

A PHENOMENOLOGICAL Inquiry into the Emotional Resilience of Teachers in Private Basic Education Amidst the Resumption of Face-To-Face CLASSES

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ABSTRACT

This study employed a qualitative method, specifically a phenomenological design, to better understand teachers' lived experiences as classes resumed in person following the pandemic. The participants in the study were teachers from RVM schools in Davao del Sur, Region XI, who were selected and qualified to participate in the in-depth interview and focus group discussion. The researcher conducted thematic analysis of the participants' responses, categorizing and coding them to identify significant themes. Four key themes emerged from teachers' lived experiences following the return to face-to-face classes after the pandemic: multiple roles as teachers, managing overwhelming tasks, dealing with student-related issues, and difficulty adjusting to the school schedule. Also, five themes emerged from the teachers' coping mechanisms for challenges they faced after class resumption: social support, emotional awareness, prioritizing tasks, establishing a good teacher-student relationship, and creative strategies. Teachers also came up with three essential insights they may share with the academe: build support systems, leverage school activities, and develop problem-solving acumen to navigate challenges.

KEYWORDS: *Educational management, emotional resilience, private basic education teachers, Philippines*

INTRODUCTION

The pandemic impact on educational systems is one facet (Raghunathan et al., 2022). Even after in-person classes resumed, several factors emerged that could cause teachers to experience mild to severe emotional stress. These

circumstances included unavoidable modifications to the classroom setting, such as hybrid or socially remote learning environments, as well as heightened anxiety about the days ahead (Anderson et al., 2020).

In the USA, teachers are confronting stress from the pandemic recovery, which could be more costly, time-consuming, and difficult than they anticipated, leaving a generation of young people struggling to catch up. Numerous factors are contributing to emotional and coping challenges among educators nationwide; the adverse attitudes of parents towards schools are creating difficulties for teachers and administrators, as students are absent from class more frequently than prior to the outbreak. After three years of schedule changes, teachers have observed that pupils are not only significantly behind in arithmetic and reading but also struggle to remain still (Wong 2023). In Japan, teachers have expressed anxiety about providing in-person education amidst the COVID-19 pandemic. Educators conduct one-hour in-person lessons several times daily for classes of 30 to 40 students. As a result, educators engage with numerous students daily for prolonged durations, increasing the risk of infection, which may exacerbate anxiety levels, among other factors.

In the Philippines, the resumption of face-to-face classes amid the epidemic is causing fear among teachers, not only for themselves but also for their students, who fear being exposed to the virus and becoming infected. They must also emotionally prepare to avoid letting dread win (Hayahay, 2023). As steps have been taken to resume full-time in-person classes, the implications of readjusting educational environments remain an emerging concern that must be addressed as well (Canque, 2023). The government and school administration must then ensure that the school reopening restores normalcy rather than adding to the COVID-19 outbreak. However, the primary responsibility is with teachers and other school officials who are spearheading the charge to restore classes (Jackaria, 2022).

In Davao City, to maintain the continuity of academic instruction, the municipal government has expressed support for the return of in-person instruction. However, there are concerns from teachers and other groups about the safety and feasibility of this move. It was also noted that teachers may be feeling stressed by these changes and uncertainties. They may be worried about their own health and safety, as well as that of their students. Additionally, following a protracted period of remote learning, they can be worried about how to smoothly return to in-person instruction (Colina IV, 2022). Furthermore, in

Davao De Oro, despite the return to normalcy after the epidemic, teachers continue to struggle to balance their work and personal lives, leading to increased stress and burnout. Such high levels of burnout may lead to increased teacher turnover in the future, exacerbating the mental health concerns that teachers in the community already face (Clarion et al., 2023).

However, existing studies do not fully capture teachers' lived experiences after the lifting of the pandemic. Also, the first three studies mentioned are quantitative, which diverge from the qualitative objectives of the present study. Adding on, although the study by Ramakrishna and Singh (2022) utilized a qualitative method specifically narratology, it was conducted abroad, not in the local setting. The researcher also finds the urgency of conducting the study, as this is a current issue faced by most teachers worldwide: the resumption of classes after the lifting of COVID-19 protocols.

Research Objectives. The aim of this study is to contribute to addressing the challenges teachers face in the resumption of classes. Also, teachers play a vital role in shaping society's future, and their emotional health affects the quality of education they provide. Understanding their emotional experiences during and after the pandemic is essential for supporting them in their profession and for improving the quality of education they can provide.

Research Questions

Specifically, the following questions were addressed:

1. What are the lived experiences of participants as regards their emotional resilience amidst the resumption of face-to-face classes?
2. How do the participants cope with the challenges as regards their emotional resilience amidst the resumption of face-to-face classes?
3. What insights can be shared by the participants to the academe?

METHODOLOGY

Research Design. This is a qualitative study, specifically employing a descriptive phenomenology which seeks to describe the essential features and structures of phenomena without interpreting or explaining them. Moreover, using a qualitative research design, specifically the phenomenological approach, I was able to delve into and understand teachers' lived experiences of how the

resumption of face-to-face classes after the pandemic affected their emotional resilience.

Research Participants. In this phenomenological inquiry, 17 selected Basic Education teachers were chosen as participants, all of whom are working in selected Religious of Virgin Mary (RVM) institutions in Davao del Sur who were employed during and upon the resumption of face-to-face classes amidst the pandemic. Among the 17 participants, seven were involved in the IDI, while the other 10 were asked to join the FGD. Regarding the inclusion criteria for participant identification, the teacher must have been employed at a private RVM institution in Davao del Sur during the pandemic until the school year (2023-2024). Also, they must have taught remotely or online when the COVID-19 epidemic first broke out, are experiencing the return to in-person instruction for the entire academic year, and voluntarily signed the informed consent form.

Data Sources. In the context of my study, during the IDI, participants answered probing questions in their own language. Meanwhile, I reorganized the question sequence and flow, added additional inquiries as needed to elicit more information, and provided clarification on the responses. Thus, these served as valuable insights into the real story and supported certain themes. The questionnaires were validated by a panel of experts. The IDI and FGD helped collect research data more effectively than other data collection methods. I believe these methods were well-suited for gathering the necessary information for data analysis and for capturing the intended meaning of the participants' views.

Data Collection. After obtaining approval from the dean of the Graduate School and the chair of Research Ethics Committee, I conducted an in-person orientation on the study's primary purpose. This was done to ensure that the research participants were properly informed about the study and could make an informed decision about participating in my research. Also, I presented the study's scope and limitations to them so they could determine where it will evolve and be shared. Moreover, to ensure accurate responses for interpretation and analysis, the participants' remarks were audio-recorded exactly as they were expressed, with no language alterations. At the conclusion, I expressed appreciation to the participants for their time, explained how the data would be used, and described how the findings would be shared.

Data Analysis. As postulated by Akinyode and Khan (2018), the five steps in assessing qualitative data are: data logging, anecdotes, vignettes, data coding, and thematic analysis. However, I drew attention to how Akinyode and Khan recommended using theme analysis and data coding in the context of the investigation. Moreover, theme analysis was conducted in this study after the initial codes were identified. Then, all participants’ replies were categorized and analyzed, from general to specialized. Responses that shared a common core idea were identified and put together to create comprehensive themes.

Ethical Considerations. This study was submitted to the Research Ethics Committee of the University of the Immaculate Conception. Upon careful consideration, the study was deemed ethically sound and received ethical clearance.

RESULTS

Lived Experiences of Participants Regarding Emotional Resilience amidst the Resumption of Face-to-Face Classes

Table 1 presents the essential themes and core ideas that embody the lived experiences of teachers in RVM schools in the Davao del Sur Region regarding their emotional resilience amid the resumption of face-to-face classes.

Table 1
Lived Experiences of Participants Regarding Emotional Resilience amidst the Resumption of Face-to-Face Classes

Essential Theme	Core Ideas
Having multiple roles as teachers	Spending only one day in writing the LP of the six preparations
	Preparation for PAASCU
	Given a coordinatorship position in the first year of teaching in the school
	Need to be present in class everyday
Managing overwhelming task	Having to cater to the learning gap of students
	Difficulty translating the module to make it more understandable
	Losing their patience while teaching
	Being emotionally attached with their students.

Dealing with student-related issues	Recurring absences of students
	Students getting involved in accidents during school-related activities
	Students getting involved in drug-related incidents
Difficulty in adjusting to the schedule of school activities	Having to negotiate off and on campus activities
	Activities are done without enough preparation
	Overlapping of schedule
	Adjustment in the school calendar

Having multiple roles as teachers. Participants in this study stressed the challenge of doing their best to meet the needs of the school community, particularly those related to student learning. However, teachers have other responsibilities as subject area coordinators, as well as the time required for preparation for daily attendance in class.

Managing Overwhelming Tasks. This central theme highlighted the various responsibilities of teachers faced when resuming face-to-face classes in a school setting. One of these is the impact of modular educational settings employed during the epidemic, which resulted in a significant learning gap among students. It is a difficult task that tests teacher’s patience, but they did their best since they truly care about their students.

Dealing with Student-related Issues. Participants in this study are deeply concerned about the well-being of the pupils under their supervision. This is why when their pupils are involved in accidents, drug issues, or absence, they are extremely emotionally upset.

Difficulty in adjusting to the schedule of school activities. For one school year, the school organized a holistic activity for students and the community. However, implementing all of these requires significant preparation, which burdens teachers given the realities of calendar revisions and scheduling overlaps among various events.

Coping Mechanisms of the Participants as Regards their Emotional Resilience amidst the Resumption of Face-to-Face Classes

Table 2 presents the creative means and strategies of teachers in RVM

schools in the Davao del Sur Region to build their emotional resilience amid the resumption of face-to-face classes. Five themes emerged from the experiences: social support, emotional awareness, task prioritization, establishing a good teacher-student relationship, and creative strategies.

Table 2
Coping Mechanisms of the Participants as Regards their Emotional Resilience amidst the Resumption of Face-to-Face Classes

Essential Theme	Core Ideas
Social Support	Consult their colleagues Share experiences with colleagues Establishing good relationship with colleagues Solicit ideas
Emotional Awareness	Being open to criticisms Being flexible even if the tasks is new Knowing how to handle their emotion Balance their emotion
Prioritize Task	Create a to-do-list Doing tasks one at a time Assessing their capability in doing the task.
Establish good teacher-student relationship	Communicate with the students Listen to students' side of the story Connect with their students emotionally Conduct open forum with parents and students
Creative Strategies	Group students based on their type of behavior Doing review drill Reminding students to ask questions Monitor student from time to time

Social Support. Teachers of this study who receive adequate social support from their co-teachers, administration, and even students demonstrate a higher degree of understanding. Social support for them promotes healthy mental

health, well-being, and the ability to cope with stress and burnout. It also increases life satisfaction after experiencing more pleasant emotions, which can lessen stress in the face of difficult occurrences, as well as a more optimistic attitude toward professional development.

Emotional Awareness. Emotional awareness is essential for the participants of this study because it benefits teaching and learning, student outcomes, and the school community. Teachers who can manage their emotions are better able to maintain classroom stability and create a more productive learning environment for students. It also enables them to reduce stress, improve communication, make better-informed decisions, and develop personal relationships with colleagues, students, families, and other community members.

Prioritize Task. Prioritizing tasks can provide significant benefits for teachers in this study, including improved work-life balance. Teachers can achieve a healthier balance by reducing workload and delegating tasks. It is also beneficial to reduce stress by prioritizing activities and setting manageable goals, which allows them to avoid burnout while remaining passionate about teaching. It improves time management by allowing them to apply their ability to prioritize tasks to efficiently organize lessons, grade assignments, and meet deadlines, resulting in higher-quality work across all responsibilities.

Establish Good Teacher-Student Relationship. Positive interactions between teachers and students of this study improve learning environments and address students' developmental, emotional, and academic needs. Building an honest relationship based on mutual respect and trust helps motivate students to excel in their studies, even if they do not have the emotional connection of a close friend or family member.

Creative Strategies. One of the coping approaches explored by the study's participants was the use of creative teaching strategies. This is extremely important because creativity is required for both teaching and learning. Teachers in this study must be creative to capture and sustain their students' attention and drive in the classroom, especially as these children transition from modular classes due to the pandemic. Using innovative educational strategies can help students improve their critical thinking skills. Similarly, creativity can help teachers build emotional resilience by encouraging them to be curious, explore, and learn from their experiences.

Insights Shared by the Participants to the Academe

Table 3 highlights the participants' insights shared with the academe and the community at large. Three themes have been established and focused on. The first topic emphasized the significance of building a support system. Having this support structure allows individuals to be more productive at work and overcome emotional problems. The second theme focuses on maximizing school activities. Teachers are internal stakeholders in schools who must be addressed comprehensively. They are given opportunities for professional development, physical and mental health, and emotional and spiritual well-being. The third theme suggested that teachers should have the problem-solving acumen to navigate challenges. This skill involves effectively managing unexpected or challenging situations. Strong problem-solving abilities will enable teachers to identify the cause of an issue and devise a viable solution.

Table 3
Insights Shared by the Participants to the Academe

Essential Theme	Core Ideas
Build support systems	Administrators to be mindful of their employees' needs Build good relationship with colleagues Create a sense of community at school
Leverage School Activities	Retreat or recollection Mentor-mentee connection Spiritual activities Mental health symposium Teambuilding
Teachers should have the problem-solving acumen to navigate challenges.	Should have strong and firm attitude. Have the ability to communicate with other people. Thinking deeply about their problem and find solution. The need to innovate strategies Remind themselves of the purpose and mission

Build Support Systems. Starting a teaching career is difficult, especially in the early stages. New teachers who have recently finished their first or second

year of teaching confront a number of obstacles that require strong support networks. Mentoring is a valuable tool for professional development. The study participants confirmed that having a support structure at school helps them overcome challenges effectively.

Leverage School Activities. A teacher's educational identity is shaped by their values, convictions, integrity, emotions, and needs. Being honest and credible as a teacher will give the person the courage and trust needed to acknowledge limitations and express oneself authentically. This is the result of participating in school activities that take a holistic approach. Every aspect of a teacher's well-being is addressed so they can be their true selves when interacting with each learner under their care.

Teachers should have the problem-solving acumen to navigate challenges. Problem-solving skills are essential for educators because they help them navigate the complexities and uncertainties of their field while also enhancing the quality of their teaching and learning experiences.

DISCUSSION

Lived Experiences of Participants Regarding Emotional Resilience Amidst the Resumption of Face-to-Face Classes

The lived experiences of teachers at RVM schools in the Davao del Sur Region centered on talking about their emotions and the difficulties they faced when returning to face-to-face classes.

Having multiple roles as teachers. It is overwhelming for teachers to be assigned tasks that must be accomplished concurrently. The finding supports Tarraya's (2023) research, which indicates that the quantity of workload has a significant impact on teaching and learning effectiveness. This study confirms David et al.'s (2019) argument that real teaching hours have been more neglected due to the severe workload and the number of other duties and responsibilities that teachers have. Additionally, Miller's (2021) study found that the excessive number of roles and responsibilities compelled teachers to endure emotional labor, leading many to leave the profession entirely. As a result, low teacher retention and a shortage of high-quality teachers are common in education. Furthermore, a loss of high-quality instructors and an increase in emotionally exhausted teachers result in students receiving ill-prepared classes and inadequate educational instruction.

Managing Overwhelming Tasks. Indeed, Tarraya (2023) discovered that overwhelming workloads have a substantial impact on teaching and learning efficacy. As a result, job satisfaction and performance are both compromised. However, these do not prevent teachers from completing their tasks and obtaining satisfactory evaluations. It was also revealed that the role and supervision of school administrators in enforcing school policies are crucial to teacher satisfaction and performance. Additionally, the result supports the findings of Ondraz and Alvero (2023), which revealed that elementary teachers faced challenges such as learners' lack of interest and attention, teachers overlapping tasks, the complexity of students' learning needs, and inadequate support from parents or guardians. This study concluded that teachers were struggling to address students' learning gaps after the pandemic. Furthermore, other responsibilities given to the teachers are overwhelming to handle. The findings in the study by Javier et al. (2022), are affirmed, that workloads yielded the highest mean score. This means that teachers have encountered numerous challenges when instructing, preparing materials, maintaining work-life balance, and completing other administrative and supplementary duties.

Dealing with Student-related Issues. Teachers at school do more than merely address their students' academic concerns. The study's findings affirm those of Lin et al. (2024), in which teachers reported that one of the challenges students at their school face is chronic absenteeism. High school instructors face a significant challenge in dealing with chronic absenteeism, with 61 percent reporting it as a major issue. By comparison, 46 percent of middle school teachers and 43 percent of elementary school teachers agree.

Additionally, the issue of children being involved in drug situations is an additional challenge for teachers. The result is congruent with what Makovec (Citation 2018) mentioned, that teachers must learn how to deal with students' abnormal conduct, such as alcohol and substance abuse. Teachers who understand how to communicate with students will be better able to develop a positive student-teacher connection. Educators who have strong relationships with students may be better equipped to identify early signs of drug use.

Difficulty in adjusting to the schedule of school activities. The result confirms what Carmona (2020) found, that overwhelming students and teachers with non-formal activities during regular class time leads to increased stress. Teachers may become frustrated when they do not have enough time to cover all cognitive targets or do so in a superficial manner due to the expectation that they

must prepare lessons and cover a wide range of other tasks, a situation that, according to survey respondents, has an impact on their role as educators, causing mental and physical fatigue. Additionally, the finding supports another study by Jomud et al. (2021), which found that teachers experience the highest level of burnout when they are emotionally exhausted, followed by a lack of personal success and depersonalization. He went on to say that work assignments should be distributed equally, meaning no teacher should be overburdened or exempted from certain responsibilities, such as administering school-initiated co-curricular and extracurricular activities.

Coping Mechanisms of the Participants as Regards their Emotional Resilience amidst the Resumption of Face-to-Face Classes

Teachers in RVM schools in the Davao del Sur Region have encountered emotional strain and obstacles, but they have found strategies to cope with the effects of their struggles.

Social Support. The findings confirm Li et al.'s (2022) research, which found that social support can increase teachers' mental health literacy not only through the individual effects of life contentment and coping tendency, but also through a chain-mediation effect involving life satisfaction and coping tendency. Similarly, teachers with high life satisfaction or a positive coping tendency can clearly comprehend themselves, make full use of their own resources, and actively self-regulate to avoid external pressure. Teachers' mental health is equally important to their ability to educate people, to the growth and development of the educated group, and to strengthening teachers' mental health literacy. Broadening the beneficiary group to include all students can be achieved by strengthening teachers' mental health literacy. The finding further conforms to what Einavs et al. (2024) revealed in their research, that the ability to share the difficulties and challenges of the teaching profession with a supportive social network, as well as maintain a sense of purpose and direction, even during turbulent times, assists teachers in avoiding burnout and functioning in accordance with their own and other systems. In a school community, one colleague who can help teachers is the principal. According to Maas et al. (2022), obtaining social support from the school principal is a critical component that significantly impacts teacher BNS satisfaction. Furthermore, this study found that social support from school principals might improve teachers' Basic Need Satisfaction (BNS) in three ways: by planning, controlling, and allocating job tasks, responsibilities, and skills; by aiding teachers in dealing with employment demands and encouraging them to have a more positive attitude toward work;

and by exhibiting exemplary behavior that promotes a supportive environment.

Emotional Awareness. The findings complement Wang's (2022) research, which found that teacher emotional intelligence, as an important personal resource, could be a strong predictor of students' academic progress. This study also found that educators with high levels of mindfulness tend to respond to conflicts and student errors with greater acceptance and pragmatism, thereby generating a positive feedback loop in teacher-student interactions. Moreover, teachers who practice mindfulness are better able to manage their emotions, experience emotions without judgment, and promote emotional intelligence in their students. Additionally, the study affirms what Samnoy et al. (2022) found: that teachers noted that learning about emotional awareness has changed their relationships with students, such as becoming more attentive to the kids' perspectives when motivating them to work harder. Furthermore, they described how these new ideas motivated them to continue developing these aspects of their jobs. Furthermore, according to the result of the study by Stafford-Brizard (2024) a teacher with strong EQ starts by building an environment that supports emotional safety. This shows up in classroom structures, routines, and the language tone. When students experience consistent and predictable routines, it contributes to the safety that drives engagement in learning.

Prioritize Task. The findings parallel those of Garcia-Ramirez and Bijelic (2023), who found that prioritizing activities based on affinity and satisfaction yields a range of benefits, including greater efficiency, job satisfaction, professional growth, collaboration, student engagement, performance, motivation, retention, and recruiting. Teachers can use these rankings to discover areas for improvement and adjust their courses to students' preferences. They are encouraged to collaborate with colleagues who have similar skills, prioritize tasks that interest them, and contribute to their professional development. Additionally, the finding further affirms what Voet et al. (2019) demonstrate: that the theory of planned behavior is a promising foundation for investigating teachers' goal prioritization.

Establish Good Teacher-Student Relationship. These study findings are congruent with those of Jia et al. (2024), who discovered that a teacher who provides social support, such as problem-solving coaching, boosting student self-esteem, and connecting students to other social resources, can improve their attitudes about class. Teacher immediacy, self-disclosure, and narratives all provide emotional and esteem-based support, resulting in a more positive

learning environment. Furthermore, joyful attitudes were found to increase student participation in activities such as actively engaging in class discussions, paying close attention, and reflecting on how to apply the knowledge in their personal and professional lives, among others. Further, the findings of this study are in consonance with Wang's (2023) findings, which demonstrated a strong and direct correlation between teacher mindfulness and the quality of teacher-student relationships. This study focuses on the intricate web of emotions, awareness, and interpersonal interactions that enable successful teaching and strong teacher-student relationships.

Creative Strategies. According to Felek (2019), implementing multiple ways to promote student creativity when designing layout alternatives is effective. Most students concluded that the strategies were beneficial for creativity, research across many disciplines, and the development of diverse thinking skills. The majority of the students reported that they planned to employ the strategies in their future studies. As a result, it is indeed better that teachers continue to research and try different strategies to increase student creativity. Additionally, teachers' creativity has a big positive impact on their innovative teaching. Because imagination promotes innovation and idea development, teachers who use it effectively will improve their creative teaching. The study suggests that when constructing the school curriculum, schools should include more imagination-training courses to improve instructors' imaginations, thereby encouraging innovative teaching. Furthermore, the study by Inayatulloh et al. (2023) found that teaching strategies can boost student enthusiasm and achievement. The benefits of this teaching technique include increased student involvement, leading to students being more active, interested, and immersed in learning activities.

Insights Shared by the Participants to the Academe

The themes for these shared insights were developed from the transcribed responses of FGD and IDI participants from RVM schools in Davao del Sur. The themes underscore the value of positive relationships among colleagues and the greater community. It also provides guidance on the holistic character of school activities for students and other stakeholders. As a result, this leads to the development of strong, optimistic teachers and personnel who are academically, mentally, and physically capable of addressing challenges.

Build Support Systems. The study by Nietes et al. (2023) affirms the need to foster a supportive school environment to retain teachers and improve the

overall effectiveness of educational institutions. The study also underscores the need to recognize and develop school-based support systems to minimize teacher turnover. Creating an environment in which teachers feel respected, supported, and provided with the resources and opportunity for professional development is critical to their job satisfaction and retention. Furthermore, the study emphasizes the importance of school administrators prioritizing emotional support, which was identified as a significant factor affecting teachers' decisions to stay at a school. Additionally, the study of Diab (2024) makes significant contributions by providing a comprehensive understanding of support systems. By combining numerous theoretical frameworks—social support theory, social connection theory, self-determination theory, and resilience theory—the study provides an in-depth analysis of how diverse support systems interact to improve new teachers' resilience and success. As a result, educational institutions should foster supportive school climates, facilitate meaningful mentorship relationships, and use the power of informal support networks, such as family and cultural ties.

Leverage School Activities. The study's findings parallel those of Rani (2019): the four most popular activities chosen by participants were professional development networks, informal interaction to improve teaching, courses and workshops, and reading professional literature. Teachers' participation in professional development events, particularly those that have the most impact on their professionalism. The findings help to develop teachers' professionalism by demonstrating how teachers intend to improve their teaching practices. The result further supports what Nasrollahi et al. (2020) had underscored, that aside from professional development, strengthening insight, religious worldview, and fundamental beliefs, consolidating ethics, and empowering faculty members in teaching skills, as well as developing a positive and constructive relationship with students and institutionalizing spirituality as an inseparable teaching element, can aid in the transfer of spirituality concepts. Additionally, physical and mental health are equally important for teachers. Zhao et al. (2024) found that physical exercise moderated the relationship between job stress and emotional intelligence (EI), while EI mediated the relationship between job stress and teacher satisfaction. It is vital to emphasize that both instructors' job stress and EI influenced teaching satisfaction and that they mediated the relationship between the two.

Teachers should have the problem-solving acumen to navigate challenges. The study likewise affirms what Raja et al. (2023) stated: that teachers displayed a thorough understanding of the issues inherent in their roles.

Managing student behavior and addressing classroom discipline issues have emerged as key sources of stress. Contribute to a challenging work environment. However, the teachers displayed remarkable fortitude, successfully handling these situations with the help and encouragement of their colleagues. Their determination to achieve and good attitude were crucial in maintaining strong morale while teaching. Whatever challenges teachers faced, they addressed them creatively and with dedication. Hence, the findings of the study support the research by Ucag et al. (2024), which revealed that teachers in rural schools encounter numerous physical, emotional, mental, and social challenges, including navigating difficult terrain, dealing with isolated communities, and managing diverse student populations. Despite these limitations, teachers demonstrate resilience by being creative and resourceful in serving their students and communities with limited resources. The study emphasizes teachers' deep commitment to their profession, showing that teaching in remote areas entails more than simply conveying academic content; it also involves having a transformative impact on individuals and communities.

Teaching is a wonderful profession that entails great responsibility and duty to pupils. Teachers do more than just teach and impart knowledge; they inspire and motivate pupils, influencing important life decisions. However, this dedication, combined with heavy workloads and other factors, often leads to burnout and low self-esteem. To conduct this task properly, we must be profoundly concerned about our teachers' well-being. We cannot foster whole-student development until we support full adults, which includes prioritizing our teachers' emotional well-being.

Furthermore, thematic analysis identified the key strengths that teachers use to address problems. Building support structures within the school community is one of their sources of strength as they carry out their responsibilities. The comprehensive activities provided a supporting environment that instilled a sense of security in all of them while also cultivating essential values such as positive thinking, patience, and prayerfulness. Finally, seeking help from colleagues, administrators, and mental health specialists proved invaluable in navigating the issues they faced.

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