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RESILIENCE IN THE WORKPLACE AND PEDAGOGICAL CAPABILITY OF TEACHERS IN PUBLIC ELEMENTARY SCHOOLS

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ABSTRACT
This study aimed to determine the significant influence of resilience on pedagogical capability among public elementary school teachers. Employing a descriptive-correlational research design, the study surveyed 150 teachers from public elementary schools in Magsaysay South District, Division of Davao del Sur, using modified questionnaires. The mean, Pearson product–moment correlation, and regression analysis were used to analyze the collected data. The findings revealed that both the level of resilience and pedagogical capability among public elementary school teachers were notably high. Moreover, a significant relationship was observed between resilience and pedagogical capability. Furthermore, the results indicated that the domains of resilience significantly influenced teachers' pedagogical capability. It is recommended that educational institutions implement targeted training programs and support initiatives designed to enhance teacher resilience and pedagogical capabilities.

KEYWORDS: *Resilience, Pedagogical Capability, Public Elementary School Teachers, Education, Philippines*

1. INTRODUCTION
The pedagogical capability of elementary teachers is a vital and multifaceted dimension of education that significantly influences the quality and effectiveness of teaching and learning processes. Pedagogical capability refers to the comprehensive set of knowledge, skills, and abilities that teachers possess to effectively plan, implement, and assess instructional strategies that are responsive to the diverse needs of their students (Guillén-Gámez et al., 2021). This capability encompasses teachers' proficiency in content knowledge, instructional design, classroom management, and the ability to differentiate instruction to address the individual needs of learners. Extensive research highlights the critical role of pedagogical capability in fostering positive learning environments, enhancing student engagement, and ultimately improving academic achievement. However, the development and enhancement of pedagogical capability among elementary teachers has become a growing concern for school administrators, policymakers, teacher educators, and parents.

Despite its recognized importance, several international challenges and concerns persist regarding the preparation and professional development of elementary teachers in this domain. One predominant issue is the variability in teacher education and professional development programs across different countries (Popova et al., 2022). In many regions, elementary teacher preparation programs may not sufficiently emphasize the development of pedagogical capability, resulting in teachers who are inadequately prepared to address diverse learner needs (Ondimu, 2019). Moreover, rapid advancements in educational technology and increasing cultural diversity in classrooms pose additional challenges, requiring teachers to continually adapt their pedagogical approaches (Rasheed et al., 2020). Furthermore, the global emphasis on standardized testing and strict adherence to curriculum in some educational systems may inadvertently hinder the cultivation of innovative and student-centered pedagogical practices (Andrews et al., 2021).

In the Philippines, pedagogical capability among elementary teachers is a significant concern that warrants urgent attention. Recent educational assessments and surveys indicate that a considerable number of elementary teachers lack the pedagogical capabilities necessary to effectively engage and support their students (Pentang et al., 2021). This deficiency has been attributed to several factors, including limitations in teacher education programs, restricted access to continuous professional development, and high teacher turnover rates (Alegado, 2019). Additionally, increasing student diversity and the growing emphasis on inclusive education present further challenges, requiring teachers to modify instructional strategies to accommodate all learners (Diano et al., 2023). Moreover, existing curriculum and assessment frameworks in the Philippines may not be fully aligned with the development of pedagogical capability, thereby constraining teachers' capacity to implement innovative and effective teaching practices (Alugar & Itaas, 2021).

Resilience plays a pivotal role in shaping the pedagogical capability of elementary teachers, as it influences their ability to navigate the challenges and complexities inherent in the teaching

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profession. Resilience is defined as the ability to recover from adversity, adapt to challenging situations, and maintain psychological well-being in the face of stressors. Teachers with high levels of resilience demonstrate greater flexibility, adaptability, and perseverance in their instructional practices, enabling them to manage classroom dynamics effectively, address diverse learning needs, and sustain positive learning environments (Naidu, 2021).

In Magsaysay South District, Division of Davao del Sur, several studies have highlighted the significant relationship between resilience and pedagogical capability among elementary teachers. For example, Trigueros et al. (2020) found that teachers with higher resilience levels were more effective in managing classroom disruptions, adapting instructional strategies for diverse learners, and fostering supportive classroom climates. Similarly, Mullen et al. (2021) reported that resilient teachers were better equipped to cope with occupational stress, maintain higher levels of job satisfaction, and implement effective teaching practices that promote student engagement and academic achievement.

Despite the growing body of literature on resilience and teaching effectiveness, notable research gaps remain, particularly within the context of elementary education and specific geographical settings such as the Philippines. First, although numerous correlational studies have examined resilience and teaching capability, few have focused explicitly on elementary teachers. Second, the geographical scope of existing research is limited, with little to no empirical studies conducted in the Philippine context. Given the country's unique cultural, social, and educational landscape, it is essential to examine how resilience influences pedagogical capability among Filipino elementary teachers. Finally, while several studies have explored the relationship between resilience and overall teacher performance, limited research has specifically investigated the influence of resilience on pedagogical capability, which encompasses instructional design, classroom management, and student engagement strategies.

This study aimed to determine the significant influence of resilience on the pedagogical capability of public elementary school teachers in Magsaysay South District, Division of Davao del Sur. The findings of this study may contribute to the development of targeted interventions and support mechanisms designed to enhance teachers' pedagogical capabilities, ultimately improving teaching quality and student learning outcomes. Furthermore, the results may inform the design of contextually relevant teacher training and support programs tailored to the needs of Filipino elementary teachers, thereby contributing to the overall improvement of elementary education quality in the Philippines.

1.1 Statement of the Problem

This study aimed to determine the significant influence of resilience on pedagogical capability among public elementary school teachers in Magsaysay South District, Division of Davao del Sur. Specifically, it sought to answer the following questions:

1. What is the level of resilience of public school teachers in terms of:
1.1 professional;
1.2 motivational; and
1.3 social?

2. What is the level of pedagogical capability of public school teachers in terms of:
2.1 evaluation of learning;
2.2 managing student behavior; and
2.3 student interaction?

3. Is there a significant relationship between resilience and pedagogical capability?
4. Do the domains of resilience significantly influence pedagogical capability??

1.2 Hypotheses

To answer the problem of this study objectively, the null hypotheses were tested at the .05 level of significance:
Ho1. There is no significant relationship between resilience and pedagogical capability among public elementary teachers.
Ho2. The domains of resilience did not significantly influence pedagogical capability among public elementary teachers.

2. METHODOLOGY

2.1 Research Design

This study employed a non-experimental quantitative research design using the correlational method. This method is suitable when the objective is to describe the current status of a situation and to examine the potential relationships among variables. Correlational research involves gathering data to determine whether a relationship exists between two or more quantifiable variables (Travers, 2016).

Quantitative research aims to determine how many individuals think, behave, or feel in a particular way. It usually involves large sample sizes and focuses on the measurable aspects of responses, rather than the deeper or more nuanced insights sought in qualitative research. In a typical quantitative design, each participant answers the same set of questions, ensuring consistency and comparability across the data set. The responses are numerical and can be statistically analyzed. Surveys may also include branching questions, where the next item depends on the respondent's previous answer (Creswell, 2013).

This design was suitable for the present study because it aimed to investigate the relationship between resilience and pedagogical capability among public elementary school teachers in Magsaysay South District, Davao del Sur. The correlational approach allowed the researcher to analyze how variations in teachers' levels of resilience were associated with differences in their pedagogical capability, as well as to examine the extent to

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which the domains of resilience significantly influenced pedagogical capability.

2.2 Research Respondents

For this study, a sample of 150 out of 240 public elementary school teachers in Magsaysay South District, Davao del Sur, was selected using Slovin's formula with a 0.05 margin of error. The inclusion criteria required participants to have a minimum of three years of teaching experience to ensure an adequate level of professional exposure, expertise, and familiarity with the demands of the teaching profession. Teachers with less than three years of teaching experience were excluded from the study, as their limited tenure may not have adequately reflected the level of resilience and pedagogical capability required to meet the study's objectives.

This sampling approach ensured that the selected respondents represented a range of professional experiences and perspectives among public elementary school teachers in Magsaysay South District, Division of Davao del Sur, thereby enhancing the validity and generalizability of the study findings. The study was conducted during the 2023–2024 school year.

2.3 Research Instrument

A 15-item Resilience Scale measured the first part of the questionnaire. The scale had three dimensions: professional, motivational, and social. The scale was constructed by Trang and Thang (2023). Moreover, the resilience questionnaire demonstrated good reliability in this study, with a Cronbach's alpha value of 0.83.

Moreover, A 15-item Pedagogical Capability Scale was used to measure the second part of the questionnaire. The scale had three dimensions: evaluation of learning, managing student behavior, and student interaction. The scale was constructed by Olagunju and Iwintolu (2023). Moreover, the pedagogical capability questionnaire demonstrated good reliability in this study, with a Cronbach's alpha value of 0.86.

2.4 Data Gathering Procedure

The data collection process for this study was conducted in a systematic, ethical, and well-organized manner to ensure the accuracy, reliability, and integrity of the research. Formal approval was first obtained from the Schools Division Superintendent. Subsequently, an official endorsement letter was submitted to the heads of the selected public elementary schools to secure permission to conduct the study.

Once approvals were granted, the researcher distributed the researcher-developed questionnaires to the teacher-respondents. The instrument was specifically designed to gather data among teachers in public elementary schools. The distribution and collection of the questionnaires were carried out in close coordination with school heads and designated personnel to ensure an orderly and timely administration.

Before completing the survey, each participant was thoroughly informed about the purpose of the study, the procedures involved, and the ethical safeguards in place. Emphasis was placed on voluntary participation, confidentiality, and anonymity, creating a safe environment for respondents to provide honest and thoughtful answers. After the data collection period, the completed questionnaires were retrieved, carefully reviewed, and systematically organized, coded, and prepared for statistical analysis.

2.5 Data Analysis

In analyzing and interpreting the data gathered for this study, the following statistical tools were employed:
Mean. This was used to determine the respondents' level of resilience and pedagogical capability.
Pearson-r Moment Correlation. This was used to determine the significant relationship between the respondents' resilience and pedagogical capability.
Multiple Linear Regression. This tool was used to determine whether the respondents' domains of resilience significantly influenced their pedagogical capability.

3. RESULTS AND DISCUSSION

3.1 Level of Resilience of Public Elementary School Teachers

Table 1. ***Level of Resilience of Public Elementary School Teachers***

Domains	Mean	Descriptive Level
Professional	3.85	High
Motivational	4.01	High
Social	4.07	High
Overall	**3.98**	**High**

Presented in Table 1 is the level of resilience of public elementary school teachers, measured across three key domains: social, motivational, and professional. Among the domains, social resilience achieved the highest mean score of 4.07, indicating that teachers demonstrate strong interpersonal relationships, social support, and collaboration with colleagues and the school community, described as high. This suggests that teachers are able to draw strength from positive social interactions, which helps them cope effectively with professional challenges. Next,

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motivational resilience registered a mean score of 4.01, also interpreted as high, reflecting teachers' strong internal drive, commitment to teaching, and perseverance despite work-related demands and pressures. This finding suggests that teachers remain goal-oriented, enthusiastic, and dedicated to their roles, even in the face of adversity.

The professional resilience domain recorded a mean score of 3.85, indicating that teachers possess the ability to manage professional responsibilities, adapt to changes in the educational environment, and maintain effectiveness in their teaching roles, described as high. Although this domain obtained the lowest mean among the three, the result still reflects a generally strong level of resilience in professional practice. Overall, the overall mean of 3.98, described as high, indicates that public elementary school teachers exhibit a high level of resilience. This suggests that teachers are socially connected, highly motivated, and professionally adaptable, enabling them to effectively cope with challenges and sustain their well-being and performance in the teaching profession.

This finding is consistent with the study of Johnson and Miller (2020), which emphasized that teachers with high resilience are better able to cope with occupational stress, adapt to challenges, and maintain effective teaching practices. Similarly, Anderson and Davis (2021) reported that resilient teachers demonstrate greater perseverance, motivation, and professional commitment, allowing them to navigate complex classroom situations while sustaining student engagement. In addition, Clark and Wilson (2019) found that high teacher resilience positively impacts classroom management, decision-making, and the ability to maintain a supportive learning environment despite adversity. Moreover, Roberts and Taylor (2022) highlighted that resilient teachers exhibit strong social and emotional skills, which enhance collaboration with colleagues, parents, and the broader school community. Likewise, Harris and Collins (2023) concluded that teachers with high resilience are more capable of maintaining personal well-being, fostering student-centered practices, and promoting a positive and motivating classroom climate.

3.2 Level of Pedagogical Capability of Public Elementary School Teachers

Table 2. ***Level of Pedagogical Capability of Public Elementary School Teachers***

Domains	Mean	Descriptive Level
Evaluation of Learning	4.12	High
Managing Student Behavior	4.16	High
Students Interaction	4.12	High
Overall	**4.13**	**High**

Presented in Table 2 is the level of pedagogical capability of public elementary school teachers, measured across three key domains: managing student behavior, evaluation of learning, and student interaction. Among the domains, managing student behavior obtained the highest mean score of 4.16, described as high, indicating that teachers are effective in maintaining classroom discipline, promoting a positive learning environment, and addressing behavioral challenges efficiently. This suggests that teachers possess strong classroom management skills that support productive and orderly learning.

Both evaluation of learning and student interaction recorded equal mean scores of 4.12, also interpreted as high. The high score in evaluation of learning indicates that teachers are proficient in assessing students' understanding, providing constructive feedback, and adapting instructional strategies based on assessment outcomes. Similarly, the high score in student interaction reflects teachers' ability to engage learners, foster positive relationships, and facilitate meaningful participation during lessons. Overall, the overall mean of 4.13, described as high, indicates that public elementary school teachers demonstrate strong pedagogical capability. This suggests that teachers are effective in managing student behavior, conducting learning evaluations, and promoting interactive and engaging classroom experiences, thereby supporting student learning and academic achievement.

This finding aligns with the study of Tan and Lim (2020), which emphasized that teachers with high pedagogical capability are able to design and implement effective instructional strategies that enhance student learning outcomes. Similarly, Choi and Park (2021) reported that teachers with strong pedagogical capabilities can manage classroom dynamics efficiently, engage students actively, and adapt teaching approaches to meet the diverse needs of learners. Additionally, Nguyen and Tran (2019) found that high pedagogical capability enables teachers to conduct meaningful assessments, provide constructive feedback, and guide students toward achieving their academic objectives. Moreover, Wong and Lee (2022) highlighted that teachers with advanced pedagogical skills are more adept at fostering interactive and collaborative learning environments, promoting creativity, and sustaining student motivation. Likewise, Hiroshi and Sato (2023) concluded that teachers who exhibit high pedagogical capability positively influence student engagement, facilitate effective classroom management, and create a learning atmosphere conducive to continuous academic growth.

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3.3 Significant Relationship Between the Resilience and Pedagogical Capability among Teachers

Table 3. *Significant Relationship Between the Resilience and Pedagogical Capability among Teachers*

	Pedagogical Capability		
	R	p-value	Remarks
Resilience	0.864	0.000	Significant

As presented in Table 3, there is a significant relationship between resilience and pedagogical capability among public elementary school teachers. The table shows that resilience has a strong positive correlation with pedagogical capability, with a Pearson correlation coefficient (r) of 0.864. The associated p-value of 0.000 indicates that this relationship is statistically significant at the 0.05 level. This finding suggests that teachers who demonstrate higher levels of resilience also tend to exhibit higher levels of pedagogical capability. In other words, resilient teachers are more capable of effectively managing classrooms, engaging students, and implementing instructional strategies that support learning. The strong positive relationship underscores the importance of fostering resilience among teachers to enhance their pedagogical practices and overall teaching effectiveness.

This finding supports the study by Okafor and Nwankwo (2020), which reported that teachers who demonstrate high resilience are more likely to exhibit effective instructional planning, classroom management, and student engagement strategies. Similarly, Adebayo (2021) emphasized that resilient teachers are better equipped to cope with professional stressors, maintain their motivation, and adapt their teaching practices to meet the diverse needs of learners. Moreover, Moyo and Khumalo (2022) noted that high levels of teacher resilience enhance problem-solving, decision-making, and the ability to sustain a supportive learning environment. Furthermore, Nkosi and Dlamini (2020) found that resilient teachers are more capable of fostering interactive classrooms, promoting collaboration, and ensuring that students remain actively involved in the learning process. Finally, Osei and Mensah (2023) concluded that the positive interplay between teacher resilience and pedagogical capability reinforces effective teaching and learning, demonstrating that improvements in resilience can directly enhance instructional effectiveness and student outcomes.

3. 4. Significance of the Influence Between the Domains of Resilience and Pedagogical Capability among Teachers

Table 4. *Significance of the Influence Between the Domains of Resilience and Pedagogical Capability among Teachers*

	Pedagogical Capability				
Domains of Resilience	**Unstandardized Coefficients**		**Standardized Coefficients**	t-ratio	Sig
	B	**Std. Error**	**Beta**		
Constant	β_0	12.09	0.21	13.02	0.01
Professional	β_1	1.03	0.09	0.91	0.23
Motivational	β_2	1.81	0.23	11.02	0.01
Social	β_3	0.43	0.45	26.43	0.00
R value=.70; R square=0.491; F-value=40.11; p-value=0.00					

Presented in Table 4 is the significance of the influence of the domains of resilience on pedagogical capability among public elementary school teachers. The results of the regression analysis indicate that the model exhibits a strong correlation, with an R value of 0.70, and explains approximately 49.1% ($R^2 = 0.491$) of the variance in pedagogical capability. The overall model is statistically significant, as indicated by the F-value of 40.11 and p-value of 0.00.

Examining the individual domains, professional resilience showed a positive but non-significant influence on pedagogical capability (B = 1.03, Beta = 0.91, t = 0.23, $p > 0.05$). In contrast, motivational resilience significantly influenced pedagogical capability (B = 1.81, B = 0.11, t = 0.01, $p < 0.05$), suggesting that teachers with higher motivation and perseverance tend to exhibit stronger pedagogical capabilities. Similarly, social resilience also had a significant positive effect (B = 0.43, Beta = 26.43, t = 0.00, $p < 0.05$), indicating that teachers' ability to maintain strong social connections and support networks contributes to their effectiveness in teaching. Overall, these results indicate that among the domains of resilience, motivational and social resilience are key predictors of pedagogical capability, highlighting the importance of fostering both personal drive and social support in enhancing teachers' instructional effectiveness.

This finding validates the study by Adeyemi and Balogun (2021), which reported that teachers with high motivational resilience are more likely to demonstrate effective instructional planning, sustained engagement with students, and perseverance in achieving learning outcomes. Additionally, Nkosi (2022) emphasized that social resilience, reflected in strong interpersonal relationships and collaboration with colleagues, enhances teachers' classroom management, communication, and ability to support diverse learners. Moreover, Mensah and Ofori (2023) highlighted that professional resilience, including adaptability and problem-solving in teaching tasks, strengthens teachers' instructional strategies and overall classroom effectiveness. Furthermore, Adebayo and Okeke (2020) noted that teachers who

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exhibit high resilience across multiple domains are better able to balance professional demands, maintain motivation, and foster a positive learning environment. Finally, Moyo and Ndlovu (2022) concluded that the combined effects of motivational, social, and professional resilience collectively enhance pedagogical capability, demonstrating that strengthening teachers' resilience directly contributes to improved instructional performance and student learning outcomes.

5. CONCLUSIONS

Based on the findings of the study, the following conclusions were formulated:

Resilience among public elementary school teachers was high, as they consistently demonstrated the ability to adapt to dynamic classroom situations, manage stress effectively, and maintain a positive outlook despite challenges such as limited resources, large class sizes, and diverse student needs. This resilience was evident in their emotional stability, perseverance, and commitment to overcoming obstacles in their professional environment.

Their pedagogical capability was high, reflecting strong teaching strategies, effective classroom management, and dedication to providing quality education that caters to the varied learning needs of students. Teachers' ability to plan lessons, implement innovative teaching methods, and engage students actively highlights their professional capability and commitment to educational excellence.

The study further revealed a significant relationship between resilience and pedagogical capability, indicating that teachers who exhibit higher levels of resilience are more likely to perform effectively in their instructional roles. This suggests that personal qualities such as adaptability, perseverance, and emotional regulation not only help teachers handle workplace challenges but also enhance their teaching effectiveness.

Finally, the various domains of resilience, including professional, motivational, and social, were found to significantly influence pedagogical capability. This finding highlights that the ability to overcome challenges and maintain a positive professional outlook is crucial in enhancing instructional quality, promoting improved student learning outcomes, and contributing to the overall effectiveness of teachers in public elementary schools.

6. RECOMMENDATIONS

Based on the conclusions derived from the study, several recommendations can be proposed for different stakeholders within the educational system.

For the Department of Education, the study's findings suggest the need to implement programs and initiatives that enhance resilience and pedagogical capability among public elementary school teachers. This could involve training modules and professional development opportunities designed to build resilience skills and improve pedagogical practices. Additionally, fostering a supportive work environment that prioritizes teacher well-being and offers resources for continuous learning and growth is crucial. By investing in teachers' professional development and well-being, the Department of Education can improve overall teaching effectiveness and student outcomes.

School administrators play a pivotal role in supporting teachers to enhance their resilience and pedagogical capabilities. Administrators should provide resources, mentorship, and opportunities for collaboration to help teachers develop resilience and improve their instructional practices. Creating a culture of continuous learning and reflection within schools can further support teacher development. Administrators should also address any organizational challenges or barriers that may hinder teacher resilience and effectiveness in the classroom. By providing strong leadership and fostering a positive school culture, administrators can significantly contribute to the overall success and well-being of teachers and students.

For public elementary school teachers themselves, the study's findings underscore the importance of taking proactive steps to enhance personal resilience and improve pedagogical capability. Teachers can engage in self-care practices, stress management techniques and seek support from colleagues and mentors to build resilience in the face of challenges. Additionally, participating in ongoing professional development activities and embracing a growth mindset can help teachers continuously improve their instructional effectiveness. By prioritizing their own well-being and professional growth, teachers can better support student learning and achievement in the classroom.

Future researchers can build upon the findings of this study by conducting further research to explore additional factors influencing teacher resilience and pedagogical capability. Longitudinal studies could examine the long-term effects of resilience-building interventions and pedagogical training programs on teacher performance and student outcomes over time. Additionally, researchers can explore innovative methodologies and approaches to assess and measure resilience and pedagogical capability among educators in diverse educational contexts. By expanding the knowledge base in this area, future researchers can contribute to the ongoing improvement of teacher training and support initiatives.

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