



Teachers' Resiliency on Face-To-Face Teaching Modality: Basis for an Intervention Plan

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Abstract:

The abrupt switch from an online to an in-person learning environment has tested teachers' ability to adapt to the rapidly changing nature of education and continue to thrive. To develop an intervention plan, this research article evaluated the resilience of teachers in face-to-face instruction in medium-sized schools located in a District of a big Division in Central Philippines for the academic year 2022–2023. 137 teacher respondents provided the data required for the descriptive study, and the researcher-made instrument passed rigorous validity and reliability tests. Overall, the results demonstrated how resilient teachers are when using a face-to-face teaching method. Based on age and highest educational attainment, a further study did not reveal any significant differences in the level of teachers' resilience in the same teaching modality. However, when average family income was considered, the results were the opposite. These results emphasize how important it is to put stakeholders' cooperation, honest communication, and a healthy work environment first to achieve the lofty objective of "No Child Left Behind" and continue to provide high-quality instruction and support to all students. Teachers should improve their skills through self-confidence, adaptability, purposefulness, professional development, prioritizing their needs, and participating in emotional intelligence and social support training programs.

Keywords: *teachers' resiliency, face-to-face modality, teaching, intervention plan, COVID-19*

Introduction:

The field of education has seen significant upheaval and change because of the COVID-19 Pandemic. Whether they choose to take online, modular, or blended learning courses, students from preschool through graduate school still complete most of their work at home. People's mental and psychological health and general well-being have been impacted globally by the COVID-19 pandemic. The effects of COVID-19 on Filipino instructors, however, are not well understood (Rabacal, Oducado, & Tamdang, 2020).

To support academic success in today's classrooms, teachers face numerous obstacles, and one of the most important requirements for them to stay in the field of education is resilience. Moore (2019) noted that resilience aids in our ability to overcome hardship, bad luck, or irritation. In the face of adversity and its aftermath, it enables us to endure, bounce back, and even flourish. Even more, Allen, Rowan & Singh (2020) backed resilient instructors who know what important and go forward in ways that are consistent with their core beliefs. This implies that they are not depleted by decision-making times; rather, they present chances to connect with what matters most. In difficult circumstances, they frequently feel helpless.

In addition to their everyday job, teachers must possess resilience as they deal with the many personalities of parents, students, and even other educators. Their teaching careers will have significance and purpose if they can persevere through the difficulties this pandemic has brought about and maintain the devotion and commitment they have made to education. As a result, students will benefit from excellent instruction and a strong support network.

The pandemic's effects on Filipino teachers, who now must teach in person instead of online, clearly demonstrate how uneasy they feel. But it also shows that they are prepared to welcome change and reopen their classrooms. In their own territory, teachers resemble scoutmasters. This study has demonstrated that it is challenging to consider the teachers' confidence, flexibility, purposefulness, and social support when they are presented with the chance to teach in a real classroom with eager and interested learners.



Objectives of the Study

This study's main goal was to ascertain the resilience of teachers when using a face-to-face teaching modality to inform an intervention strategy. The study provided detailed answers to the following objectives: (a) to determine the profile of the respondents based on age, highest educational attainment, and average family monthly income, (b) to determine the extent of teachers' resiliency in face-to-face teaching modality according to confidence of teachers, adaptability and purposefulness, and social support, (c) to determine the extent of teachers' resiliency in face-to-face teaching modality when grouped according to age, highest educational attainment, and average family monthly income, (d) to determine the significant difference in the extent of teachers' resiliency on face-to-face teaching modality when grouped and compared to age, highest educational attainment, and average family monthly income, and (e) to propose an intervention plan based on the results of the study.

Methodology

To develop an intervention strategy, this study used a descriptive research methodology to ascertain the level of teachers' resilience in face-to-face instruction in medium-sized schools in a District of a big Division in Central Philippines during the academic year 2022–2023. The 137 teachers from 5 medium-sized schools were the study's responders. A researcher-made instrument with validity and reliability scores of 5.00 (excellent) and .703 (good) was used to collect the data. Quantitative data were analyzed using the mean, Mann-Whitney U Test, and frequency count and percentage. Verbal interpretations of the mean score range of 4.50 to 5.00 indicate "Very High Extent," 3.50 to 4.49 indicate "High Extent," 2.50 to 3.49 indicate "Moderate Extent," 1.50 to 2.49 indicate "Low Extent," and 1.00 to 1.49 indicate "Very Low Extent."

Results and Discussions

According to the gathered data, of the 137 teacher respondents, 66 or 48.20% were younger than 46 years old, and 71 or 52.80% were older than 46 years old. In terms of their highest level of education, 86 or 62.80% had a bachelor's degree, and 51 or 37.20% had a master's or doctoral degree. In terms of average monthly family income, 66 or 48.20% were lower than Php 29,700.00. In accordance with the variable age. However, 71 people, or 51.80%, are higher earners, defined as those who make Php 29,700.00 and more.

Table 1 displayed the degree of teachers' resilience in face-to-face instruction based on their area confidence; an overall mean of 3.86 indicates a high degree of resilience.

The statement "As a teacher, I see to it I deliver my deliverables," which is interpreted to a "great extent", was found to be the highest mean (4.33) among teacher respondents, while the statement "As a teacher, I am not bothered when learners are uncooperative," which is interpreted to a moderate extent, was found to be the lowest mean (3.31).

According to the data, the least confident teachers were in their ability to handle uncooperative students, which suggests that while this is the least expected reaction, it could still have an effect. Teachers had a way of motivating their students to cooperate, which makes them self-assured and flexible in high-pressure circumstances like this one.

Table 1

Extent of Teachers' Resiliency on Face-to-Face Teaching Modality According to the Confidence of Teachers

| Items | Mean | Interpretation |
|---|-------------|---------------------|
| <i>As a teacher, I...</i> | | |
| 1. manage my stress level well. | 4.02 | Great Extent |
| 2. I am good at finding solutions to problems. | 4.02 | Great Extent |
| 3. don't tend to avoid conflict. | 3.68 | Great Extent |
| 4. I am more of an anxious person. | 3.37 | Moderate Extent |
| 5. am calm in facing my learners now it is face-to-face. | 4.16 | Great Extent |
| 6. can adjust well to the new normal teaching style. | 4.07 | Great Extent |
| 7. don't take criticism personally. | 3.91 | Great Extent |
| 8. I don't mind waiting for too long when I travel to school. | 3.73 | Great Extent |
| 9. I am not bothered when learners are uncooperative. | 3.31 | Moderate Extent |
| 10. see to it I deliver my deliverables. | 4.33 | Great Extent |
| Overall Mean | 3.86 | Great Extent |

According to the categories of adaptability and purposefulness, Table 2 showed the degree of teachers' resilience in face-to-face instruction; an overall mean of 4.14 indicates a high degree of resilience. The statement, "As a teacher, I am still able to travel to school every day," was read broadly and had the highest mean score of



4.76 among the items evaluated by teacher responders. On the other hand, item number 10, which states, "As a teacher, I can comply with the tasks on time without delays," was determined to have the lowest mean of 3.93 and was heavily interpreted.

The findings suggested that teachers can, at the very least, finish their assignments on time and with the least amount of delay in terms of flexibility and purposefulness. This demonstrated that even while teachers were the least responsive, they were still able to complete their tasks, but the amount of work they were assigned made it difficult for them to meet the deadlines for submitting other reports.

Table 3
Extent of Teachers' Resiliency on Face-to-Face Teaching Modality According to Adaptability and Purposefulness

| Items | Mean | Interpretation |
|---|-------------|---------------------|
| As a teacher, I... | | |
| 1. I am still able to travel to school every day. | 4.76 | Very Great Extent |
| 2. can manage the pressures of meeting deadlines. | 4.08 | Great Extent |
| 3. take life's challenges one step at a time. | 4.20 | Great Extent |
| 4. can manage my health issues. | 4.10 | Great Extent |
| 5. can withstand the adversity experienced in school. | 4.02 | Great Extent |
| 6. can perform well the tasks given by the school. | 4.17 | Great Extent |
| 7. am good-natured and able to handle problems positively. | 4.14 | Great Extent |
| 8. feel comfortable dealing with new situations in school, this new normal. | 4.04 | Great Extent |
| 9. can simply adapt to changes brought about by this pandemic. | 3.95 | Great Extent |
| 10. can comply with the tasks on time without delays. | 3.93 | Great Extent |
| Overall Mean | 4.14 | Great Extent |

According to the social support domain, Table 3 illustrated the degree of teachers' resilience in face-to-face instruction; an overall mean of 3.99 indicates a high degree of resilience. Teacher respondents gave item no. 3, "As a teacher, I communicate well with my co-teachers," the highest mean of 4.39, and a significant interpretation. Item No. 6, which states, "As a teacher, I entertain problems of others," was determined to have the lowest mean of 3.40, interpreted as a moderate extent.

The findings suggested that teachers' resilience in accepting other people's problems is not as evident when it comes to social support. They appeared to be rather good at handling their own issues. In general, they had a strong support network.

Table 3
Extent of Teachers' Resiliency on Face-to-Face Teaching Modality According to Social Support

| Items | Mean | Interpretation |
|--|-------------|---------------------|
| As a teacher, I... | | |
| 1. can still facilitate my learners' and parents' needs. | 4.23 | Great Extent |
| 2. I can work well with my school head. | 4.38 | Great Extent |
| 3. communicate well with my co-teachers. | 4.39 | Great Extent |
| 4. can provide time for my family's needs. | 4.15 | Great Extent |
| 5. like the new normal situation. | 3.85 | Great Extent |
| 6. entertain the problems of others. | 3.40 | Moderate Extent |
| 7. can still find time to recreate. | 3.61 | Great Extent |
| 8. I am not bothered about others' problems. | 3.53 | Great Extent |
| 9. I am active and participative in school activities. | 4.04 | Great Extent |
| 10. enjoy the presence of my co-teachers and friends. | 4.29 | Great Extent |
| Overall Mean | 3.99 | Great Extent |

Table 4 displayed the degree of teachers' resilience in face-to-face instruction based on their age-related area confidence; the overall mean for younger teachers is 3.85, while the mean for older teachers is 3.87, both of which are quite high.

Both younger and older teacher respondents evaluated item no. 10, which states, "As a teacher, I see to it I deliver my deliverables," and had the highest mean scores of 3.85 and 3.87, respectively. This item was interpreted as having a great deal of impact. On item no. 9, on the other hand, the lowest mean scores of 3.27 and 3.35 were interpreted as having a moderate amount of impact.



The findings suggested that resilience is demonstrated by teachers, regardless of age, in terms of their confidence by making sure they meet expectations despite being frustrated by disobedient students. However, it was also possible that their teachers' heavy workload of performance assignments is to blame. To assist teachers, feel more confident, it was advised that students actively participate in class to support their professors.

Table 4
Extent of Teachers' Resiliency on Face-to-Face Teaching Modality According to Confidence of Teachers and Groupings by Age

| Items | Younger | | Older | |
|---|-------------|---------------------|-------------|---------------------|
| | Mean | Interpretation | Mean | Interpretation |
| As a teacher, I... | | | | |
| 1. manage my stress level well. | 4.08 | Great Extent | 3.97 | Great Extent |
| 2. I am good at finding solutions to problems. | 4.05 | Great Extent | 4.00 | Great Extent |
| 3. don't tend to avoid conflict. | 3.71 | Great Extent | 3.65 | Great Extent |
| 4. I am more of an anxious person. | 3.29 | Moderate Extent | 3.44 | Moderate Extent |
| 5. am calm in facing my learners now it is face-to-face. | 4.09 | Great Extent | 4.23 | Great Extent |
| 6. can adjust well to the new normal teaching style. | 4.06 | Great Extent | 4.07 | Great Extent |
| 7. don't take criticism personally. | 3.91 | Great Extent | 3.92 | Great Extent |
| 8. I don't mind waiting for too long when I travel to school. | 3.73 | Great Extent | 3.73 | Great Extent |
| 9. I am not bothered when learners are uncooperative. | 3.27 | Moderate Extent | 3.35 | Moderate Extent |
| 10. see to it I deliver my deliverables. | 4.35 | Great Extent | 4.31 | Great Extent |
| Overall Mean | 3.85 | Great Extent | 3.87 | Great Extent |

Table 5 presented the degree of resiliency exhibited by teachers in face-to-face instruction based on adaptability and purposefulness according to age. The overall mean for younger teachers is 4.12, while the mean for older teachers is 4.16, both of which can be widely interpreted.

The first item, "As a teacher, I am still able to travel to school every day," received the highest mean scores from both younger and older teacher respondents, 4.74 and 4.77, respectively. This item was interpreted as a very great extent by younger respondents, while item no. 4, "As a teacher, I can withstand the adversity experienced in school," received the lowest mean score of 3.98, which was also interpreted as a great extent. Item no. 10, "As a teacher, I can comply the tasks on time without delays," received a 3.87 mean score from younger respondents.

The results suggested that they are still resilient and able to go to school every day, even in terms of flexibility and purposefulness, despite their advanced age. But whereas more experienced teachers focused on reaching deadlines, newer teachers see daily problems as something they must conquer.

Table 5
Extent of Teachers' Resiliency on Face-to-Face Teaching Modality According to Adaptability and Purposefulness and Groupings by Age

| Items | Younger | | Older | |
|---|-------------|---------------------|-------------|---------------------|
| | Mean | Interpretation | Mean | Interpretation |
| As a teacher, I... | | | | |
| 1. I am still able to travel to school every day. | 4.74 | Very Great Extent | 4.77 | Very Great Extent |
| 2. can manage the pressures of meeting deadlines. | 4.02 | Great Extent | 4.14 | Great Extent |
| 3. take life's challenges one step at a time. | 4.11 | Great Extent | 4.30 | Great Extent |
| 4. can manage my health issues. | 4.05 | Great Extent | 4.15 | Great Extent |
| 5. can withstand the adversity experienced in school. | 3.98 | Great Extent | 4.06 | Great Extent |
| 6. can perform well the tasks given by the school. | 4.12 | Great Extent | 4.21 | Great Extent |
| 7. am good-natured and able to handle problems positively. | 4.17 | Great Extent | 4.11 | Great Extent |
| 8. feel comfortable dealing with new situations in school, this new normal. | 4.06 | Great Extent | 4.01 | Great Extent |
| 9. can adapt to changes brought about by this pandemic. | 3.95 | Great Extent | 3.94 | Great Extent |
| 10. can comply with the tasks on time without delays. | 4.00 | Great Extent | 3.87 | Great Extent |
| Overall Mean | 4.12 | Great Extent | 4.16 | Great Extent |

Table 6 displayed the degree of teachers' resilience in face-to-face instruction based on age-related social support; the overall mean for younger teachers is 3.97, while the mean for older teachers is 4.00, both of which are highly interpretable.



The younger teacher respondents gave item number three, "As a teacher, I communicate well with my co-teachers," the highest mean score of 4.42, which they interpreted as a great deal. Meanwhile, the more experienced respondents gave item number two, "As a teacher, I can work well with my school head," a great deal of interpretation. Item number six, "As a teacher, I entertain problems of others," had the lowest mean values of 3.35 and 3.45, respectively, both of which were evaluated as moderate extent.

The findings suggested that teachers' resilience in terms of social support, regardless of age, is demonstrated by their refusal to take on other people's issues. Their hang-ups were not the only thing worrying them. Be positive and considerate of other people's problems.

Table 6
Extent of Teachers' Resiliency on Face-to-Face Teaching Modality According to Social Support and Groupings by Age

| Items | Younger | | Older | |
|--|-------------|---------------------|-------------|---------------------|
| | Mean | Interpretation | Mean | Interpretation |
| As a teacher, I... | | | | |
| 1. can still facilitate my learners' and parents' needs. | 4.21 | Great Extent | 4.24 | Great Extent |
| 2. can work well with my school head. | 4.36 | Great Extent | 4.39 | Great Extent |
| 3. communicate well with my co-teachers. | 4.42 | Great Extent | 4.37 | Great Extent |
| 4. can provide time for my family's needs. | 4.15 | Great Extent | 4.15 | Great Extent |
| 5. like the new normal situation. | 3.89 | Great Extent | 3.82 | Great Extent |
| 6. entertain the problems of others. | 3.35 | Moderate Extent | 3.45 | Moderate Extent |
| 7. can still find time to recreate. | 3.48 | Moderate Extent | 3.73 | Great Extent |
| 8. I am not bothered about others' problems. | 3.55 | Great Extent | 3.51 | Great Extent |
| 9. I am active and participative in school activities. | 4.06 | Great Extent | 4.01 | Great Extent |
| 10. enjoy the presence of my co-teachers and friends. | 4.26 | Great Extent | 4.32 | Great Extent |
| Overall Mean | 3.97 | Great Extent | 4.00 | Great Extent |

The level of teachers' resilience in face-to-face instruction was shown in Table 7 based on their area confidence in relation to higher educational attainment. The overall mean is 3.89 for both lower and higher attained teachers and 3.81 for higher attained teachers, which can both be interpreted broadly.

Both lower education attained teacher respondents and higher education attained teacher respondents gave item no. 10, which posts "As a teacher, I see to it I deliver my deliverables," the highest mean scores of 4.34 and 4.31, respectively, both interpreted as great extent. On item no. 9, on the other hand, both moderate and low interpretations were given, with mean scores of 3.35 and 3.25.

Based on the data, it appeared that teachers, no matter how educated they are, do not find it bothersome when students are not cooperative. Instructors were less worried about students who were obstinate. This could also mean that since the introduction of the physical classroom, instructors have become more resilient.



Table 7
Extent of Teachers' Resiliency on Face-to-Face Teaching Modality According to Confidence of Teachers and Groupings by Highest Educational Attainment

| Items | Lower | | Higher | |
|---|-------------|---------------------|-------------|---------------------|
| | Mean | Interpretation | Mean | Interpretation |
| As a teacher, I... | | | | |
| 1. manage my stress level well. | 4.02 | Great Extent | 4.02 | Great Extent |
| 2. I am good at finding solutions to problems. | 4.00 | Great Extent | 4.06 | Great Extent |
| 3. don't tend to avoid conflict. | 3.73 | Great Extent | 3.59 | Great Extent |
| 4. I am more of an anxious person. | 3.41 | Moderate Extent | 3.29 | Moderate Extent |
| 5. am calm in facing my learners now it is face-to-face. | 4.20 | Great Extent | 4.10 | Great Extent |
| 6. can adjust well to the new normal teaching style. | 4.10 | Great Extent | 4.00 | Great Extent |
| 7. don't take criticism personally. | 3.93 | Great Extent | 3.88 | Great Extent |
| 8. I don't mind waiting for too long when I travel to school. | 3.79 | Great Extent | 3.63 | Great Extent |
| 9. I am not bothered when learners are uncooperative. | 3.35 | Moderate Extent | 3.25 | Moderate Extent |
| 10. see to it I deliver my deliverables. | 4.34 | Great Extent | 4.31 | Great Extent |
| Overall Mean | 3.89 | Great Extent | 3.81 | Great Extent |

According to the area adaptability and purposefulness based on the highest educational attainment, Table 8 illustrated the degree of teachers' resilience in face-to-face instruction. The overall mean for teachers with lower educational attainment was 4.13, while for teachers with higher educational attainment it was 4.16, both of which are interpreted as great extent.

The item "As a teacher, I am still able to travel to school every day" received the highest mean scores of 4.80 and 4.69, respectively, from teacher respondents with lower and higher education levels. This item was interpreted as extremely important. On the other hand, item no. 10, which states, "As a teacher, I can comply the tasks on time without delays," received the lowest mean scores of 3.92 and 3.96, both of which were interpreted as extremely important.

The findings suggested that teachers are still resilient in terms of flexibility and purposefulness, even with the highest level of education, even though they are now required to commute to school every day. But whereas more experienced teachers focused on reaching deadlines, newer teachers see daily problems as something they must conquer. This can be because they work for a long time and find it difficult to fulfill deadlines.

Table 8
Extent of Teachers' Resiliency on Face-to-Face Teaching Modality According to Adaptability and Purposefulness and Groupings by Highest Educational Attainment

| Items | Lower | | Higher | |
|---|-------------|---------------------|-------------|---------------------|
| | Mean | Interpretation | Mean | Interpretation |
| As a teacher, I... | | | | |
| 1. I am still able to travel to school every day. | 4.80 | Very Great Extent | 4.69 | Very Great Extent |
| 2. can manage the pressures of meeting deadlines. | 4.00 | Great Extent | 4.22 | Great Extent |
| 3. take life's challenges one step at a time. | 4.20 | Great Extent | 4.22 | Great Extent |
| 4. can manage my health issues. | 4.08 | Great Extent | 4.14 | Great Extent |
| 5. can withstand the adversity experienced in school. | 4.03 | Great Extent | 4.00 | Great Extent |
| 6. can perform well the tasks given by the school. | 4.14 | Great Extent | 4.22 | Great Extent |
| 7. am good-natured and able to handle problems positively. | 4.15 | Great Extent | 4.12 | Great Extent |
| 8. feel comfortable dealing with new situations in school, this new normal. | 4.00 | Great Extent | 4.10 | Great Extent |
| 9. can adapt to changes brought about by this pandemic. | 3.93 | Great Extent | 3.98 | Great Extent |
| 10. can comply with the tasks on time without delays. | 3.92 | Great Extent | 3.96 | Great Extent |
| Overall Mean | 4.13 | Great Extent | 4.16 | Great Extent |

The level of teachers' resilience in face-to-face instruction was shown in Table 9 based on their greatest level of education and the social support domain. The total mean, which was taken broadly, was 3.99 for teachers with varying levels of education.

The second item, "As a teacher, I can work well with my School Head," was evaluated by both groups, and had the highest mean ratings of 4.38 and 4.37. However, item no. was not as well-attained by the instructors. The position with the highest mean, "As a teacher, I communicate well with my co-teachers," was number three. This interpretation was widely accepted.

According to the results, teachers can work effectively with their school heads regardless of their degree, which is encouraging. They can also interact well with other teachers despite having a bachelor's degree, which is a positive indicator of resilience.



Table 9

Extent of Teachers' Resiliency in Face-to-Face Teaching Modality According to Social Support and Groupings by Highest Educational Attainment

| Items | Lower | | Higher | |
|--|-------------|---------------------|-------------|---------------------|
| | Mean | Interpretation | Mean | Interpretation |
| As a teacher, I... | | | | |
| 1. can still facilitate my learners' and parents' needs. | 4.22 | Great Extent | 4.24 | Great Extent |
| 2. can work well with my school head. | 4.38 | Great Extent | 4.37 | Great Extent |
| 3. communicate well with my co-teachers. | 4.38 | Great Extent | 4.41 | Great Extent |
| 4. can provide time for my family's needs. | 4.16 | Great Extent | 4.14 | Great Extent |
| 5. like the new normal situation. | 3.79 | Great Extent | 3.96 | Great Extent |
| 6. entertain the problems of others. | 3.42 | Moderate Extent | 3.37 | Moderate Extent |
| 7. can still find time to recreate. | 3.60 | Great Extent | 3.63 | Great Extent |
| 8. I am not bothered about others' problems. | 3.57 | Great Extent | 3.45 | Moderate Extent |
| 9. I am active and participative in school activities. | 4.02 | Great Extent | 4.06 | Great Extent |
| 10. enjoy the presence of my co-teachers and friends. | 4.33 | Great Extent | 4.24 | Great Extent |
| Overall Mean | 3.99 | Great Extent | 3.99 | Great Extent |

Table 10 presented the degree of resiliency exhibited by teachers in face-to-face instruction based on their area confidence and average monthly family income. The total mean for lower- and higher-income teachers was 3.75 and 3.97, respectively, which can also be widely interpreted.

The lower income teacher respondents gave item number 10, which states, "As a teacher, I see to it I deliver my deliverables," the highest mean score of 4.35. In contrast, the higher income group gave item number 5, which states, "As a teacher, I am calm in facing my learners now it is face-to-face," the highest mean score. Both responses were largely interpreted. The items with the lowest mean scores, 3.17 for the lower income group and 4.17 for the higher income group, respectively, were "As a teacher, I am more of an anxious person" and "As a teacher, I am not bothered when learners are uncooperative," both of which were assessed as somewhat significant.

Based on the average monthly income of their families, the results suggested that teachers are not concerned if their students are uncooperative or anxious because they can now likely provide them with physical guidance and openly inform their parents about their academic progress. Considering that their salary barely covered their family's expenses, this demonstrated the teachers' tenacity and self-assurance.

Table 10

Extent of Teachers' Resiliency on Face-to-Face Teaching Modality According to Confidence of Teachers and Groupings by Average Family Monthly Income

| Items | Lower | | Higher | |
|---|-------------|---------------------|-------------|---------------------|
| | Mean | Interpretation | Mean | Interpretation |
| As a teacher, I... | | | | |
| 1. manage my stress level well. | 3.94 | Great Extent | 4.10 | Great Extent |
| 2. I am good at finding solutions to problems. | 3.92 | Great Extent | 4.11 | Great Extent |
| 3. don't tend to avoid conflict. | 3.61 | Great Extent | 3.75 | Great Extent |
| 4. I am more of an anxious person. | 3.32 | Moderate Extent | 3.41 | Moderate Extent |
| 5. am calm in facing my learners now face-to-face. | 3.95 | Great Extent | 4.35 | Great Extent |
| 6. can adjust well to the new normal teaching style. | 3.92 | Great Extent | 4.20 | Great Extent |
| 7. don't take criticism personally. | 3.70 | Great Extent | 4.11 | Great Extent |
| 8. I don't mind waiting for too long when I travel to school. | 3.58 | Great Extent | 3.87 | Great Extent |
| 9. I am not bothered when learners are uncooperative. | 3.17 | Moderate Extent | 3.45 | Moderate Extent |
| 10. see to it I deliver my deliverables. | 4.35 | Great Extent | 4.31 | Great Extent |
| Overall Mean | 3.75 | Great Extent | 3.97 | Great Extent |



The level of teachers' resiliency in face-to-face instruction was shown in Table 11 based on area adaptability and purposefulness as well as average family monthly income. The overall mean was 4.01 for teachers from lower-income families and 4.26 for teachers from higher-income families, both of which are very high levels.

Both lower- and higher-income teacher respondents evaluated item no. 1, which posted "As a teacher, I am still able to travel to school every day" and received the highest mean scores of 4.70 and 4.82, respectively. This item was interpreted as very great. The lowest mean score among the lower income group was 3.82 on item no. 10, which states, "As a teacher, I can comply the tasks on time without delays," and 4.03 among the higher income group from item no. 9, which posts "As a teacher, I can simply adapt to changes brought about by this pandemic," both of which were interpreted as great.

The findings suggested that, in terms of flexibility and sense of purpose, teachers are undoubtedly more resilient now that they get to commute to work every day, regardless of their financial situation. Nevertheless, they nevertheless found it stressful to comply with their reports because of their heavy workload, which makes adjusting to the changes brought about by this pandemic difficult.

Table 11
Extent of Teachers' Resiliency in Face-to-Face Teaching Modality According to Adaptability and Purposefulness and Groupings by Average Family Monthly Income

| Items | Lower | | Higher | |
|---|-------------|---------------------|-------------|---------------------|
| | Mean | Interpretation | Mean | Interpretation |
| <i>As a teacher, I...</i> | | | | |
| 1. I am still able to travel to school every day. | 4.70 | Very Great Extent | 4.82 | Very Great Extent |
| 2. can manage the pressures of meeting deadlines. | 3.91 | Great Extent | 4.24 | Great Extent |
| 3. take life's challenges one step at a time. | 4.00 | Great Extent | 4.39 | Great Extent |
| 4. can manage my health issues. | 3.98 | Great Extent | 4.21 | Great Extent |
| 5. can withstand the adversity experienced in school. | 3.88 | Great Extent | 4.15 | Great Extent |
| 6. can perform well the tasks given by the school. | 4.00 | Great Extent | 4.32 | Great Extent |
| 7. am good-natured and able to handle problems positively. | 4.03 | Great Extent | 4.24 | Great Extent |
| 8. feel comfortable dealing with new situations in school, this new normal. | 3.95 | Great Extent | 4.11 | Great Extent |
| 9. can simply adapt to changes brought about by this pandemic. | 3.86 | Great Extent | 4.03 | Great Extent |
| 10. can comply with the tasks on time without delays. | 3.82 | Great Extent | 4.04 | Great Extent |
| Overall Mean | 4.01 | Great Extent | 4.26 | Great Extent |

Table 12 displayed the degree of resiliency exhibited by teachers in face-to-face instruction based on social support and average monthly family income. For the teacher responders, the total mean was 4.11 for the higher-income group and 3.85 for the lower-income group; both figures are heavily interpreted.

The lowest income groups gave item no. 3, which states, "As a teacher, I communicate well with my co-teachers," the highest mean score of 4.29, the most interpretation. The higher income group, on the other hand, gave item no. 2, which reads, "As a teacher, I can work well with my School Head," the highest mean score of 4.51, which was heavily interpreted. The item "As a teacher, I entertain problems of others" (item no. 6) had the lowest mean scores (3.20 and 3.59) for families in both the low- and high-income brackets. These scores were evaluated as moderate and great extent, respectively.

The findings suggested that teachers exhibit resilience in terms of social support since they can collaborate and communicate effectively with their school heads, which is encouraging for both higher- and lower-income teacher responders. Here, financial aptitude is not a problem. They merely strive for everyone's best interests.



Table 12

Extent of Teachers' Resiliency on Face-to-Face Teaching Modality According to Social Support and Groupings by Average Family Monthly Income

| Items | Lower | | Higher | |
|--|-------------|---------------------|-------------|---------------------|
| | Mean | Interpretation | Mean | Interpretation |
| As a teacher, I... | | | | |
| 1. can still facilitate my learners' and parents' needs. | 4.18 | Great Extent | 4.27 | Great Extent |
| 2. can work well with my school head. | 4.24 | Great Extent | 4.51 | Very Great Extent |
| 3. communicate well with my co-teachers. | 4.29 | Great Extent | 4.49 | Very Great Extent |
| 4. can provide time for my family's needs. | 3.98 | Great Extent | 4.31 | Great Extent |
| 5. like the new normal situation. | 3.65 | Great Extent | 4.04 | Great Extent |
| 6. entertain the problems of others. | 3.20 | Moderate Extent | 3.59 | Great Extent |
| 7. can still find time to recreate. | 3.42 | Moderate Extent | 3.79 | Great Extent |
| 8. I am not bothered about others' problems. | 3.41 | Moderate Extent | 3.63 | Great Extent |
| 9. I am active and participative in school activities. | 3.97 | Great Extent | 4.10 | Great Extent |
| 10. enjoy the presence of my co-teachers and friends. | 4.17 | Great Extent | 4.41 | Great Extent |
| Overall Mean | 3.85 | Great Extent | 4.11 | Great Extent |

Table 13 illustrated the variation in the degree of teachers' resilience in a face-to-face teaching modality based on their area confidence and age. At the significance threshold of larger than 0.05, the derived Mann Whitney U test had a p-value of 0.924 and a value of 2321.00. The hypothesis that indicates that there is "no significant difference in the extent of teachers' resiliency on face-to-face teaching modality when the respondents are grouped and compared according to age" was accepted because of the results being evaluated as "not significant."

The hypothesis that "there is no significant difference in the extent of teachers' resiliency on face-to-face teaching modality when the respondents are grouped and compared according to highest educational attainment was accepted." Related to the variable highest educational attainment, the obtained Mann Whitney U test was 2016.00 with a p-value of 0.430, which is greater than 0.05 level of significance. For that reason, it was interpreted as "not significant."

The average family monthly income was the subject of a Mann Whitney U test that yielded a p-value of 0.011, less than the 0.05 level of significance and interpreted as "significant." As a result, the hypothesis that reads, "When the respondents are grouped and compared according to average family monthly income, there is no significant difference in the extent of teachers' resiliency on face-to-face teaching modality," was rejected.

This suggested that when teachers are compared and classified based on their age and greatest level of education, there is no variation in the degree of resilience in face-to-face instruction as measured by the area confidence of teachers. Given that teachers still need to spend a lot of money even with stable finances because both parents and students must work to make ends meet, the average family income of teachers has a substantial impact on their confidence and ability to bounce back.

Table 13

Difference in the Extent of Teachers' Resiliency in Face-to-Face Teaching Modality According to Confidence of Teachers and Selected Variables

| Variable | Category | N | Mean Rank | Mann Whitney U test | p-value | Sig. level | Interpretation |
|---------------------------------------|----------|----|-----------|---------------------|---------|------------|-----------------|
| Age | Younger | 66 | 68.67 | 2321.00 | 0.924 | | Not Significant |
| | Older | 71 | 69.31 | | | | |
| Highest Educational Attainment | Lower | 86 | 71.06 | 2016.00 | 0.430 | 0.05 | Not Significant |
| | Higher | 51 | 65.53 | | | | |
| Average Family Monthly Income | Lower | 66 | 60.13 | 1757.50 | 0.011 | | Significant |
| | Higher | 71 | 77.25 | | | | |



The obtained Mann Whitney U test was 2278.00 with a p-value of 0.779, which is greater than 0.05 level of significance based on the results; it was interpreted as "not significant." Therefore, the hypothesis that states "no significant difference in the extent of teachers' resiliency on face-to-face teaching modality when the respondents are grouped and compared according to age was accepted." Table 14 illustrates the difference in the extent of teachers' resiliency on face-to-face teaching modality according to the area adaptability and purposefulness according to the variable age.

The obtained Mann Whitney U test for the variable greatest educational attainment was 2077.00, with a p-value of 0.604, greater than 0.05 level of significance. The hypothesis that "there is no significant difference in the extent of teachers' resiliency on face-to-face teaching modality when the respondents are grouped and compared according to highest educational level" was therefore accepted. For that reason, it was interpreted as "not significant."

The obtained Mann Whitney U test on the average family monthly income was 1695.50 with a p-value of 0.005, which is less than 0.05 level of significance and, therefore, interpreted as "significant." As a result, the hypothesis that states that "when the respondents are grouped and compared according to average family monthly income, there is no significant difference in the extent of teachers' resiliency on face-to-face teaching modality" was rejected.

This suggested that when teachers are compared and classified based on their age and greatest level of education, there is no variation in the degree of resilience in face-to-face teaching methods regarding flexibility and purposefulness. Regarding the average family's monthly income, however, educators tried to be flexible to adjust to the current circumstances and find the solution that will work best for them. This clearly demonstrated that educators can adjust successfully and fulfill a legitimate need to return to normalcy, regardless of how much or how little they are paid.

Table 14

Difference in the Extent of Teachers' Resiliency in Face-to-Face Teaching Modality According to Adaptability and Purposefulness

| Variable | Category | N | Mean Rank | Mann Whitney U test | p-value | Sig. level | Interpretation |
|---------------------------------------|----------|----|-----------|---------------------|---------|------------|-----------------|
| Age | Younger | 66 | 68.02 | 2278.00 | 0.779 | | Not Significant |
| | Older | 71 | 69.92 | | | | |
| Highest Educational Attainment | Lower | 86 | 67.65 | 2077.00 | 0.604 | 0.05 | Not Significant |
| | Higher | 51 | 71.27 | | | | |
| Average Family Monthly Income | Lower | 66 | 59.18 | 1695.00 | 0.005 | | Significant |
| | Higher | 71 | 78.13 | | | | |

The obtained Mann-Whitney U test was 2314.00 with a p-value of 0.900, which is greater than 0.05 level of significance based on the results; it was interpreted as "not significant." Therefore, the hypothesis that states "no significant difference in the extent of teachers' resiliency on face-to-face teaching modality when the respondents are grouped and compared according to age was accepted." Table 15 illustrates the difference in the extent of teachers' resiliency in face-to-face teaching modality according to the area of social support according to the variable age.

The greatest educational attainment variable yielded a Mann Whitney U test result of 2168.00 with a p-value of 0.911, signifying a significant difference at the larger than 0.05 level. The hypothesis that "there is no significant difference in the extent of teachers' resiliency on face-to-face teaching modality when the respondents are grouped and compared according to highest educational level" was therefore accepted. For that reason, it was interpreted as "not significant."

The obtained Mann Whitney U test on average family monthly income was 1653.00 with a p-value of 0.003, which is less than 0.05 level of significance and, therefore, interpreted as "significant." Accordingly, the hypothesis that suggests that "when the respondents are grouped and compared according to average family monthly income, there is no significant difference in the extent of teachers' resiliency on face-to-face teaching modality" was rejected.

This suggested that when teachers are compared and classified based on their age and greatest level of education, the degree of resilience in face-to-face instruction does not change in relation to the social support domain. However, given the typical family's monthly salary, teachers require assistance to be able to support their social demands. The desire to ostensibly provide financial support to other teachers in need is impacted by budget constraints.



Table 15

Difference in the Extent of Teachers' Resiliency on Face-to-Face Teaching Modality According to Social Support and Selected Variables

| Variable | Category | N | Mean Rank | Mann Whitney U test | p-value | Sig. level | Interpretation |
|---------------------------------------|----------|----|-----------|---------------------|---------|------------|-----------------|
| Age | Younger | 66 | 68.56 | 2314.00 | 0.900 | | Not Significant |
| | Older | 71 | 69.41 | | | | |
| Highest Educational Attainment | Lower | 86 | 68.71 | 2168.00 | 0.911 | 0.05 | Not Significant |
| | Higher | 51 | 69.49 | | | | |
| Average Family Monthly Income | Lower | 66 | 58.55 | 1653.00 | 0.003 | | Significant |
| | Higher | 71 | 78.72 | | | | |

Conclusions

Less than half of the respondents had a master's or doctoral degree, were under 46, and were from a lower income category, according to their profile.

In all the categories, a significant degree of teachers' resilience in face-to-face instruction was discovered. Regarding Teacher Confidence—the degree to which teachers are unfazed by students' lack of cooperation—it is determined that teachers have had enough and would like to detach themselves from uncooperative students. However, to overcome this, parents' assistance will also be necessary. As for Adaptability and Purposefulness—the degree to which students fail to complete assignments on time—it is determined that teachers require additional time to complete assignments on time or to lessen the workload that they presently bear to become proficient and effective educators. Regarding Social Support, it is determined that teachers who are indifferent to the difficulties of others must prioritize their own needs as well as those of their families if they are to remain resilient over time.

When grouped according to factors, a large deal of resiliency was also observed in teachers' face-to-face teaching; it is stated that teachers much require a raise to become more resilient, happy, and productive in their teaching area.

Teachers should enhance their skills through self-confidence, adaptability, and purposefulness, seek professional development, prioritize their own needs, and participate in emotional intelligence and social support training programs.

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