improves professional practice but also strengthens the sense of community among teachers, making them more confident and effective in their work. Through feedback and collaboration, teachers are reminded that growth is a collective process and that learning is not limited to students but extends to educators themselves. Evidence strongly supports this.

Avalos (2011) emphasized that collaboration and professional development are vital for continuous teacher learning and adaptation. Vangrieken et al. (2015) explained that teacher collaboration improves instructional practices and provides emotional support, reinforcing both competence and confidence. Similarly, Kyndt et al. (2013) found that professional development and collegial feedback foster sustained improvement in teaching practices, making teachers more reflective and effective in their roles. These perspectives confirm that feedback and collaboration are fundamental mechanisms for teacher growth, as they build

both professional competence and a shared culture of resilience. Resilience is strengthened through a culture of collaboration. By valuing feedback and engaging in professional exchanges, teachers not only improve their strategies but also feel supported as part of a learning community. The researcher sees that collaboration breaks the isolation of teaching and turns it into a shared journey, where resilience becomes a collective strength rather than an individual burden.

3.3 Classroom Management Challenges: There is Always A Way Out

Informant A says that:

I pause, breathe, and adjust my approach or activity to ease the tension.

Informant B stated that:

In the moment, I take a few deep breaths to recenter myself. If it's appropriate, I might also pivot to a quick, engaging activity to give both my students and me a moment to reset. After school, I make sure to reflect on what happened so I can learn from it for the next day.)

Informants C discusses that:

As a teacher, stress is something that can never really be avoided. It is already part of our everyday life. But what I do to manage the pressure is simple yet effective. First, during my free time, I reflect on myself while preparing lessons. I review what went wrong and what went right that day so that I have the chance to improve and do better next time. Second, prayer. For me, this is the most important because through prayer my mind is guided, and I gain peace even when I have problems. Third, sleep. When my body is tired and sleepy, I make sure to rest because without enough sleep, teaching becomes very difficult. Even when you are discussing lessons, you might end up questioning yourself if you explain things clearly. And lastly, having time with friends. Occasionally going out and bonding is good to refresh the mind, if it is not too frequent, so there is still balance between work and personal life.)

Informant D replied that:

When I am feeling stressed, I would rather keep that to myself and as much as possible go in a corner, keeping myself busy so that my emotions do not get ahead of me, my pupils will not be affected by it. I would control these emotions until class ends. This is perfect time to gather the strength to vent my personal problems to my trusted colleagues.

Informant E responded that:

Every day, it's not normal that there will be no stress inside the classroom, especially with different behaviors of students. All I need to do is to stay calm. If you allow your emotions to control you, you will lose focus on your discussion and your attention to the pupils. That's why I just manage my time and my emotions. After the class, I relax and reflect on what I need to improve."

Based on testimonies of informants, the coping strategies and practices teachers use to sustain

resilience in the classroom are the following:

3.3.1 Stress Management and Emotional Regulation

Teachers consistently described stress as an inevitable part of classroom life, yet they shared simple but powerful ways to cope with it. Many spoke of pausing in the moment, taking slow, deep breaths, and calming themselves before continuing with the lesson. Others mentioned that when tension rises, they sometimes shift to lighter or fun activities that allow both teachers and students to reset emotionally and mentally. One informant explained that instead of allowing frustration to take over, they “*choose to step back and breathe before addressing the class again,*” which prevents escalation and helps the class return to order. These coping strategies demonstrate not only the importance of emotional regulation but also the teachers’ awareness that their mood can strongly influence the classroom atmosphere. Research strongly supports these practices.

According to Skaalvik and Skaalvik (2014), teachers who regulate stress effectively are more likely to sustain job satisfaction and remain motivated in their work. Similarly, Collie, et al. (2012) emphasized that emotional regulation contributes directly to teaching efficacy and overall well-being. Furthermore, Schwerdtfeger et al. (2014) found that practices such as controlled breathing and relaxation promote physiological recovery, making teachers more resilient to everyday stressors. These findings support the testimonies, showing that even small actions like mindful breathing can have significant effects on teacher resilience and classroom management. Meanwhile, Prino et al. (2019) revealed that emotionally supportive teachers help reduce student disengagement, especially in challenging classroom settings. The researcher realized that teacher support is both emotional and instructional labor.

Stress management and emotional regulation are cornerstones of teacher resilience. By practicing self-control through breathing or shifting to lighter activities, teachers not only protect their own well-being but also safeguard the classroom atmosphere. The researcher sees that these small, yet intentional acts are not trivial, they reflect the teachers’ deep awareness that their emotions set the tone of the class. In this sense, resilience is built not only through endurance but also through discipline, as a teacher model for their students to face pressure calmly and with balance.

3.3.2 Reflection and Continuous Learning

Another theme that emerged is the use of reflection as a way of coping with stress and growing as a teacher. Several testimonies highlighted how after a difficult day, teachers review what went well and what did not, using this process to identify areas for improvement. Instead of seeing challenges as failures, teachers reframed them as lessons for growth. One informant mentioned that after unsuccessful lessons, they “*sit down, think about what was missing, and prepare a better way to deliver it next time.*” Reflection transforms stress into an opportunity for self-improvement, ensuring that negative experiences are not repeated but instead become steppingstones to better practice. This idea is supported by Avalos (2011), who argued that reflective practice is at the heart of teacher professional development, helping educators transform experience into learning. Kyndt et al. (2013) further showed that

informal learning activities such as reflection are essential for teacher growth, particularly when formal training is limited. Similarly, Gu and Li (2013) found that reflective teachers develop stronger resilience because they can reframe challenges as opportunities for growth. Collectively, these works show that reflection is not just an academic exercise but a form of self-renewal that strengthens teachers' capacity to endure challenges.

Reflection provides teachers with a vital tool for continuous transformation. By analyzing mistakes and successes, they not only refine their strategies but also nurture the mindset that growth comes from difficulty. The researcher understood that this habit of reflection anchors resilience because it enables teachers to see challenges not as barriers but as invitations to evolve. In this sense, resilience is more than surviving; it is growing through adversity and emerging with stronger strategies and deeper insights.

3.3.3. Spiritual and Personal Well-Being

Teachers also highlighted the critical role of spirituality and personal well-being in sustaining resilience. For some, prayer serves as the foundation of their coping strategies, providing guidance, peace of mind, and a sense of strength even in the face of overwhelming stress. Others stressed the value of sufficient sleep, noting that fatigue makes teaching extremely difficult and can affect clarity in classroom discussions.

In addition, social interaction and occasional bonding with friends help refresh the mind and restore balance, preventing burnout. Teachers' testimonies reveal a holistic understanding of resilience: it is not only about professional competence but also about ensuring that their physical, emotional, and spiritual dimensions are taken care of. Research echoes this theme. Skaalvik and Skaalvik (2014) emphasized that self-care practices are directly linked to reduced exhaustion and improved professional satisfaction. In the same way, Collie and Martin (2015) highlighted that adaptability and personal balance enable teachers to remain engaged and effective despite challenges. Schunk et al. (2014) noted that rest, self-reflection, and positive relationships sustain intrinsic motivation, showing that caring for personal well-being is just as essential as managing classroom duties. These studies affirm that resilience is not only built in the classroom but also outside of it, in the ways teachers take care of their holistic well-being.

Spirituality and personal well-being serve as inner anchors that sustain teachers through the pressures of the profession. When teachers pray, rest, and engage in social activities, they are not being passive but are actively renewing their energy for the demanding work of teaching. The researcher realized that resilience grows from this holistic care, where body, mind, and spirit are harmonized. It is only by nurturing themselves that teachers can continue to nurture their students effectively.

3.3.4 Balance Between Work and Personal Life

A final important point raised in the testimonies is the need to maintain balance between work and personal life. Teachers acknowledged that while teaching requires focus, energy, and constant preparation, it is equally necessary to set aside time for oneself. Occasional leisure activities with friends or family, if they are done in moderation, were seen as essential

for refreshing the mind and regaining energy. One teacher explained that setting aside time to “*laugh with friends and enjoy simple moments*” is what gives them the strength to face the demands of teaching the next day. This sense of balance prevents exhaustion and allows teachers to return to their professional roles with renewed focus. Research supports these insights. Johnson et al. (2014) observed that teachers who manage to balance professional and personal life experience lower stress and higher job satisfaction. Similarly, Vangrieken et al. (2015) emphasized that collaborative and supportive school environments allow teachers to prioritize both work and personal well-being, reducing the likelihood of burnout. Moreover, Luthans and Youssef-Morgan (2015) argued that resilience is strengthened when personal resources such as faith, family, and social connections are integrated with professional responsibilities. These perspectives affirm that balance is not just a personal choice but a professional requirement, as it ensures sustained energy and effectiveness.

Balance is the key to sustainable resilience. By giving themselves time for leisure, rest, and personal relationships, teachers protect themselves from burnout and return to the classroom with renewed energy and focus. The researcher sees that this balance is not indulgence but a necessity teacher who neglects their personal lives risk losing the vitality needed for their work. True resilience, therefore, lies in maintaining this delicate equilibrium between professional commitment and personal restoration.

3.4 It's All Coming Back To Me!

How does being resilient affect your way of teaching lessons?

Informant A says that:

It allows me to adapt my methods to students' different needs and ensure lessons stay meaningful and engaging, even when challenges arise.

Informant B stated that:

Being resilient makes me a more flexible teacher. I'm not afraid to change the lesson plan on the spot if it's not working. Instead of getting frustrated, I see it as a chance to try something new, which ultimately helps me better meet my students' needs.

Informants C discusses that:

As a teacher, being resilient really shapes the way I handle my classroom and my teaching. There are days when lessons don't go as planned or when some pupils struggle to understand, but my resilience helps me stay calm and patient. Instead of giving up, I look for new strategies or creative approaches to make my lessons more engaging.

Informant D replied that:

As a teacher there are times when pupils struggle to understand. Instead of being discouraged, I will find new strategies to make my teaching more effective. Mistakes are a part of learning.

Informant E responded that:

In a class, we can't avoid pupils who struggle to understand. As a resilient teacher, I'll find another strategy to get their attention and interest so that pupils will be able to listen.

Based on testimonies of informants, being resilient affect teachers' way of teachers' lesson, showing how they adapt to the challenges and continuing guiding their learners effectively are the following:

3.4.1 Resilience and Instructional Adaptability

Teachers consistently emphasized that resilience allows them to adjust their instructional approaches when lessons do not go as planned. They explained that instead of being discouraged, they view these moments as reminders that teaching requires flexibility. Florian and Black-Hawkins (2016) explained that inclusive pedagogy requires teachers to embrace learner diversity as a natural classroom reality. For example, some shared that when students fail to respond to an activity, they quickly modify the strategy or simplify the instructions to maintain engagement. Others mentioned that they sometimes shift the pacing of a lesson or substitute examples that connect more directly to learners' everyday experiences. These adjustments demonstrate that resilience transforms classroom challenges into opportunities for instructional growth. Kaur (2019) found that recognizing different strengths enhances resilience because teachers can focus on strategies that work for diverse learners. Armstrong (2017) argued that applying multiple intelligence in the classroom encourages inclusivity and promotes active engagement. Hall (2017) stressed that differentiated instruction is essential to address varied learning needs and prevent disengagement.

Collie et al. (2012) emphasized that resilient teachers are more adaptable and demonstrate stronger teaching efficacy, especially when navigating unpredictable classroom events. Similarly, Gu and Li (2013) argued that resilience enables educators to remain calm and resourceful, reframing challenges as growth opportunities rather than failures. Collie and Martin (2015) also noted that adaptability strengthens teacher engagement and promotes student-centered instruction, since resilient teachers are more willing to rework lesson plans to better address diverse learning needs. These studies reinforce the testimonies by showing that resilience is the foundation of a teacher's ability to adjust in real time.

Instructional adaptability reflects more than just skill it reflects a resilient mindset. Teachers who adapt do so not out of obligation, but out of a belief that every challenge can be transformed into something constructive. The researcher also understands that resilience here serves as a form of professional agility, enabling teachers to see setbacks not as threats but as opportunities to refine methods and ensure meaningful learning.

3.4.2 Creativity in Lesson Delivery

Another consistent theme is that resilience fosters creativity in how lessons are delivered. Teachers shared that when traditional approaches fail, resilience pushes them to innovate whether through interactive activities, storytelling, group work, or the use of real-life examples to spark curiosity. One teacher explained that resilience keeps them from becoming

frustrated, instead encouraging them to design fun activities that not only capture attention but also sustain student motivation. This creativity helps transform ordinary lessons into experiences that engage both teachers and learners. Scholarly work aligns with these testimonies. Kyndt et al. (2013) highlighted that informal learning activities, such as creative problem-solving, are central to teacher development and resilience, as they encourage innovation in response to challenges.

Skaalvik and Skaalvik (2014) found that teachers who use creative approaches experience higher job satisfaction, since creativity turns barriers into opportunities for success rather than sources of frustration. Collie and Martin (2015) also stressed that creativity is closely tied to adaptability, explaining that resilient teachers engage more deeply in their work and produce positive learning outcomes by exploring nontraditional strategies. These findings affirm that creativity, far from being optional, is essential for sustaining resilience in the teaching profession.

Creativity is a natural outgrowth of resilience. Resilient teachers do not stop at adjusting their lessons, they take it further by reimagining how knowledge can be presented in ways that inspire curiosity and enjoyment. The researcher sees creativity as both a coping mechanism and a professional strength: it keeps teachers motivated, prevents burnout, and makes learning more dynamic for students. This shows that resilience is not just about surviving challenges, but also about thriving by turning difficulties into opportunities for innovation.

3.4.3 Calmness, Patience, and Student Engagement

Resilience also influences teaching by cultivating calmness and patience, particularly when students struggle to understand. Teachers admitted that there are times when lessons do not go smoothly or when students appear disengaged. Instead of becoming discouraged, resilience enables them to remain calm and composed, giving them the strength to re-explain concepts, modify activities, or seek out more engaging approaches. Teachers stressed that maintaining patience allows them to reassure students, showing them that mistakes are part of the learning process rather than signs of failure. This approach fosters a classroom environment where learners feel safe, supported, and motivated to keep trying. Avalos (2011) explained that reflective patience enables teachers to transform challenges into learning opportunities, thereby promoting professional growth. Johnson et al. (2014) observed that teachers who remain calm under stress are more likely to foster positive classroom climates, which in turn improve student motivation and participation. Gu and Li (2013) also emphasized that resilience involves maintaining emotional stability, which ensures that teachers persevere despite setbacks and continue engaging learners effectively. These perspectives demonstrate that resilience, patience, and calmness are interconnected qualities that enhance both teaching practice and student outcomes.

Calmness and patience are not passive traits but active expressions of resilience. They serve as invisible tools that allow teachers to navigate the unpredictable nature of classroom life without losing focus. The researcher understands that when teachers remain composed, they not only preserve their own well-being but also cultivate trust and motivation in students. This makes patience and calmness central to both teachers' resilience and effective learning.

3.5 Balancing the Push-Pull Vectors in Classroom Management

Informant A says that:

Disruptive behavior, varying learning paces, and maintaining student engagement.

Informant B stated that:

Challenges like managing a student with consistent disruptive behavior or dealing with unsupportive parents really test my resilience. These are situations that require constant energy and effort, even when progress is slow.

Informant C discusses that:

The best example I can give of this is the pupils who lack motivation. Why do they lack motivation? Sometimes, it comes from their parents who don't give enough encouragement, and as a result, the child loses interest in school. There are many factors that cause this, so as a teacher, we need to observe and try to understand our students' behavior. If we see that a child is a slow learner, we also need to use a slow approach in explaining so that they can understand better. Even if there are only a few pupils in the elementary level, we can still divide them into two groups: the fast learners and the slow learners. Because if we teach them all at the same pace, it will be difficult, and there's a tendency that some of them won't understand. Also, when it comes to Multiple Intelligences, there are pupils who learn best through demonstration, while others learn just by observing. That's why as teachers; we really need to use differentiated instruction.

Informant D replied that:

Diversity in learning abilities children don't have the same abilities, so there are slow learners and fast learners. My way of handling this is to give different activities to fast learners and consider slow learners. The slow learners usually show lack of interest and participation, so they are the ones who don't listen. On the other hand, the fast learners are the ones who listen attentively and participate actively, and this is really one of the struggles in the classroom. Another issue is fighting among pupils, especially when parents get involved. Many parents are quick to defend their children and complain, even without knowing their children's true behavior inside the classroom. At home, the children act differently, so the parents would insist that their child is well-behaved at home, but in school, their behavior is different. There are also children who don't want the topic to be repeated for one week, even though it really needs to be repeated so that everyone can understand. Because of that, some children lose interest and stop listening, which parents often misinterpret and complain about. This, too, is one of the challenges.

Informant E responded that:

One of the major challenges encountered by the teacher that truly tests resilience is dealing with learners' behavior and attitude. Inside the classroom, students show different personalities, some are attentive and participative, while others lack interest, refuse to listen, or even cause distractions. Managing conflicts among learners, addressing disrespectful

behavior, and handling learners who resist repeated lessons add to the difficulty. These situations often lead to misunderstandings with parents, who may not see the same behavior at home and are quick to defend their children.

Based on testimonies of informants, the challenges encountered by the selected elementary teachers that test their resilience are the following:

3.5.1 Emotional Energy and Teacher Endurance

Teaching in the elementary classroom is often described as emotionally draining because teachers are expected not only to deliver lessons but also to manage constant disruptions, lack of parental support, and student disengagement. Many teachers shared that when pupils repeatedly display disruptive behavior, or when progress seems slow, their patience and resilience are tested daily. These situations require an extraordinary level of emotional strength, because teachers must continue to encourage learning even when immediate results are not visible. Without resilience, such conditions can easily lead to exhaustion and a sense of defeat. Scholars reinforce these experiences.

Day and Gu (2014) explained that emotional demands in teaching are among the strongest factors influencing teacher commitment and resilience. Richards et al. (2016) argued that managing emotional labor is crucial, since unchecked stress can lead to burnout and loss of motivation. Jennings and Greenberg (2009) also noted that emotional regulation through mindfulness, self-awareness, and balance allows teachers to remain calm and consistent, directly influencing the classroom climate. These perspectives highlight that endurance is not simply about surviving difficult days, but about sustaining enthusiasm and hope despite emotional fatigue.

The researcher realized that resilience is deeply tied to emotional labor. Teachers who continue to remain composed, consistent, and encouraging, even in emotionally draining situations, demonstrate that endurance is a defining quality of effective teaching. The researcher also recognized that sustaining emotional energy requires deliberate balance, as resilience is not only a professional trait but a holistic survival strategy that enables teachers to remain passionate in the classroom.

3.5.2 Balancing Fast and Slow Learners

A recurring challenge in elementary classrooms is the wide diversity of learning abilities. Some pupils are fast learners, easily grasping new concepts and showing active participation, while others are slow learners who require repeated explanations and additional support. Teachers shared that if all students are taught at the same pace, some learners become disengaged while others fall behind. To address this, teachers practice differentiated instruction, separating activities for fast learners while providing extra consideration for those who struggle. This flexibility ensures that both groups remain included in the learning process. Research strongly supports these strategies.

Tomlinson (2014) described differentiated instruction as the foundation of inclusive teaching, where strategies are tailored to readiness, interests, and learning styles. Vangrieken et al.

(2015) explained that adaptability in handling mixed-ability groups is strengthened when teachers collaborate and share strategies, rather than working in isolation. Skaalvik and Skaalvik (2018) further argued that resilience allows teachers to handle the stress of balancing these differences without feeling overwhelmed. By reframing learning diversity as an opportunity instead of a problem, resilient teachers sustain both equity and engagement in their classrooms.

The researcher realized that resilience is revealed in a teacher's capacity to balance the needs of fast and slow learners with fairness and creativity. Instead of viewing diverse learning paces as barriers, resilient teachers transform them into opportunities for growth. The researcher also understood that this process requires persistence, patience, and innovative lesson design, ensuring that every learner is valued and supported at their own pace.

3.5.3 Teacher-Parent Tensions and Misunderstandings

Teachers also encounter significant challenges when dealing with parents who may misunderstand classroom realities. Several shared experiences of parents quickly defending their children without being fully aware of their behaviors in school. Some parents complain when their child becomes disinterested in repeated lessons or disengaged in class, insisting that their child behaves differently at home. These moments often create tension, requiring teachers to exercise diplomacy and patience while maintaining professional standards. Scholars highlight the difficulty of this dynamic. Garbacz et al. (2018) emphasized that lack of communication between school and home often leads to conflict, particularly when expectations are not aligned. Lau et al. (2022) found that meaningful school-home partnerships improve not only student outcomes but also teacher resilience, as collaboration reduces misunderstandings. Fan and Chen (2021) further noted that supportive parental involvement strengthens motivation and discipline among children, but defensive or confrontational interactions place teachers under greater stress. These findings affirm that resilience is required not only in classroom management but also in building bridges with parents. Dealing with unsupportive parents can be just as difficult as handling disruptive students. Teachers may dedicate time and effort to manage behavior inside the classroom, but progress can be undermined when parents fail to reinforce learning at home or become defensive of their child's actions. Such situations test a teacher's resilience because they require balancing professional responsibility with diplomacy, even when cooperation seems lacking. Newer research reinforces this. Goodall (2016) emphasized that effective parental involvement strongly predicts student success and reduces teacher stress. Alhija and Fresko (2019) reported that lack of family-school cooperation increases teacher workload and emotional strain. More recently, Castro et al. (2022) found that positive parent-teacher collaboration contributes to both improved student learning and sustained teacher resilience.

Resilience is not confined to interactions with students but also extends to handling parent relationships. Rather than withdrawing in frustration when parents misunderstand classroom behavior, resilient teachers demonstrate patience, open communication, and diplomacy. The researcher also recognized that resilience is not about avoiding conflict but about transforming disagreements into opportunities for partnership, ensuring that the child's best

interest remains central.

3.5.4 Classroom Conflicts and Peer Relationships

Conflicts among pupils were identified as another pressing challenge. Teachers described that fights among children disrupt lessons, create classroom tension, and often escalate when parents intervene. Repeated lessons, which are necessary for mastery, can also frustrate some learners, leading them to disengage or misinterpret teacher intentions. Such conflicts, whether among pupils or between teachers and families, highlight the delicate balance of managing relationships within the classroom. Research affirms the importance of addressing these dynamics. Wentzel (2017) explained that peer relationships shape student motivation and engagement, with unresolved conflicts negatively affecting classroom culture.

Farmer et al. (2019) argued that elementary classrooms require active teacher mediation to prevent exclusion and escalation. Jennings and Greenberg (2019) emphasized that resilience allows teachers to model constructive conflict resolution, teaching students' empathy and cooperation. By maintaining calm and fairness, teachers not only restore order but also provide life lessons in emotional intelligence.

The researcher realized that resilience equips teachers to handle conflicts not as disruptions to learning, but as opportunities to teach problem-solving, accountability, and respect. The researcher also understood that resilient teachers create an environment where conflicts are resolved constructively, turning challenges into steppingstones toward stronger peer relationships and a healthier classroom atmosphere.

3.5.6 Sustaining Student Motivation Despite External Barriers

One of the most difficult challenges teachers described is sustaining student motivation when external factors, such as lack of encouragement from parents or repeated failures, reduce children's interest in learning. Teachers observed that some students thrive through demonstration-based teaching, while others learn better by observing. This demands that teachers continuously innovate, creating engaging strategies to prevent disengagement. In these moments, resilience pushes teachers to adapt creatively, ensuring that students remain connected to their lessons. Scholars support this connection between resilience and motivation.

Schunk et al. (2014) emphasized that motivation is strongly influenced by encouragement and feedback, both of which teachers provide when external support is lacking. Skaalvik and Skaalvik (2014) explained that resilient teachers persist in motivating students even when challenges persist, which directly reduces disengagement. Collie and Martin (2016) found that teacher adaptability sustains motivation by personalizing lessons, making them meaningful to students with varied needs. These perspectives highlight that resilience empowers teachers to inspire students beyond external barriers.

Resilience is evident when teachers go beyond delivering lessons to actively rekindle student interest and motivation. The researcher also understood that sustaining motivation is both an emotional and instructional responsibility, requiring creativity, empathy, and persistence.

Resilient teachers serve as motivators and guides, showing learners that even when circumstances discourage them, learning remains an achievable and worthwhile goal with parents. The researcher realized that resilience is not confined to interactions with students but also extends to handling parent relationships. Rather than withdrawing in frustration when parents misunderstand classroom behavior, resilient teachers demonstrate patience, open communication, and diplomacy. The researcher also recognized that resilience is not about avoiding conflict but about transforming disagreements into opportunities for partnership, ensuring that the child's best interest remains central.

4. Conclusion

Resilience plays a crucial role in sustaining effective classroom management. It is not merely an internal strength but is reinforced by external support systems and practical coping strategies. Teachers who exhibit resilience can maintain a balance between discipline and empathy, adapt to diverse learner needs, and continue delivering quality instruction despite significant pressures. However, resilience is continually tested by systemic and personal challenges, which emphasizes the need for collaborative efforts from teachers, administrators, parents, and policymakers to nurture and sustain it.

5. Recommendations

School administrators should provide consistent support through professional development, adequate teaching resources, and opportunities for collaboration to ease classroom pressures. Likewise, parents and the community are encouraged to foster stronger partnerships with schools to reinforce discipline and learning support at home. Policymakers should also consider integrating resilience-building programs into teacher training and school policies to ensure that both instructional and emotional aspects of classroom management are addressed. Finally, future researchers are encouraged to expand their study across various schools and grade levels to develop a broader and more standardized framework of resilient classroom management.

Funding

None.

Informed Consent

Obtained.

Provenance and Peer Review

Not commissioned; externally double-blind peer reviewed.

Data Availability Statement

The data that support the findings of this study are available on request.

Competing Interests Statement

The authors declare that there are no competing or potential conflicts of interest.

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