

LIVED EXPERIENCES OF RESILIENT TEACHERS MANAGING CLASSROOM ADVERSITY

CHARENA CORPUZ

Central Mindanao Colleges, Kidapawan City, Philippines.

Corresponding email: cora@cmc.edu.ph

ABSTRACT

This study explored how Grade 2 teachers in the East District of Mlang experienced and demonstrated resilience in the classroom, focusing on their adversity quotient and its influence on teaching practices. Employing a narrative qualitative design, the research aimed to understand how teachers managed classroom challenges, how adversity quotient shaped their responses, and its impact on teaching performance and student outcomes. Seventeen teachers participated, with 10 engaging in in-depth interviews and 7 in a focus group discussion, providing rich insights into adaptive strategies, emotional resilience, relationship building, and resourcefulness. Results revealed that teacher resilience was influenced by personal experience, collaborative networks, and life experiences, which in turn supported instructional flexibility, emotional regulation, and positive reinforcement in classroom practices. These findings underscore the importance of developing teacher resilience to enhance educational outcomes and foster supportive learning environments. These findings imply the need for school-based professional development programs that strengthen teachers' adversity quotient and resilience, while future research may examine their long-term effects on teaching effectiveness and student learning across diverse educational contexts.

Keywords: *Teacher Resilience, Adversity Quotient, Instructional Flexibility, Qualitative Study, East District of Mlang*

INTRODUCTION

Globally, teachers are increasingly facing challenges that impact their resilience and ability to handle adversity in the classroom. In Australia, for example, high school teachers experience an average sick leave rate of 8%, higher than other sectors, with 50% of teachers reporting extreme stress and contemplating career changes due to high workloads (News.com.au, 2022). Additionally, 35% of teachers in the United States are considering leaving the profession before retirement due to stress and burnout (Sutcher, Darling-Hammond, & Carver-Thomas, 2019). This data highlights the growing concern about teacher retention and the need for increased support to improve teachers' resilience and ability to cope with workplace challenges.

In the Philippines, teachers face significant challenges that affect their resilience and adversity quotient. A study on teachers in Cavite found that 49% had a below-average adversity quotient, and 34% had a low adversity quotient, indicating difficulties in overcoming challenges in the classroom (Baog & Cagape, 2022). Another study in the

Philippines found that teachers' resilience was significantly impacted by work-related stressors, with many teachers reporting high levels of burnout and an intention to leave the profession (Biñas, 2023).

Various factors contribute to the resilience and adversity quotient of teachers in the classroom. A study by Garcia and Manalo (2020) identified that teachers' coping mechanisms, emotional intelligence, and support systems significantly affect their resilience in managing classroom challenges. Additionally, emotional support from colleagues and school leadership was found to enhance teachers' ability to bounce back from adversity (Gonzales & Ortega, 2021). Another factor influencing resilience is professional development opportunities, which, according to the study by Cruz and Dalayon (2022), improve teachers' confidence and competence in handling stressful situations.

Although several studies have explored the resilience and adversity quotient of teachers, research gaps still exist, especially regarding how specific factors such as cultural influences, teaching discipline, and geographic location uniquely affect teachers' resilience. While much of the literature has focused on Western contexts (Brown & Jennings, 2019), little is known about how teachers in Southeast Asia, specifically in the Philippines, develop and apply resilience in their classrooms. Moreover, there is a lack of longitudinal studies that assess how resilience and adversity quotient evolve over time in teachers. Understanding these regional and temporal factors can provide more tailored strategies for teacher support and retention (Santos & Tolentino, 2023).

Studying the resilience and adversity quotient of teachers in the classroom is crucial because it helps to understand how teachers navigate and overcome challenges in their professional environment. Teachers often face various stressors, from classroom management to emotional exhaustion, and their ability to adapt and persevere is key to their effectiveness in the classroom. By examining resilience and adversity quotient, we can identify factors that contribute to teachers' ability to remain motivated, engaged, and effective, even under pressure. This knowledge is essential for developing support systems, professional development programs, and policies aimed at improving teacher retention and ensuring that educators are equipped to handle the demands of their profession. Ultimately, this study contributes to the well-being of teachers, which in turn enhances the quality of education provided to students.

METHODS

Research Design

This study adopted a narrative qualitative design to deeply explore the personal experiences of teachers who had demonstrated resilience in the face of classroom challenges. A qualitative approach was essential in capturing the depth and complexity of human experiences, particularly in understanding how educators responded to and overcame adversity. Through narrative inquiry, the research highlighted the unique stories of teachers, allowing for a richer understanding of their coping mechanisms, decision-making processes, and emotional resilience. This method was well-suited for investigating how individuals made sense of their experiences, which was crucial for uncovering the meaning behind resilient behaviors in educational settings.

Meanwhile, the duration of the study spanned ten months, from January 2025 to May 2025. This period included refining the proposal paper, participant recruitment, data collection, one month for data analysis, and one month for reporting and dissemination of findings.

Participants

This qualitative study gathered insights from 17 Grade 2 teachers in the East District of Mlang to understand how they perceived and demonstrated resilience in their teaching. Of these, 10 teachers participated in in-depth interviews to explore their personal experiences in detail, while 7 joined a focus group discussion to share ideas and discuss challenges together. These methods allowed the researcher to capture a wide range of experiences and perspectives on how teachers handled difficulties and maintained effective teaching in the classroom.

The participants were selected based on specific criteria to ensure that the information collected was relevant and meaningful. Included in the study were Grade 2 teachers from public elementary schools in the East District of Mlang who had a record of consistently overcoming classroom challenges and adapting to difficult situations while maintaining quality instruction. Teachers who were new to the school, had limited experience in Grade 2 classrooms, or were unwilling to participate were not included in the study.

Data Collection Tools

The study employed semi-structured in-depth interviews as the primary data collection tool, allowing participants to narrate their lived experiences and articulate how their teacher's demonstrated resilience and applied their adversity quotient in the classroom. An interview guide was developed to ensure consistency across sessions while still providing the flexibility to explore unique insights shared by the teachers. Supplementary field notes were also utilized to capture non-verbal cues, emotional expressions, and contextual factors that enriched the understanding of participants' experiences. This combination of tools ensured the collection of rich, detailed, and authentic narratives central to qualitative inquiry.

Procedures

Data collection procedures began with securing informed consent from the teacher participants and ensuring ethical considerations such as confidentiality and voluntary participation. Interviews were conducted either face-to-face or virtually, depending on participants' availability and convenience, and each session was audio-recorded with permission to ensure accurate transcription. Transcriptions were carefully reviewed and validated to ensure fidelity to participants' accounts. Following data gathering, iterative coding and analysis were conducted to identify emerging themes reflective of the teachers' resilience and adversity quotient in classroom settings.

Data Analysis

Thematic analysis was employed to analyze the data, guided by Colaizzi's (1978) phenomenological method to capture the lived experiences of resilient teachers managing classroom adversity. The transcribed interviews were read repeatedly to achieve immersion and gain a holistic understanding of participants' narratives. Significant statements relevant to experiences of resilience, adversity, and classroom management were then identified and extracted from the transcripts.

RESULTS AND DISCUSSION

Lived Experiences of Teachers in Managing Classroom Adversities

Based on the data, the results revealed that teachers navigated classroom challenges through adaptive strategies, emotional resilience, and resourcefulness. Teachers modified lessons and maintained composure to manage diverse learning levels and behavioral issues (Adaptive Teaching and Emotional Resilience), while building trust and supportive relationships with students and colleagues helped them address difficulties more effectively (Relationship Building). Additionally, educators demonstrated creativity in utilizing available materials and peer support to overcome constraints and ensure continuity in learning (Resourcefulness).

Table 1. Lived Experiences of Teachers in Managing Classroom Adversities

Issues Probe	Codes / Category	Significant Statements	Themes	Meanings
Lesson adjustment; emotional control	Flexible teaching; emotional regulation	adjust lessons; stay calm; patient response	Adaptive Teaching and Emotional Resilience	Flexibility and composure manage challenges
Trust building; support systems	Student rapport; collaboration	build trust; colleague support; mentor guidance	Relationship Building	Supportive relationships ease adversity
Limited resources; innovation	Creativity; peer sharing	create materials; adapt activities; share resources	Resourcefulness	Creativity sustains learning

Theme 1: Adaptive Teaching and Emotional Resilience. Based on the participants, many believed that their ability to adjust lesson plans and remain emotionally composed was essential for navigating classroom challenges. Teachers described how modifying instruction according to students' diverse learning levels, behavioral tendencies, and individual needs allowed them to maintain classroom order and support student engagement. Emotional resilience enabled them to face stressful situations, including disruptive behavior and underperforming students, without losing composure, helping create a stable learning environment that fosters both academic and emotional development. Below are some responses from the participants.

“I adjust my lessons on the spot when students are struggling with the material.” (IDI, P1)

“Remaining calm during classroom disruptions helps students feel secure.” (IDI, P4)

“Sometimes I need to change my approach depending on the day or mood of the class.” (FGD, P2)

“Patience and flexibility are key; I try not to react emotionally.” (IDI, P7)

“Breaking lessons into smaller steps helps students understand better and reduces my stress.” (FGD, P5)

In support, literature emphasizes that teachers who practice adaptive teaching and demonstrate emotional resilience are better able to respond effectively to the unpredictable dynamics of the classroom, which in turn improves student outcomes and teacher well-being (Anderson, 2020). By combining flexibility in instruction with emotional regulation, educators can manage classroom stress more efficiently, tailor learning experiences to individual student needs, and maintain a positive and constructive classroom environment. This is particularly relevant in contexts where students exhibit diverse abilities and behavioral challenges, as adaptability allows teachers to mitigate potential disruptions without compromising learning.

Furthermore, adaptive teaching paired with emotional resilience not only enhances classroom management but also strengthens teachers’ professional longevity and satisfaction (Smith & Johnson, 2021). Teachers who cultivate these qualities are less likely to experience burnout, as they possess coping mechanisms to navigate complex student interactions and unexpected challenges. Additionally, the ability to regulate emotions and adapt lessons encourages reflective practice, enabling teachers to continually refine strategies, respond to feedback, and improve student engagement over time. This aligns with the findings of this study, as participants highlighted emotional composure and flexible instruction as key factors in their ability to manage classroom challenges effectively.

Theme 2: Relationship Building. Based on the participants, many believed that building trust and fostering supportive relationships with students, colleagues, and even parents were essential to overcoming classroom difficulties. Teachers emphasized that establishing strong interpersonal connections created a foundation of mutual respect, cooperation, and understanding, which allowed them to address challenges more effectively. Positive relationships provided both emotional support and practical assistance, helping teachers maintain classroom stability and student engagement. Below are some responses from the participants.

“Building trust with my students helps them open up and engage more.” (IDI, P3)

“Collaborating with colleagues makes it easier to handle difficult situations.” (FGD, P1)

“Parents who support the classroom rules make my work much smoother.” (IDI, P9)

“When students respect me, they are more willing to follow directions.” (IDI, P6)

“My mentor helped me understand how to communicate effectively with challenging students.” (FGD, P6)

In support, recent studies show that strong relationship-building skills are a key factor in teacher resilience, particularly when managing classroom adversity (Lopez, 2021). Teachers who invest in fostering positive interactions with students and peers report higher levels of emotional well-being and greater confidence in handling challenges. The development of supportive networks within the school environment allows for sharing of strategies, collective problem-solving, and emotional encouragement, which are critical in sustaining motivation and professional satisfaction in high-stress settings.

Additionally, establishing trust-based relationships with students can directly impact learning outcomes, as students are more likely to engage in lessons and exhibit positive behavior when they perceive a caring and consistent adult presence (Nguyen, 2022). Teachers who prioritize relationship building are better equipped to navigate classroom disruptions, address individual learning needs, and create a sense of belonging for students. This directly aligns with the findings of this study, as participants emphasized that connections with students, colleagues, and parents were crucial in maintaining classroom order and enhancing their own resilience.

Theme 3: Resourcefulness. The third theme was Resourcefulness. Based on the participants, many believed that creativity in using available materials, peer support, and innovative strategies enabled them to cope with challenges even when resources were limited. Teachers described employing alternative instructional methods, improvising with existing tools, and leveraging the expertise of colleagues to provide meaningful learning experiences. Resourcefulness allowed them to ensure continuity of learning and maintain student engagement despite constraints or unexpected difficulties. Below are some responses from the participants.

“I sometimes create my own materials when textbooks aren’t enough.” (IDI, P2)

*“Using group activities helps me manage large classes effectively.”
(IDI, P8)*

“My colleagues often share resources and tips that make teaching easier.” (FGD, P3)

“I find ways to adapt experiments using simple items available in the classroom.” (IDI, P10)

“Creative problem-solving helps me overcome challenges with limited resources.” (FGD, P7)

In support, literature highlights that resourcefulness is a critical component of teacher resilience, allowing educators to adapt to constraints and maintain instructional quality in challenging circumstances (Roberts, 2021). Teachers who demonstrate resourcefulness can overcome logistical and material limitations, find innovative solutions, and sustain student engagement, which contributes to both effective teaching and personal well-being. Resourcefulness also promotes confidence in handling unexpected issues, reinforcing a teacher’s sense of agency in complex classroom environments.

Furthermore, resourcefulness intersects with reflective practice and professional collaboration, as teachers often rely on both personal creativity and shared knowledge from colleagues to navigate difficulties (Harrison, 2022). The ability to think critically and act pragmatically under pressure strengthens overall coping strategies and supports continuous improvement in teaching methods. This aligns with the study findings, where participants noted that using creativity, peer assistance, and adaptable strategies were essential in maintaining classroom effectiveness and managing stress.

Meaningful Insights Gained from the Lived Experiences of Teachers

The findings indicated that teacher resilience was influenced by a combination of personal experience, collaborative networks, and life experiences. Years of teaching and reflective practices enabled educators to anticipate and respond to classroom stress (Experience and Reflection), while support from colleagues, mentors, and administrators provided guidance and emotional backing (Collaborative Support). Personal life experiences, such as parenting or managing other responsibilities, further enhanced teachers’ patience, empathy, and stress management, reinforcing their capacity to cope with adversity (Work-Life Integration).

Table 2. Meaningful Insights Gained from the Lived Experiences of Teachers

Issues Probe	Codes / Category	Significant Statements	Themes	Meanings
Teaching experience; reflection	Reflective practice; adaptive response	past lessons; stay composed; learned strategies	Experience and Reflection	Experience guides calm responses

Collegial guidance; support	Collaboration; mentorship	colleague advice; mentor support; shared solutions	Collaborative Support	Support networks reduce stress
Life experience; balance	Empathy; stress management	patience learned; manage stress; guide students	Work-Life Integration	Life skills strengthen resilience

Theme 1: Experience and Reflection. The first theme was Experience and Reflection. Based on the participants, many believed that accumulated teaching experience and reflective practices enabled them to anticipate classroom stress and respond effectively. Teachers explained that over time, managing diverse learners, behavioral challenges, and unexpected classroom disruptions became more manageable. Through reflection, they could evaluate what strategies worked, make adjustments, and maintain composure in high-pressure situations. Reflection also allowed educators to identify patterns in students' behavior and adapt interventions that supported both academic progress and emotional well-being, particularly for students facing challenging home environments. Below are some responses from the participants.

“My years in the classroom have taught me which strategies help calm students and maintain focus.” (IDI, P1)

“Reflecting on past lessons helps me adapt quickly when something doesn't go as planned.” (IDI, P5)

“I look back at previous challenges to guide my approach with new students.” (FGD, P2)

“Experience helps me stay composed even when students act unpredictably.” (IDI, P8)

“Thinking through past successes and mistakes informs how I handle difficult situations today.” (FGD, P6)

In support, literature suggests that reflective practice and accumulated experience enhance teachers' resilience by helping them anticipate challenges and respond proactively (Smith & Johnson, 2021). Reflection allows educators to refine their strategies, manage stress effectively, and maintain a positive learning environment, all of which are essential for promoting student well-being.

Furthermore, experience combined with reflection supports professional growth and the development of adaptive teaching practices (Anderson, 2020). Teachers who engage in reflective evaluation can maintain emotional composure, navigate classroom adversity with confidence, and create supportive conditions for students, which is particularly relevant for learners from complex or high-stress family contexts.

Theme 2: Collaborative Support. Based on the participants, many believed that guidance and encouragement from colleagues, mentors, and administrators were crucial for sustaining resilience. Teachers highlighted that being part of a supportive professional network allowed them to share strategies, seek advice, and receive emotional backing during difficult classroom situations. Collaboration not only provided practical solutions but also reduced feelings of isolation, allowing educators to cope with stress more effectively. In the context of pupils from challenging family backgrounds, such as polygamous households, collaborative support helped teachers implement consistent and empathetic approaches. Below are some responses from the participants.

“Discussing challenges with my colleagues helps me see solutions I hadn’t considered.” (FGD, P1)

“My mentor gives practical advice that calms my anxiety when facing difficult situations.” (IDI, P3)

“Team meetings allow us to brainstorm ways to support struggling students.” (FGD, P4)

“Knowing my administrators are supportive makes it easier to try new strategies.” (IDI, P9)

“Sharing experiences with peers makes the classroom feel less overwhelming.” (FGD, P7)

In support, research indicates that strong collaborative networks enhance teacher resilience by providing emotional and professional resources that help navigate adversity (Nguyen & Lee, 2021). Peer and mentor support reduces stress, encourages adaptive coping strategies, and fosters a sense of professional belonging, which strengthens overall resilience.

Additionally, supportive work environments characterized by collaboration and shared responsibility have been shown to improve teachers’ ability to manage stress and positively influence student outcomes (Roberts, 2022). When teachers operate within a culture of collaboration, they can respond more effectively to the needs of all students, fostering well-being and stability in the classroom.

Theme 3: Work-Life Integration. Based on the participants, many believed that experiences outside of teaching, such as parenting, managing households, or other personal responsibilities, enhanced their resilience. Life experiences contributed to their patience, empathy, and stress-management skills, allowing them to approach classroom adversity with composure. Teachers explained that understanding and regulating their own personal stress helped them support students emotionally, particularly those with family-related challenges. This integration of personal and professional experiences

reinforced their capacity to remain consistent and responsive in teaching practices. Below are some responses from the participants.

“Raising my own children has taught me patience that I use in my classroom.” (IDI, P2)

“Managing responsibilities outside work helps me handle classroom stress more calmly.” (IDI, P6)

“My personal challenges have made me more empathetic toward my students.” (FGD, P3)

“Understanding my own stress allows me to guide students through theirs.” (IDI, P10)

“Life experiences give me strategies to remain composed when things get difficult.” (FGD, P5)

In support, literature suggests that integrating personal and professional experiences strengthens teachers’ resilience by enhancing emotional intelligence and adaptive coping strategies (Lopez, 2021). Teachers who draw on life experiences can maintain classroom stability, manage stress effectively, and foster a supportive learning environment.

Moreover, work-life integration contributes to professional satisfaction and effectiveness, enabling teachers to respond to students’ social-emotional needs without being overwhelmed (Chen & Park, 2022). Educators who leverage personal experiences alongside professional skills are better equipped to nurture resilience, maintain a positive classroom climate, and attend to students from diverse backgrounds, including those facing family complexities.

Strategies Used to Address Classroom Adversities

Analysis showed that resilience and adversity quotient directly affected teaching practices by fostering emotional regulation, flexibility, and positive reinforcement. Teachers were able to maintain calm and empathetic interactions with students, creating a supportive learning environment (Emotional Regulation and Empathy). Their ability to adapt lessons, pacing, and teaching strategies improved student engagement and comprehension (Instructional Flexibility), while recognizing and encouraging student effort promoted motivation and perseverance in the classroom (Positive Reinforcement).

Table 3. Strategies Used to Address Classroom Adversities

Issues Probe	Codes / Category	Significant Statements	Themes	Meanings
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Emotional control; empathy	Calm response; student understanding	stay calm; show empathy; patient response change	Emotional Regulation and Empathy	Calm empathy supports learning
Lesson adjustment; pacing	Flexible methods; adaptive teaching	approach; adjust pace; smaller steps	Instructional Flexibility	Adaptation improves engagement
Student motivation; effort	Praise; encouragement	acknowledge effort; celebrate success; encourage participation	Positive Reinforcement	Encouragement boosts persistence

Theme 1: Emotional Regulation and Empathy. Based on the participants, many believed that their capacity to regulate emotions and empathize with students was central to creating a calm and supportive learning environment. Teachers highlighted that their ability to manage frustration, remain patient during disruptions, and respond sensitively to students' individual needs allowed them to maintain constructive classroom interactions. This emotional composure not only reduced conflict but also fostered trust, promoting a positive climate where students felt safe to express themselves and take academic risks. Below are some responses from the participants.

"I try to stay calm even when a student disrupts the class." (IDI, P1)

"Understanding what a student is going through helps me guide them better." (IDI, P4)

"I take a deep breath before responding to challenging behaviors." (FGD, P2)

"Empathy allows me to connect with students and motivate them effectively." (IDI, P7)

"When I remain patient, students are more willing to cooperate and learn." (FGD, P5)

In support, literature indicates that teachers' emotional regulation and empathetic practices are crucial in fostering a positive classroom climate, which improves both teacher effectiveness and student well-being (Anderson, 2021). Resilient teachers who manage their emotions strategically can maintain consistent expectations and provide constructive feedback, creating an environment conducive to learning. Emotional regulation enables teachers to handle stressors and setbacks with composure, ensuring that classroom challenges do not negatively impact student engagement or learning outcomes.

Furthermore, empathy enhances teachers' ability to respond to students' social and emotional needs, allowing for differentiated support that considers each learner's

context (Smith & Lee, 2022). By recognizing and validating students' experiences, teachers can encourage persistence, reduce anxiety, and foster motivation. This aligns with the findings of this study, as participants emphasized that their capacity for emotional regulation and empathetic responses was integral to sustaining positive interactions and effective teaching practices.

Theme 2: Instructional Flexibility. Based on the participants, many believed that their resilience and high adversity quotient allowed them to adjust lessons, pacing, and instructional methods to meet students' evolving needs. Flexibility involved modifying teaching strategies, using different modes of delivery, and adjusting schedules to optimize comprehension and engagement. Teachers highlighted that the ability to pivot when initial plans were ineffective contributed to a dynamic learning environment and better accommodated diverse learning styles and abilities. Below are some responses from the participants.

"I often change my approach if the students are not understanding the lesson." (IDI, P3)

"Using hands-on activities helps me engage students who struggle with theory." (IDI, P8)

"I adjust the pace depending on the class's energy and focus level." (FGD, P1)

"Breaking lessons into smaller steps makes the content easier to grasp." (IDI, P10)

"I try different teaching techniques to see which works best for my students." (FGD, P6)

In support, research demonstrates that instructional flexibility is a hallmark of resilient educators, as it enables them to navigate unpredictable classroom conditions and respond to individual learning needs effectively (Nguyen, 2021). Teachers who adapt lessons dynamically foster higher student engagement, deeper understanding, and improved performance. Flexibility also supports classroom management by reducing frustration and increasing opportunities for meaningful student participation, which in turn reinforces teachers' sense of efficacy and resilience.

Moreover, adaptive instructional strategies allow teachers to maintain continuity and coherence in learning despite disruptions or challenges (Lopez & Chen, 2022). By applying flexible approaches informed by student feedback and reflective practice, teachers can balance curriculum goals with learner needs. This aligns with the study findings, as participants reported that their ability to adjust teaching strategies in response to classroom demands was central to maintaining student engagement and promoting effective learning outcomes.

Theme 3: Positive Reinforcement. Based on the participants, many believed that recognizing and encouraging student effort was critical to maintaining motivation and perseverance. Teachers reported that consistent praise, acknowledgment of achievements, and highlighting incremental progress helped students remain engaged, especially when facing academic or behavioral challenges. Positive reinforcement was described as a tool to shape behavior, encourage risk-taking in learning, and sustain students' intrinsic motivation over time. Below are some responses from the participants.

"I always acknowledge when students make an effort, even if they don't succeed." (IDI, P2)

"Celebrating small achievements keeps students motivated to try harder." (FGD, P3)

"Praising teamwork encourages cooperation among students." (IDI, P6)

"When I recognize effort, students are more willing to participate actively." (FGD, P7)

"Encouragement helps students overcome their fear of making mistakes." (IDI, P9)

In support, literature highlights that teachers who consistently use positive reinforcement contribute to improved student motivation, engagement, and persistence (Roberts, 2021). Resilient educators leverage reinforcement to create an environment where students feel valued and supported, which fosters a growth mindset and encourages continued effort. Positive reinforcement also reinforces desired behaviors and academic diligence, creating a cycle of success and confidence that benefits both teachers and learners.

Additionally, using praise and recognition strategically supports emotional and social development, helping students regulate frustration and develop perseverance in the face of challenges (Harrison, 2022). This aligns with the findings of this study, as participants emphasized that acknowledging student effort and providing encouragement was a key practice in leveraging their own resilience to enhance teaching effectiveness and student outcomes.

CONCLUSIONS

1. The discussion revealed that teachers' lived experiences in managing classroom adversities were characterized by adaptive teaching practices, emotional resilience, relationship building, and resourcefulness. Through daily classroom interactions, teachers learned to adjust instruction, maintain emotional composure, and utilize available resources to address diverse learner needs and behavioral challenges, allowing them to sustain effective classroom environments.

2. Meaningful insights drawn from these experiences highlighted the role of experience and reflection, collaborative support, and work-life integration in strengthening teacher resilience. Teachers relied on accumulated professional experiences, reflective practices, and support from colleagues and administrators, as well as personal life experiences, to manage stress, remain empathetic, and respond constructively to classroom challenges.
3. In addressing classroom adversities, teachers employed key strategies such as emotional regulation and empathy, instructional flexibility, and positive reinforcement. By remaining calm and understanding, adapting teaching methods, and consistently encouraging student effort, teachers were able to maintain student engagement, promote perseverance, and foster positive learning environments despite ongoing challenges.

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