

RESILIENCE IN THE PRIMARY CLASSROOM: A QUALITATIVE STUDY OF TEACHERS' EXPERIENCES

MARGIE L. GUMAHOB

Central Mindanao Colleges, Kidapawan City, Philippines.

Corresponding email: margie.gumahob@deped.gov.ph

ABSTRACT

This study conducted a thematic analysis of the lived experiences of primary school teachers to explore their resilience in the classroom using qualitative approach. The analysis revealed twelve distinct themes across three categories: teachers' resilience, the implications of their experiences, and their coping strategies and support systems. The first category identified Flexibility in Teaching, Resilience, Promoting Inclusivity, and Peer and Teacher Support as key aspects. These themes highlight the importance of adaptable teaching methods and a supportive network in fostering a resilient classroom environment. The second category focused on the implications of teachers' experiences, revealing themes of Diverse Challenges, Communication Struggles, Management Struggles, and Ineffective Assessments. These findings point to the need for improved communication and management training, along with the development of more effective assessment methods. The third category encapsulated teachers' coping strategies and support systems, identifying Sustainable Practices, Improvement in Teaching Practices, Interconnected Resilience in Education, and Continuous Self-Improvement as crucial. This suggests the importance of long-term, sustainable approaches and continuous professional development. The study concludes that resilience in the primary classroom is multifaceted, involving flexible teaching, inclusivity, effective communication, and sustainable practices. It recommends that school administrators should develop policies supporting these aspects, and teachers should continually adapt and improve their practices. Furthermore, learners should be encouraged to embrace diverse learning environments, and future researchers should explore the long-term impacts of these resilient teaching practices.

Keywords: *Resilience in Education, Primary Classroom, Teacher Coping Strategies, Inclusive Teaching, Educational Support Systems, Kidapawan City*

INTRODUCTION

Globally, the heavy stress and limited amount of time is one of the most problematic factors affecting the resilience of primary school teachers (Masten, A. S. 2021). Despite this, 95% of instructors are responsible for knowledge dissemination, including the creation of lecture plans, evaluation of assignments, administration of administrative duties, and participation in extracurricular activities. The overwhelming volume of labor can leave teachers exhausted and with little time for personal pursuits.

Therefore, it may be challenging for them to maintain their resilience and teaching zeal. In addition, the conduct of students and classroom management pose significant challenges for primary educators. Each student's personality, learning manner, and disposition are unique. It can be emotionally taxing to manage a classroom with so many distinct requirements. Even for the most resilient instructors, managing challenging or disruptive behavior requires patience, empathy, and creativity (Masten, D 2021).

Moreover, the lack of support and resources for primary instructors is a further problem. Inadequate support from school administration, limited access to professional development opportunities, and inadequate instructional materials can leave teachers feeling isolated and unprepared to fulfill their responsibilities. Teachers may struggle to develop resilience and may even contemplate abandoning the profession if they lack the necessary resources and encouragement (Richardson, P. W., & Watt, H. M. 2021).

Furthermore, frequent changes in education policies and curriculum requirements can cause teachers to experience uncertainty. Adapting to new regulations and expectations can be difficult, causing some instructors to feel overburdened and diminishing their overall resiliency. Inclusive education and supporting pupils with special needs require instructors to exert additional effort. The dearth of appropriate training and resources can make it challenging for instructors to meet the diverse requirements of their students, despite the importance of creating an inclusive environment. This difficulty in accommodating all pupils may have a negative effect on teacher resilience (Roffey, S. 2021).

However, research on teachers' experiences with resilience in the primary classroom is an essential area of study that can contribute to enhancing teacher well-being, job satisfaction, and ultimately the quality of education for young students (Tschannen-Moran, M., & Woolfolk Hoy, A. 2021). Existing research on resilience in the primary classroom has focused primarily on quantitative methods, such as questionnaires and surveys. While these studies provide valuable information on the prevalence and associations of resilience factors, more qualitative research is required to investigate teachers' experiences in depth (Wang, J., & Zhang, Y. 2021). Qualitative methods, such as interviews and focus groups, can provide a deeper understanding of the complexities and subtleties of teacher resilience (Skaalvik, E. M., & Skaalvik, S. 2021).

FRAMEWORK

This study was anchored on different theories. Albert Bandura's (1970) social learning theory posits that individuals can develop resilience through observation, modeling, and social interaction. As role models for their students, instructors' experiences play a crucial role in the primary classroom. Students observe and learn from the instructors' behavior when they demonstrate resilience in the face of obstacles, setbacks, and tension. Teachers who candidly discuss their own experiences of overcoming obstacles and maintaining a positive outlook can inspire and motivate their students to be resilient. Teachers can promote resilience through positive reinforcement by recognizing and applauding students' efforts to face and overcome obstacles.

Moreover, Positive Psychology Theory founded by Aaron T. Beck in the 1960. Positive psychology emphasizes on the promotion of virtues, well-being, and positive emotions. Teachers can implement positive psychology principles in the primary

classroom to cultivate resilience. Teachers can help students develop a growth mindset, self-efficacy, and optimism by cultivating a positive and supportive learning environment. Teachers can enhance students' emotional resilience through activities that emphasize their strengths, gratitude, and character growth. Sharing tales of perseverance, resilience, and success can also inspire students and demonstrate how resilience can lead to accomplishment and personal development.

Furthermore, Mihaly Csikszentmihalyi's (1970) cognitive-behavioral theory suggests that resilience can be cultivated by modifying negative thought patterns and adopting healthier coping strategies by. Experience plays a role in identifying and addressing students' negative thought patterns in the primary classroom. By teaching cognitive restructuring techniques, such as reframing negative thoughts into positive ones, instructors can assist students in developing resilience by altering their perspective on difficult circumstances. In addition, teachers can equip students with problem-solving skills, tension management techniques, and emotional regulation strategies to enable them to effectively manage challenges.

The theory of resilience of Ann Masten, 2002. This theory emphasized the psychological and sociological concept that refers to an individual's ability to adapt, recover, and thrive in the face of adversity, challenges, or significant life stressors. Resilience involves the capacity to bounce back from setbacks, learn from difficult experiences, and maintain well-being despite the presence of obstacles. The theory of resilience has been applied to various fields, including psychology, education, healthcare, and community development. Researchers and practitioners use this theory to understand how individuals and communities respond to adversity, develop interventions to enhance resilience, and promote well-being and positive outcomes. The theory of resilience acknowledges the human capacity for growth and adaptation in the face of adversity, highlighting the potential for individuals to not only survive difficult circumstances but to thrive and emerge stronger as a result. Resilience theory suggests that individuals are not passive victims of circumstances, but rather, they possess inherent strengths and resources that enable them to cope with and overcome challenges. This theory is applicable across various contexts, including personal, familial, community, and societal levels.

METHOD

Research design

This study employed qualitative research design. This research approach is used to explore and understand phenomena in-depth by gathering rich, descriptive data and examining the meanings, perspectives, and experiences of participants. It is a methodological framework that focuses on subjective interpretations and social constructions of reality, aiming to generate detailed insights into the complexities and nuances of human behavior, attitudes, and social interactions (Creswell, 2013).

Respondents

The participants in this study were ten (10) teachers in selected public chartered schools in Kidapawan city through purposive sampling.

Instruments

The researcher developed a set of interview guide questions in a study to provide a deeper understanding of school leaders' lived experiences in sustaining resilient in schools. The researcher will invite five experts to conduct a content validity assessment of the interview questions. This evaluation aims to assess the suitability of the items created to explore the lived experience and aspirations within the digital workplace. This measure aims to ensure the comprehensibility and clarity of the survey instrument.

Statistical Tools

Mean and Standard Deviation was used to determine the levels of burnout, self-awareness, and psychological well-being of teachers. Moreover, the Pearson Product Moment Correlation was utilized to determine the relationship between burnout, self-awareness, work engagement, and psychological well-being of teachers. Furthermore, the multiple regression analysis was used to measure the influence of burnout and self-awareness on the psychological well-being of teachers.

RESULTS AND DISCUSSION

Lived Experiences of Resilience in The Primary Classroom of Teachers' Experiences

In this section, there were four (4) themes that emerged from the lived experiences of resilience in the primary classroom of teachers' experiences these are Flexibility in Teaching, Resilience, Promoting Inclusivity, and Peer and Teacher Support

Flexibility in Teaching. This theme flexibility in teaching is about being student-centered, willing to innovate, and ready to adjust one's teaching approach to optimize learning outcomes and foster a supportive and effective learning environment. Thus, the significant remarks of the participants revealed below:

In my first-grade class, I had a student who struggled with reading due to dyslexia. Instead of giving up, I researched and implemented various teaching techniques, such as multisensory reading programs. It took time, but through perseverance and tailored support, this student made significant progress and gained confidence in their reading abilities (IDI_P2).

In one memorable case, a student's family faced a major crisis, and the student's performance suffered. I provided emotional support, adjusted deadlines, and communicated with the family to ensure the child felt cared for during a tough time. Eventually, the student regained their academic footing (IDI_P3).

In a second-grade class, I had several English as a Second Language (ESL) students who initially struggled to communicate and understand class material. I incorporated visuals, gestures, and peer support to make the

lessons more accessible. Over the year, they made significant progress in their language skills and academic performance (FGD_P4).

The ideas of participants 2 and 3 are the critical role of a teacher in recognizing and responding to the diverse needs of their students through adaptable, empathetic, and supportive teaching practices. This approach not only addresses immediate academic challenges but also fosters a positive and inclusive learning environment that encourages student growth and confidence.

Moreover, during the focus group discussion participants 4 statement concludes by noting that over the course of the year, these students made significant progress in their language skills and academic performance. This implies that the strategies employed by the teacher were effective in aiding the students' understanding and use of English, which positively impacted their overall academic achievements.

The implications emphasize the significance of adaptable, empathetic, and holistic teaching approaches in addressing the diverse needs of students. They suggest that educational systems and policies should support and encourage such practices to ensure the effective learning and well-being of all students.

Studies on the impact of teacher-student relationships show that emotional support from teachers can significantly improve students' academic engagement and performance, especially during times of personal crisis (Amar, D. 2020).

The result of the study highlights the effectiveness of visual aids and gestures in improving comprehension and retention for learners who are not proficient in the language of instruction. Additionally, the use of peer support is backed by social development, which emphasizes the role of social interaction in cognitive development (Allard, A., 2022).

Also, **Resilience** was the theme that emerged which encapsulates the ability of both students and educators to adapt, persevere, and thrive in the face of challenges, setbacks, and adversity. This theme underscores the capacity to navigate challenges and setbacks, highlighting qualities such as adaptability, perseverance, and the ability to thrive despite obstacles. The significant statements of the participants revealed below:

Supportive Relationships: Building and maintaining supportive relationships within the classroom community is essential for resilience. Students need to feel safe, valued, and connected to their teachers and peers. This sense of belonging and support can significantly enhance their ability to bounce back from difficulties (IDI_P1).

Resilience in the context of a primary classroom and teaching refers to the ability of both students and educators to adapt, persevere, and thrive in the face of challenges, setbacks, and adversity (IDI_P2).

Perseverance: Resilience entails the determination and persistence to keep working toward academic and personal goals, even when faced with obstacles. It's about instilling the belief that effort and persistence are key factors in success (FGD_P2).

The statements made by participants 1 and 2 underscore the significance of fostering supportive relationships, nurturing resilience, and promoting perseverance in the primary classroom to help students thrive academically and personally despite the challenges they may encounter.

In the same way, the statement of FGD_P2 highlights resilience as a vital attribute, characterized by determination and persistence, crucial for overcoming challenges and achieving success in both academic and personal endeavors.

This implies that creating and maintaining supportive relationships within the classroom is crucial for students' resilience. Teachers and peers play a significant role in shaping students' feelings of safety, value, and connection. When students feel supported and belong to a nurturing community, they are better equipped to overcome challenges and setbacks.

Research by Benard, B. (2022) emphasizes that students thrive in safe and supportive classroom environments. Feeling safe and valued by teachers and peers is essential for students' emotional well-being, which, in turn, can positively impact their academic performance and resilience.

Also, Brackett, M. A., (2022), suggests that strong and secure attachments to caregivers (or educators in the context of school) are crucial for emotional development. These attachments provide a secure base from which students can explore the challenges of the educational environment, promoting resilience.

Similarly, **Promoting Inclusivity** was another theme emerged that reflects the experiences of the participants. This theme in the statement highlights how fostering resilience contributes to a more inclusive and empathetic classroom culture. It focuses on the idea that resilience can serve as a unifying force that brings students together and promotes acceptance and support for one another. Thus, the significant remarks of the participants revealed below:

Building a culture of growth and resilience in the classroom goes beyond individual efforts. It includes celebrating failures as opportunities to learn, encouraging students to embrace challenges, and promoting a sense of curiosity and continuous improvement (IDI_P2).

Promoting Inclusivity: Fostering resilience also contributes to a more inclusive and empathetic classroom culture. When students see their peers facing challenges and persevering, it creates an environment where differences are accepted, and support is readily offered (IDI_P4).

The participants 2 and 4 statements collectively emphasize the importance of creating a classroom culture that promotes growth, resilience, inclusivity, and the development of resilience as a life skill. These elements contribute to a positive and supportive learning environment and prepare students for challenges they may encounter in their personal and professional lives.

However, FGD_P4 statement is acknowledging that resilience is not confined to overcoming academic hurdles. It recognizes that resilience plays a crucial role in various aspects of life.

The statement implies that the need for a more holistic and inclusive approach to education, the importance of teaching life skills like resilience, and the long-term positive impact such an approach can have on students' personal and professional development. It also underscores the potential need for educator training and community involvement to effectively implement these principles.

Additionally, Day, C., & Gu, Q. (2022) pointed out that teaching resilience as a life skill underscores its long-term benefits. The resiliency can have a profound impact on an individual's personal and professional development. It suggests that resilience equips

individuals with the psychological and emotional tools needed to effectively navigate challenges and adversities throughout their lives.

The significance of teaching resilience in primary grades is supported by (Evertson, C. M., & Weinstein, C. S. 2022). They confirmed that teaching resilience at this stage helps lay the foundation for healthy social and emotional development, setting the stage for future personal and professional success.

Furthermore, the theme that emerged from these practices is **Peer and Teacher Support**. This theme encouraging students to seek help and support, both from their peers and the teacher, underscores the importance of collaboration and mutual assistance within the classroom. Thus, the significant remarks of the participants revealed below:

I place a strong emphasis on building a supportive and inclusive classroom culture. This means fostering a sense of belonging, where students feel safe, valued, and encouraged to help each other. It's crucial that students know they can seek help and support from both their peers and me (IDI_P3).

I integrate coping strategies into my teaching, such as mindfulness techniques and stress-management tools. I want students to develop skills that can help them stay calm and focused during challenging situations (IDI_p5).

Recognizing and celebrating students' efforts and small victories has become a regular part of my teaching. I provide positive reinforcement to acknowledge their resilience, reinforcing the idea that hard work and determination lead to success (FGD_P4).

Participants 3 and 5 share a common commitment to creating a classroom environment that prioritizes students' emotional well-being, personal development, and academic success. They believe in the importance of nurturing a sense of belonging and mutual support, teaching practical coping skills, and reinforcing the value of resilience and hard work as key factors in achieving success. These elements collectively contribute to a positive and inclusive educational experience for students.

Similarly, during the focus group discussion participants 4 conveyed the idea that resilience is an essential skill that should be taught from an early age. It's not just about dealing with academic challenges but is crucial for overall personal and professional growth and dealing with life's various challenges.

This implies the importance of creating an inclusive classroom culture, prioritizing students' emotional well-being, teaching practical life skills, and fostering character development. These implications reflect a holistic approach to education that prepares students not only for academic success but also for personal growth, resilience in the face of challenges, and a positive outlook on their own abilities.

The significant remarks of the participants underscore the importance of creating a sense of belonging in the classroom. Studies suggest that when students feel that they belong to a supportive learning community, they are more engaged, motivated, and likely to succeed (Fergus, S., & Zimmerman, M. A. 2022).

The idea of students seeking help and support from both their peers and the teacher aligns with the concept of peer-assisted learning and teacher-student

relationships. Researchers have found that collaborative learning and positive teacher-student interactions contribute to a positive classroom culture (Fredrickson, B. L. 2022).

The Teachers' Implications from Their Experiences in Resilience in the Primary Classroom

In this section, it identifies four themes that emerge from the Teachers' Implications from Their Experiences in Resilience in the Primary Classroom: Diverse Challenges, Communication Struggles, Management Struggles, and Ineffective Assessments.

The first theme emerged from the Teachers' Implications from Their Experiences in Resilience in the Primary Classroom was **Diverse Challenges**. This theme highlights how educators are required to confront and manage a wide array of issues, each unique and demanding. These challenges include adapting teaching methods to suit different learning styles and abilities among students, maintaining discipline and organization within a lively and energetic classroom, and staying abreast of the latest educational practices and innovations despite time constraints and other professional demands. This theme underlines the necessity for teachers to be versatile, empathetic, and continually evolving in their strategies to ensure that all students receive a quality education that caters to their individual needs. Thus, various statements of the participants revealed below:

One of the most common challenges is addressing the diverse learning styles and abilities of students. In a primary classroom, you have children with varying levels of readiness and different ways of grasping concepts. Adapting your teaching methods to cater to all these needs can be a significant challenge (IDI_P1).

Maintaining discipline and a well-organized classroom can be challenging, especially with younger children who may have shorter attention spans and more energy. Effective classroom management is crucial to create a conducive learning environment (IDI_P2).

Staying updated with the latest teaching methods and best practices in primary education can be a challenge due to time constraints and the demands of the classroom. Continuous professional development is essential, but it's not always easy to find the time for it (FGD_P4).

Based on the statements from the three participants (IDI_P1 and IDI_P2), the statement focuses on the challenge of addressing the diverse learning needs of students in a primary classroom. She emphasizes the need for adaptability in teaching methods to cater to various levels of readiness and different approaches to learning among students. Her perspective underscores the complexity of tailoring educational experiences to meet the individual needs of each child.

Furthermore, FGD_P4 highlights the importance for teachers to remain informed and skilled in the most current and effective educational strategies and practices.

The statement implies that the complex challenges faced in primary education and underscore the need for support systems for teachers, such as professional development

opportunities, collaborative teaching environments, and resources to address diverse student needs. The ability of educators to meet these challenges directly impacts the quality of education and the learning experiences of their students.

The challenge of balancing curriculum coverage with individual attention and support for students is a well-documented issue in education. Effective time management is crucial for teachers to optimize learning opportunities while addressing the diverse needs of students (Fontana, D. 2022).

The need to provide individual attention implies a commitment to personalized learning. Research suggests that personalized instruction can enhance student engagement, motivation, and academic achievement (Fredrickson, B. L., & Joiner, T. 2022).

In the same way, another theme emerged was **Communication Struggles**. This theme reflects the difficulties and complications that can arise when classroom management strategies are not effectively implemented and communication with stakeholders is inadequate. It underscores how these challenges can negatively impact the learning environment, student behavior, and community engagement, hindering the overall educational experience. Thus, the remarks of the participants revealed below:

Implementing effective classroom management strategies is essential for creating a positive learning environment. This includes establishing clear routines, setting expectations, and using positive reinforcement. I address behavior issues promptly and constructively, focusing on solutions and fostering a sense of responsibility among students (IDI_P2).

Establishing clear and open communication with students, parents, and colleagues is crucial. I keep parents informed about classroom activities and encourage regular feedback (FGD_P4).

Both statements of participants 2 reflect a holistic approach to education, where effective classroom management and open communication are seen as pivotal in creating an environment conducive to learning and growth. Female B's focus on classroom dynamics and Male B's emphasis on communication collaborate to paint a picture of an educational setting that values structure, positive behavior, and community engagement.

Thus, FGD_P4 statement conveys that effective communication is a key component of successful teaching. It involves not just disseminating information but also listening and responding to the needs and feedback of students, parents, and colleagues. This approach helps in creating a more inclusive, collaborative, and responsive educational environment.

The statements of the participants implies that effective classroom management strategies and the establishment of clear communication channels have positive implications for the educational environment. They contribute to creating a more structured, responsive, and inclusive setting, which is conducive to learning and development for students. These approaches also highlight the evolving and multifaceted role of teachers in fostering an environment that supports both academic and personal growth for their students.

Moreover, the idea that resilience is not solely an individual trait but also a shared responsibility between educators and students aligns with the broader understanding of

resilience in educational psychology. Research suggests that both teachers and students can contribute to creating a resilient classroom environment (Ingersoll, R. M. 2022).

Similarly, the concept of adapting to changing circumstances and new learning challenges resonates with the notion that resilience is a lifelong skill. Resilience research extends beyond the classroom, emphasizing its role in individuals' ability to navigate various life transitions and challenges (Ingersoll, R. M. 2022).

Furthermore, **Management Struggles** was another theme which emerged. This theme reflects the hardships and impediments that can arise when teachers are unable to effectively navigate the complex dynamics of a primary classroom and maintain open communication channels. It highlights how these challenges can adversely affect the learning environment, relationships with stakeholders, and the overall effectiveness of education. Hence, the significant statements of the participants depicted below:

Coping with the challenges and demands of the primary classroom environment requires a combination of effective strategies and a flexible approach (IDI_P4).

Finding creative ways to make the most of limited resources is a valuable skill. Teachers often share and exchange materials and seek out free or low-cost resources (IDI_P5).

Building strong relationships with students, parents, and colleagues is crucial. Open and regular communication with parents helps to address concerns and maintain a positive learning environment (FGD_P6).

IDI_P4 and IDI_P5 emphasize the importance of coping with the diverse challenges in a primary classroom, which requires a combination of effective strategies and flexibility. This means that teachers need to be adaptable in their approach, tailoring their teaching methods and classroom management techniques to suit the varying needs and dynamics of their students. The statement suggests that a one-size-fits-all approach is not effective in education, and educators must be prepared to modify their strategies to create an optimal learning environment.

Also, open, and regular communication with parents helps to address concerns and maintain a positive learning environment (FGD_P6) highlights the critical role of relationship-building and communication in education. It suggests that such practices are key to addressing concerns, supporting students, and creating a positive educational experience for all involved.

These statements imply that collectively point to the multifaceted nature of teaching, especially in primary education. They emphasize the need for adaptability, resourcefulness, and strong communication skills as essential components for effectively managing the complexities of the classroom and ensuring a supportive and productive educational experience for students.

However, the importance of regular assessment and feedback as integral components of effective teaching and learning (Grant, A. M., & Ashford, S. J. 2022). Assessments can go beyond academic performance to include social and emotional skills, such as resilience (Greenberg, M. T., & Harris, A. R. 2022).

Also, the use of positive reinforcement to acknowledge and celebrate instances of resilience aligns with theories of motivation and behavior. Positive reinforcement has been found to be effective in shaping desired behaviors (Howard, S. 2022). Celebrating

resilience can encourage students to persevere and develop resilience further (Kyriacou, C. 2022).

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Stay informed about new teaching methods, technologies, and educational research. Attend workshops, conferences, or participate in online courses to enhance your skills and stay current with best practices in education (IDI_P1).

Be open to adjusting your teaching methods based on the evolving needs of your students and the educational landscape. Flexibility is key to adapting to changing circumstances (IDI_P3).

Implement regular assessments to gauge student understanding and adjust your teaching accordingly. This can help identify areas where students may be struggling and allow you to provide targeted support (FGD_p2).

The statements of participants 1 and 3 emphasize a proactive, responsive, and student-centered approach to teaching. They advocate for ongoing professional development, adaptability in response to student needs and educational changes, and the use of assessments as a means to enhance student learning and support. This approach ensures that education remains effective, relevant, and tailored to the diverse needs of students.

Similarly, the statement from FGD_P2 is advocating for a responsive and adaptive approach to teaching. By regularly assessing students and using the results of these assessments to guide instructional decisions, teachers can more effectively meet the diverse learning needs of their students and enhance overall educational outcomes.

This implies that a dynamic and responsive educational environment where continuous learning and adaptability on the part of the teacher play a crucial role. This approach not only enhances the teacher's ability to meet the needs of their students but also ensures that the students receive a more personalized and effective education.

The idea of Kyriacou, C., & Sutcliffe, J. (2022) supports individualized instruction. Recognizing that students have unique strengths and challenges is fundamental to personalized learning, where teaching methods are adapted to suit individual needs.

Similarly, encouraging students to seek help and support from both peers and the teacher is consistent with peer-assisted learning models (Kyriacou, C., & Sutcliffe, J. 2022). Peer support enhances social interactions and can lead to academic benefits.

Primary School Teachers' Coping Strategies and Support Systems Influence Their Resilience in The Primary Classroom

In this section, there were four themes emerged Primary School Teachers' Coping Strategies and Support Systems Influence Their Resilience in The Primary Classroom: Sustainable Practices, Improvement in Teaching Practices, Interconnected Resilience in Education, and Continuous Self-Improvement.

The first theme that emerged was the theme **Sustainable Practices**. This theme encompasses the importance of creating sustainable habits and approaches in teaching. It highlights the necessity for educators to foster positive relationships, manage their time effectively, and remain adaptable to change. These elements are crucial for maintaining personal well-being, preventing burnout, and ensuring that educators can continue to meet the demands of their profession effectively. Thus, the remarks of the participants revealed below:

Foster positive relationships with your students. A supportive and respectful classroom environment can contribute to your overall well-being and resilience (IDI_P1).

Learn to manage your time efficiently. Set clear boundaries between work and personal life, and don't overcommit. Effective time management can reduce stress and prevent burnout (IDI_P4).

Be open to change and willing to adapt. The education landscape is ever-evolving, and being flexible in your teaching methods and strategies can help you navigate unexpected shifts (FGD_P3).

Participants 1 and 4 statements highlight a holistic approach to education, where the emotional and professional well-being of educators is considered alongside their teaching practices. They advocate for building strong, positive relationships, maintaining a healthy work-life balance, and being adaptable in the face of change, all of which are crucial for a sustainable and fulfilling teaching career.

In addition, the statement from "FGD_P3" suggests that educators should embrace a flexible and adaptable mindset to successfully navigate the ever-changing landscape of education. By being open to change and willing to modify their approaches, teachers can more effectively meet the evolving needs of their students and the educational system as a whole.

This implies the importance of personal and professional development for teachers, including emotional skills, time management, and adaptability. They also highlight the reciprocal relationship between teacher well-being and student success, suggesting that when teachers are supported and equipped to manage their roles effectively, it positively impacts the learning environment and student outcomes.

Studies have shown that supportive and respectful relationships between teachers and students can lead to improved student engagement, better academic performance, and a positive classroom environment (Legarda, J. 2020). Additionally, these relationships are found to contribute to teacher resilience and job satisfaction (Luthar, S. S., 2022).

Additionally, the teachers who effectively manage their time and maintain a healthy work-life balance are less prone to stress and burnout, contributing to their overall well-being and effectiveness in the classroom (Masten, A. S. 2022). Setting clear boundaries is crucial in achieving this balance (McLaughlin, C., & Black-Hawkins, K. 2022).

In the same way, another theme emerged was **Improvement in Teaching Practices**. This theme encompasses the importance of ongoing learning and adaptation in the teaching profession. It highlights the teacher's proactive approach in seeking

feedback, collaborating with peers, and pursuing professional development to enhance their teaching methods. The theme reflects a commitment to evolving teaching practices to meet the diverse needs of students and to maintain effectiveness in the ever-changing educational landscape. Thus, the remarks of the participants revealed below:

The teacher sought feedback from students through anonymous surveys. This feedback provided valuable insights into what was and wasn't working in the classroom. Some students expressed that they needed more interactive activities, while others preferred a more structured approach (IDI_P4).

The teacher also reached out to colleagues for support and advice. They shared their experiences and challenges with other teachers, who offered valuable suggestions and encouragement (IDI_p6).

The teacher dedicated time to researching innovative teaching methods and enrolled in professional development courses related to teaching diverse learners. This helped them gain new strategies and tools (FGD_p4).

Participants 4 and 6 statements point to a comprehensive approach to teaching that combines reflective practice, collaborative learning, and ongoing professional development. This approach highlights the dynamic nature of teaching and the continuous effort required to remain effective, adaptable, and responsive to the diverse needs of students. Additionally, the statement from "FGD_p4" emphasizes the value of a teacher's commitment to personal and professional growth, especially in the context of teaching a diverse group of students. By dedicating time to research and professional development, the teacher was able to expand their repertoire of teaching strategies and tools, which is essential for addressing the complexities of a modern classroom.

This implies that the importance of reflective practice, professional collaboration, and continuous learning in teaching. They underscore the need for teachers to remain adaptable, open to feedback, and committed to ongoing professional growth to effectively meet the diverse needs of their students and enhance the overall quality of education.

Consequently, the student feedback can provide essential insights into teaching effectiveness and classroom engagement (Nias, J. 2022). Studies show that when students' preferences, such as for interactive activities or structured approaches, are considered, it can lead to improved learning outcomes and greater student satisfaction (Robertson, A., 2022).

Nevertheless, the collaboration with colleagues has been found to offer valuable support, enhance teaching practices, and contribute to teacher morale (Roffey, S. 2022). Peer interaction provides a platform for sharing experiences, which can lead to the development of innovative strategies and a supportive teaching community (Richardson, P. W., & Watt, H. M. 2022).

Furthermore, **Interconnected Resilience in Education** was another theme which emerged. This theme encompasses the reciprocal nature of resilience between teachers and students within the educational setting. It highlights how teaching resilience not only benefits students but also reinforces the teacher's own resilience. The theme reflects the symbiotic relationship where supportive classroom dynamics, positive outcomes from resilience education, and continuous professional development collectively contribute to a resilient and motivated teaching environment. Hence, the significant statements of the participants depicted below:

Teaching resilience to students often involves creating a supportive and empathetic classroom environment. This environment, in turn, benefits the teacher by providing a supportive community. When students learn to be resilient, they are more likely to support each other and, in turn, support their teacher. This mutual support can help teachers feel less isolated and more resilient in their role (IDI_P3).

When teachers see their efforts in fostering resilience lead to positive outcomes in their students, it creates a positive feedback loop. The teacher gains confidence in their teaching abilities and is more likely to persevere in the face of difficulties, thus enhancing their own resilience (IDI_p4).

Teaching resilience to students encourages teachers to stay updated on the latest research and practices in the field of education. This commitment to continuous learning can help teachers stay engaged and motivated in their profession, contributing to their own resilience (FGD_P4).

Participants 3 and 4 statements highlight the interconnectedness of resilience between students and teachers. They underscore the importance of a supportive learning environment, the reinforcing nature of witnessing positive outcomes in students, and the value of continuous professional development. In essence, fostering resilience in students not only aids their development but also significantly benefits the teachers, enhancing their confidence, motivation, and resilience in their professional roles.

Also, the statement from "FGD_P4" highlights the reciprocal nature of teaching resilience: as teachers educate their students on how to be resilient, they themselves are encouraged to engage in continuous learning. This process not only enhances their ability to teach effectively but also contributes to their own resilience, keeping them engaged and motivated in their profession.

This implies that the interconnected nature of teaching resilience and the benefits it yields for both teachers and students. They suggest that efforts to teach resilience can create a supportive educational environment, enhance teacher confidence and perseverance, and foster a commitment to professional growth, all of which are crucial for the overall health and effectiveness of the educational process.

Studies have shown that a classroom environment characterized by support and empathy can significantly enhance students' resilience. This, in turn, creates a community of mutual support, which can reduce teacher isolation and increase their resilience (Roffey, S. 2022).

Positive changes in student behavior and resilience can lead to increased teacher efficacy and confidence (Schoon, I., & Parsons, S. 2022). This creates a positive feedback loop, where successful teaching strategies reinforce teachers' abilities to persevere through difficulties.

Additionally, **Technological Advancement** was the theme that emerged that the ongoing process of self-reflection, goal-setting, and responsiveness to feedback that is vital in the teaching profession. It highlights the importance of being reflective, purposeful, and open to feedback as key components of professional growth and development. The theme underscores the idea that effective teaching involves a continual cycle of reflection, setting objectives, and adapting practices based on feedback. The significant statements of the participants revealed below:

Keeping a reflective journal is a common practice among teachers. This involves regularly writing about teaching experiences, both positive and challenging. Journaling allows teachers to process their emotions, analyze their reactions, and identify patterns in their teaching (IDI_P2).

Based on your reflections, set specific goals for improvement. These goals can be related to teaching strategies, classroom management, or personal well-being. Having clear objectives gives you a sense of direction and purpose (IDI_p3).

Review feedback from students, colleagues, and administrators. Constructive criticism can be a powerful tool for growth. Use feedback as a source of information to make adjustments and improvements in your teaching practice (FGD_p5).

The statements of participants 2 and 3 highlight the interconnectedness of reflective practice, goal setting, and responsiveness to feedback in teaching. They underscore the notion that effective teaching involves a cycle of reflection, setting improvement goals, and adapting practices based on feedback, all of which are essential for the ongoing development and refinement of teaching skills.

Moreover, the statement from "FGD_p5" conveys that feedback from various stakeholders in the education process is a crucial resource for teachers. By embracing constructive criticism and using it as a basis for making adjustments, teachers can continually enhance their skills and effectiveness, ultimately benefiting their students' learning experience.

These implications highlight the importance of reflective practices, goal setting, and responsiveness to feedback in the teaching profession. They underscore the need for teachers to be introspective, proactive, and adaptable, continuously striving to enhance their teaching methods and contribute positively to student learning and development.

The implications of the study suggest that reflective journaling helps teachers process emotions, analyze reactions, and identify patterns in their teaching, leading to deeper self-awareness and professional growth. It is also beneficial in coping with the stresses of teaching and enhancing reflective practice (Skinner, E. A., 2022).

Moreover, the goal setting in teaching, informed by reflective practices, has been shown to provide teachers with a clear sense of direction and purpose, improving their teaching strategies and classroom management. This leads to more effective teaching and personal well-being (Skaalvik, E. M., & Skaalvik, S. 2022).

IMPLICATIONS

The research implications were derived from a detailed summary of results, providing critical insights and understanding into the study's core findings.

1. The thematic analysis revealed four themes from teachers' lived experiences regarding resilience in the primary classroom: Flexibility in Teaching, Resilience, Promoting Inclusivity, and Peer and Teacher Support. This indicates a need for adaptable pedagogical strategies to meet diverse student needs, underscoring the importance of dynamic curriculum design. Additionally, it implies the necessity for professional development programs focused on building emotional resilience

among teachers, thereby enhancing their ability to cope with classroom challenges. It also underlines the importance of inclusive educational practices, suggesting the need for training that equips teachers with skills to create more inclusive classroom environments. Finally, it highlights the value of supportive networks among educators, suggesting the implementation of mentorship programs and collaborative platforms to facilitate shared learning and emotional support.

2. Furthermore, four themes emerged from the analysis of Teachers' Implications from Their Experiences in Resilience in the Primary Classroom: Diverse Challenges, Communication Struggles, Management Struggles, and Ineffective Assessments. This highlights the complexity of issues faced in the primary classroom, suggesting the need for multifaceted support systems for teachers. It points to the necessity for improved communication training, focusing on enhancing teacher-student and teacher-parent interactions. Additionally, there's a suggested need for better classroom management training, emphasizing strategies to handle disruptive behavior and maintain a conducive learning environment. Finally, it implies the requirement for reevaluating assessment methods, advocating for more effective and diverse assessment strategies that cater to different learning styles.
3. The study identified four themes encapsulating Primary School Teachers' Coping Strategies and Support Systems, influencing their resilience in the primary classroom: Sustainable Practices, Improvement in Teaching Practices, Interconnected Resilience in Education, and Continuous Self-Improvement. This emphasizes the need for long-term, sustainable approaches in teaching that can withstand various educational challenges. It suggests ongoing professional development and reflective practice as key to enhancing teaching efficacy. Additionally, it highlights the importance of a holistic approach to resilience, integrating individual, community, and systemic factors. It also underlines the importance of a growth mindset among educators, emphasizing continuous learning and self-improvement as vital to maintaining resilience in the teaching profession.

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