
Influence of Participation in Professional Learning Communities on the Resiliency of Seasoned Teachers

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Abstract — The researcher aimed to determine the influence of participation in professional learning communities on the resiliency of the seasoned teachers during the School Year 2024-2025 at South Sector of the Division of Pampanga. The researcher employed the descriptive-correlation design in this study. There were 66 seasoned teachers from the North Sector who were requested to join the study to have a more substantial data to be interpreted. Questionnaires were used to gather data. Weighted mean and multiple regression were used for interpretation. Results tell that Participation of seasoned teachers on Professional Learning Activities are on Very Great Extent in Peer Curriculum Review (M=3.73), and Peer Coaching (M=3.86). In addition, Collaborative Research is rated as some extent (M=2.06). Seasoned teachers provided a strongly agree (M=5.95) on perception of self, while they rated somewhat agree their resiliency on planned future (M=5.79), social competence (M= 5.68), structured style (M=5.64), family cohesion (M=5.97), and social resources (M=6.04). Participation in professional learning communities and resiliency of novice teachers marked a t stat of 0.8106 and p value of 0.4258, which is not statistically significant. A development plan is proposed on the findings of the study that centers on improving the resiliency of seasoned teachers.

Keywords: *seasoned teachers, resiliency, learning action cell, action plan*

I. INTRODUCTION

The teaching profession is undeniably taxing. The bulk of work that the teachers have contributes to the pressure that they experience in work and it cannot be denied that most of the teachers are being left behind when they get older especially when it comes to technology or new approaches.

With this, seasoned teachers are experiencing challenges and pressure that they need to endure. The value of resiliency has been underscored by various researchers. It is the ability of a person to bounce back after experiencing struggles and challenges. Grygorenko and Naydonova (2023) positioned that resilience is not a straightforward issue that should be disregarded. People that are resilient are regarded to be the best employees that the organizations can have since they always continue surviving and overcoming the obstacles that they confront.

One of the ways that the schools provide to the teachers is the participation in professional learning communities wherein they are expected to learn from one another. In a PLC, everyone looks at all outcomes and asks themselves and their team members how to improve their practices so that student achievement will improve (Annenberg, 2004). DepEd Order No. 35, s. 2016 clearly states that DepEd recognizes that the quality of learning is greatly influenced by the quality of teaching. Therefore, it is imperative for the DepEd to hire good teachers and to support their development in the teaching profession. Organizing professional learning communities will aid teachers in the construction of new knowledge about instruction as well as in revising traditional beliefs and assumptions about education, community, teaching, and learning to suit the present needs of learners (Hunter-Boyce, 2009).

Professional practice of teachers to attain greater effectiveness and efficiency is founded on tenet of collaboration thus, giving way to the building of professional learning communities. Historically, during the eighties, Rosenholtz (1989, cited in Darling-Hammond, & Youngs, 2002) brought teachers' workplace factors into the discussion of teaching quality, maintaining that teachers who felt supported in their own on-going learning and classroom practice were more committed and effective than those who did not receive such confirmation. Support by means of teacher networks, cooperation among colleagues, and expanded professional roles increased teacher efficacy in meeting students' needs.

According to Qinyan, Azar and Albattat (2023), the importance of teacher quality is not a value simply held by those who create policy, but also by parents, researchers, and even teachers themselves. Darling-Hammond and Richardson (2009) also stated that teacher quality is what makes the difference in student performance. Hord (2008) stated that to meet this need, communities of teachers began to work together to improve teaching and learning by examining assessment data from multiple sources and pinpointing strengths and weaknesses within their students' learning.

Dougherty (2005) pointed out that the most powerful forms of staff development occur in ongoing teams that meet on a regular basis, preferably several times a week, for the purposes of learning, joint lesson planning, and problem solving. These teams, often called learning communities or communities of practice, operate with a commitment to the norms of continuous improvement and experimentation and engage their members in improving their daily work to advance to achievement of school district and school goals for student learning.

High quality staff development is an important component in improving teaching and thus student achievement (Garcia, 2005). The teaching practices presented in such events are the most immediate outcome of staff development, and these are the primary factor influencing the relationship between staff development and improvements in student learning.

DuFour and Eaker (1998) wrote about the term PLC in the 1960s as an alternative to the inherently isolated nature of the teaching profession in the United States. Hord (2008) concurred that teachers throughout history worked mainly in isolation, closing their classroom doors and teaching from their knowledge of curriculum and instruction. This state of isolation began to disappear in the 1980s as educators started to teach in open classrooms and collaborative teams. As this shift led to the removal of physical barriers and isolation, educators began to come together to share their work, resulting in significant improvement in motivation and morale.

According to Slick (2002), "a learning community is a group of individuals who establish group goals and values for working and learning collaboratively" (p. 1). The Professional Learning Community helps to support teachers and administrators through its emphasis on collegiality and collaboration.

In this collegial climate, teachers use data and information to positively affect professional learning, educational change, and school reform (Mason, 2003). Through this collaboration and collegiality, these student-centered, learning communities provide meaningful learning and support for the individual (Montgomery, 2007).

Jackl and Lougée (2012) mentioned in their study that the Professional Learning Community (PLC) concept has been cited by researchers and professional organizations as having great potential to impact student achievement in a positive manner. As the current era of high-stakes accountability has left many teachers struggling to improve the quality of teaching and learning, PLCs have been recommended to foster collaboration and to make teacher practices public.

In a review of research examining the impact PLCs have on teachers and students, Ricketts (2008) reviewed 10 empirical studies of teacher collaboration in learning communities within the United States and one large multi-site research report published in England. All of these studies reported data documenting the impact of PLCs on teaching practice and/or student learning. The authors examined what the studies conveyed about how educators changed their teaching practices and found that PLC participants' practices became more student-centered over time. Some teachers increased flexibility in their classroom arrangements, some varied their lesson pacing to meet the needs of learners, and others improved classroom pedagogy to use higher order thinking strategies. The researchers found all 11 studies cited data supporting fundamental shifts in the schools' professional cultures and the habits of mind teachers brought to their classrooms, as well.

Another variable is the resiliency of seasoned teachers. One of the great topics that is in demand today is the resiliency. It focuses on the ability to fight back against the challenges that they faced. It serves as the main source of strength of an individual to continue their work. Beames et al. (2021) cited that the ability to accept, survive, and thrive in the face of challenging situations and stressors is a crucial skill for every employee. Such a developmental capability is called employee resilience. Those who can do these are the ones who can stay longer in their work.

Similarly, Boitshwarelo, Koen and Rakhudu (2022) defined resiliency as the employees' ability, facilitated and supported by the organization to utilize resources and continually adapt and flourish at work, even when faced with challenging circumstances. This type of resilience requires

the organization to positively influence resilience through supporting factors. Such factors include health and safety, employee growth, work-life balance, and a collaborative learning-oriented work environment. Thus, the organizational context is crucial to employee resilience.

Still, resilience has a number of constructs that protect or reduce vulnerability. Prince-Embury (2013) coined that resilience is a product of complex interactions of environmental circumstances and personal attributes of a person. There are internal mechanisms that affect how the resiliency of a person will develop.

Evidently, the resiliency of the teachers is well shown when teachers experience hurdle in the performance of their duties and responsibilities. From the stance of Di Giuseppe et al (2021), resiliency is used to describe the ability of a person to adjust and adapt on the situation where adversities are present.

Gonzalez-Mendez et al. (2021) argued that those who have the ability to adapt successfully on the challenges and hurdles are the resilient people. In reference to education, there are teachers who are successful in their profession despite any work-related adversities, and they are considered to be more resilient than those that may leave the profession. Therefore, it is important to focus on the traits that some teachers possess that help them to carry on even when faced with the adversities of teaching.

Belsky and Pluess (2013) mentioned in their findings that responsiveness to environmental situations may be innate and it helps to determine how well a person can respond to these changes either positively or negatively.

In the study of Taylor (2013), they examined the thoughts of African American female teachers on characteristics of resilient teachers in a rural community before, during, and after desegregation in the South. It was revealed that flexible locus of control, optimism, enjoy change, positive relationships, religion and morals, autonomy, commitment, and views education are very important to become resilient teachers.

Moreover, the purpose of Doney's (2013) research was to explore the resilience building process of four novice secondary science teachers of how they understand their work and why

other novice science teachers stay in their work and while other leave. It was shown here that resiliency is not innate characteristics rather it is a result of continues exposure of the person to adversities until he/she used to it and overcome them.

Masten (2011), who studied resilience from a developmental perspective, describes resilience as a phenomenon more common than originally conceptualized. She mentioned that resiliency is a topic at hand for the past three decades. In Masten's view, resilience is a phenomenon that is based on an individual's desire to adapt to the environment.

After reviewing the literature on resilience in adults, Henderson and Milstein (2013) found six consistent themes on protective factors that foster resilience, and it could be applied to schools, families, and communities. The six themes were: set clear, consistent boundaries, teaching "life skills", increase prosocial bonding, set and communicate high expectation, provide caring and support, and provide opportunities for meaningful participation. From the emerging themes, the Henderson & Milstein created the resilience wheel.

Another study investigated the importance of resilience in teachers' work (Gu & Day, 2013). More specifically, it focused on ways in which a teacher's perceived resilience was affected by their conditions on home and work as well as their educational values. Data were taken from 300 teachers who participated in the study using phenomenological approach. Findings revealed that first, teachers reported that they all had an intrinsic motivation and emotional commitment to teach. The second theme was they had opportunities to learn and develop together as teachers. In addition, in order for teachers to develop resiliency there must be a strong foundation in school leadership.

Bobek (2012) focused on investigating how teacher resiliency can be used to longevity in the classroom and teaching career. This study supports the notion that significant adult relationships, a sense of personal responsibility, social and problem-solving skills, sense of competence, expectations and goals, confidence, a sense of humor, and a sense of accomplishment are all characteristics of individuals who are resilient. The researcher suggests that teachers to recognize and utilize the resources available that help to build resilience. Also, it is recommended that there should be open communication among fellow teachers, administrators, and parents in order to foster resiliency and retain teachers for long term.

Beltman, Mansfield and Price (2011) looked into details on the resiliency of early career teachers. It shows that resiliency of teachers is a product of dynamic relationship between individual risk and protective factors. Individual attributes such as altruistic motives and high self-efficacy are key individual protective factors. Contextual challenges or risk factors and contextual supports or protective factors can come from sources such as school administration, colleagues, and pupils. Challenges for the future are to refine conceptualizations of teacher resilience and to develop and examine interventions in multiple contexts. There are many opportunities for those who prepare, employ and work with prospective and new teachers to reduce risk factors and enhance protective factors and so enable new teachers to thrive, not just survive.

There is much research to support that resilience can be fostered and developed within teachers to help them overcome challenges in their paths and career success. A study by Harvey (2017) and Raymundo (2025) found that teachers who believe in themselves and express their emotions and develop positive attitudes can help them to become more resilient, so that they do not give up when things become difficult. In addition, teachers who make the effort has been shown to foster resilience and have had a supportive environment.

The given literature and studies tell that professional learning communities is being used by organizations as one of their ways to address the needs of the employees to learn new things. It is also being used for collaboration and sharing of ideas. On the other hand, resiliency is not a new construct in the academe. Much studies have been conducted to measure resilience of the teachers. However, it is in general concept that there was scarcity in the available that centered on the resiliency of the seasoned teachers and how it is influenced by participation in professional learning communities. This helped the researcher to formulate this study.

Conceptual Framework

The study was anchored on resiliency theory of Garmezy (Southwick, et al., 2014). Resilience theory is the conceptual framework for understanding how some individuals can bounce back in life after experiencing an adverse situation in a strength-focused approach.

The theory served as basis in formulating the paradigm of the study.

The input assessed the participation in professional learning community and the resiliency of seasoned teachers.

The process had securing permit, distribution of questionnaire, retrieval of questionnaire, documentary analysis, applying statistical treatment and interpretation.

The output was the proposed development plan.

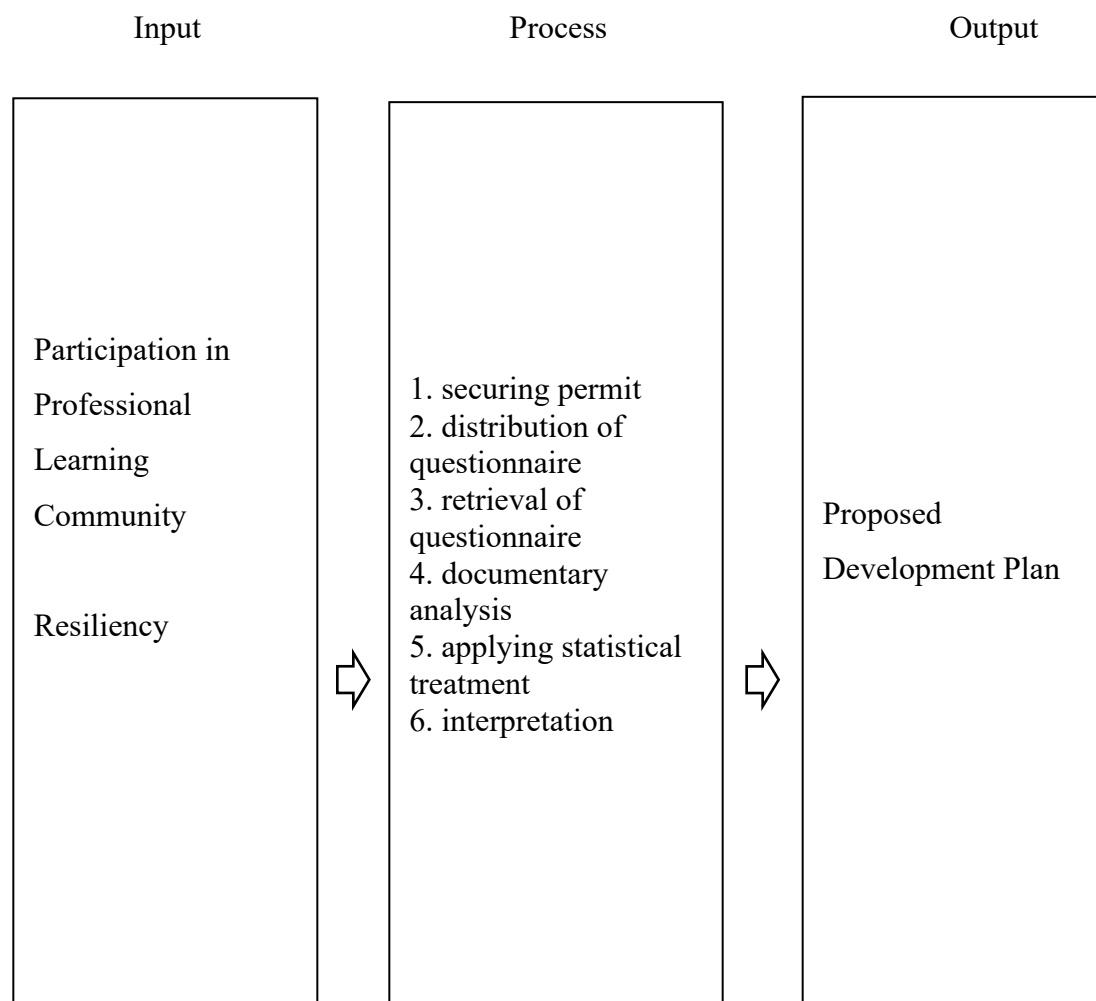


FIGURE 1
PARADIGM OF THE STUDY

Statement of the Problem

The researcher aimed to determine the influence of participation in professional learning communities on the resiliency of the seasoned teachers during the School Year 2024-2025 at South Sector of the Division of Pampanga.

Specifically, this study sought to answer the following questions.

1. How may the participation in professional learning communities of the seasoned teachers be assessed in terms of:
 - 1.1 Peer curriculum review;
 - 1.2 Collaborative research; and
 - 1.3 Peer coaching?
2. How may the resiliency of the seasoned teachers be examined along the following parameters:
 - 2.1 Perception of self
 - 2.2 Planned future
 - 2.3 Social competence
 - 2.4 Structured style
 - 2.5 Family cohesion, and
 - 2.6 Social resources?
3. Does participation in professional learning communities significantly influence the resiliency of seasoned teachers?
4. Based on the findings, what development plan may be proposed?

Hypothesis

Participation in professional learning communities does not significantly influence the resiliency of seasoned teachers.

Significance of the Study

The outcome of this research undertaking is expected to benefit the following:

School Administrators. The final output of the study will give data to the school administrators about the participation in professional learning communities and resiliency of seasoned teachers, which may help them in crafting technical assistance plan suited to their needs.

Seasoned Teachers. The proposed development plan will have a direct impact on the seasoned teachers because they are the main target of it. In addition, knowing what influences their resilience may give them an edge and chance to modify their development plan based on the factors that affect it.

Students. The students will benefit directly from their teachers. When they have teachers who are resilient and always trying to improve themselves, they can have a better chance of getting better learning experiences and improved activities and teaching-learning process.

Future Researchers. The findings of this study may categorically be considered as underpinnings for future studies. In addition, the study may also be used as reference for future researcher who will have studies about resiliency and professional learning communities.

Scope and Delimitation

The locale of the study was the South Sector of the Division of Pampanga. Seasoned teachers during the School Year 2024-2025 in the sector were the target respondents.

This research primarily aimed to determine the influence of participation in professional learning communities on the resiliency of the seasoned teachers. To do this, the participation in professional learning communities was assessed in terms of peer curriculum review, collaborative research, and peer coaching. Also, the resiliency of the seasoned teachers was assessed along the following parameters: perception of self, planned future, social competence, structured style, family cohesion, and social resources. The findings were used to propose a development plan.

Definition of Terms

The following terms were defined for better understanding:

Professional Learning Community (PLC) allows people continually expand their capacity to create the results they desire, and where people continually learn how to learn together”. It is an approach to school improvement where groups of teachers work collaboratively at the school level to improve student outcomes (State Government of Victoria, 2018).

Resiliency refers to the ability of a person to bounce back after experiencing struggles or challenges in life. Hiles et al. (2023) Windle (2011) coined that it is adapting well on the challenges that give depression or stress to a person. The heart is to come back stronger after overcoming the challenges.

II. METHODOLOGY

This chapter discusses research design, respondents and sampling technique, instrumentation, data collection and data analysis.

Research Design

The researcher employed the descriptive-correlation design. It is a type of research where the main goal is to establish a relationship between two or more variables of a certain group of

people using the data collected (Clarete et al., 2023). It is needed to make sure that the study has variables to be measured specifically through quantitative data. The information to be collected in this kind of research are represented by numbers and figures taken directly from the respondents. Furthermore, it establishes the extent of influence of one variable to the other. In this study, pupils' satisfaction relationship with pupils' performance was tested.

The descriptive-correlational design was selected for its primary goal is to examine the relationship between the variables of a research. It is mostly used for predictions of future outcomes in order to come up with planned remedies or interventions that may affect negatively a course of action. Using correlation coefficient, one may establish either a positive or negative relationship on the two variables (Saro, Apat & Pareja, 2023). Correlation of the parameters was measured after establishing the independent and the dependent variables. Results of the analysis provided concrete details on the relationship of the parameters of the study and exclude the variables which has no significant relationship. This kind of study provides a better view of various dimensions that have significant influence on the others.

It was used in this study for it was appropriate on the objective of determining the influence of participation in professional learning communities on the resiliency of the seasoned teachers during the School Year 2024-2025 at South Sector of the Division of Pampanga.

Respondents of the Study

The research happened at South Sector of the Division of Pampanga. It is one of the four sectors of the Division that consist of eight districts.

For this study, the researcher applied judgmental sampling. Teachers who have 30 and above years of experience were requested to be the participants. However, only those who agreed were included in the study.

TABLE 1
RESPONDENTS OF THE STUDY

Districts	Frequency	Percentage
District A	7	10.61
District B	8	12.12
District C	6	9.09
District D	10	15.15
District E	11	16.67
District F	8	12.12
District G	9	13.64
District H	7	10.61
Total	66	100.00

Table 1 shows that there were 66 seasoned teachers from the North Sector. All of these teachers were requested to join the study to have a more substantial data to be interpreted.

Research Instruments

The major instruments used in this study are both survey questionnaire.

The first one was the instrument of Miclat (2019) focusing on participation in professional learning community. The tool was crafted based on literature about professional learning community and was subjected to validation.

The second instrument for resiliency for teachers is an adopted instrument. The Resiliency Scale for Adults of Hjemdal, Friborg, Braun, Kempenaers, Linkowski, and Fossion (2011) was the one to be used. It is a pre-validated questionnaire that underwent series of validation and reliability check. Using Cronbach alpha, it was revealed that the reliability is at 0.88 indicating that the tool is reliable.

Data Collection

Before the commencement of data collection, all necessary permits and approvals were secured from the higher officials including the Schools Division Superintendent of the Division of Pampanga through communications signed by the researcher and duly noted by the research adviser and the dean of the Graduate School.

For the data collection, the researcher used the online platform like google form, messenger, social media, phone call, emails and others. This helped the researcher to gather data from the target respondents.

Ethical Considerations

The study also considered the compliance on ethical standards. The first consideration in ethics of research was to inform those who are involved on the part of the study including the higher authorities through formal letter.

Still, before the data gathering, the researcher gave explanations regarding the purpose of the study and the implications on the job of the teachers. Each teacher was only allowed to answer once and the participation was on voluntary basis only. Teachers received no sanction or award for participating.

In addition, the researcher ensured that identity of the respondents was protected by making the name optional and by giving codes to the respondents of the study. Lastly, the researcher did

not divulge any information that would pin point the respondents and used everything in this study for the purpose of the research only.

Statistical Treatment of Data

The following statistical treatment were applied for interpretation:

1. Weighted mean, to assess the participation in professional learning communities and resiliency of seasoned teachers

Scale	Mean Range	Description
4	3.26-4.00	Very Great Extent
3	2.51-3.25	Great Extent
2	1.76-2.50	Some Extent
1	1.00-1.75	Least Extent

For resiliency this was used:

Scale	Mean Range	Description
7	6.50-7.00	Strongly Agree
6	5.50-6.50	Somewhat Agree
5	4.50-5.50	A little Agree
4	3.50-4.50	Neither Agree or Disagree
3	2.50-3.50	A little Disagree
2	1.50-2.50	Somewhat Disagree
1	1.00-1.50	Strongly Disagree

2. Multiple regression, to measure the influence of participation in professional learning community and resiliency

III. RESULTS AND DISCUSSION

This chapter includes the discussion of the data that were taken from the respondents. Presentation is through tabular form with discussion.

1. Extent of Participation in Professional Learning Activities of Seasoned Teachers

The extent of participation in professional learning communities of the seasoned teachers is assessed considering peer curriculum review, collaborative research, and peer coaching.

Table 2 provides a clear presentation of the assessment on peer curriculum review. It is shown that it accumulated an overall mean of 3.73 or Very Great Extent. The same table tells that the highest rating was given to the third indicator “Organizing a study group to assess performance of the pupils”, which is 3.81, while the lowest mean of 3.66 is listed on second indicator “Developing enrichment activities to address pre-skills”.

Based on the results of this evaluation, it is clear that seasoned teachers are serious about participating in professional learning communities. These communities will assist them in their classroom instruction by providing them with opportunities to discuss content with their peers. They are acutely conscious of the fact that they have a need to acquire new knowledge that will be of great assistance to them in the performance of their responsibilities as teachers in the classroom.

The relevance of conducting curriculum reviews for the purpose of enhancing the quality of education was brought to light by Dyjur and Kalu (2018). Because teachers are the only individuals who have practical experience with the execution of the curriculum, they are the ones who are burdened with the responsibility of evaluating their own teaching methods for the purpose of ensuring that their students receive the best possible education. During this process, the objective is to rethink and revise the curriculum with the purpose of enhancing the learning, engagement, experience, and outcomes of the students. The process of reviewing and enhancing the curriculum may prove to be advantageous for both individuals and program teams during the development process. This is a possibility that should be taken into consideration.

TABLE 2
ASSESSMENT ON PARTICIPATION IN PEER CURRICULUM REVIEW

Items	WM	Description
1. Assessing the curriculum to identify competency gaps.	3.71	Very Great Extent
2. Developing enrichment activities to address pre-skills.	3.66	Very Great Extent
3. Organizing a study group to assess performance of the pupils.	3.81	Very Great Extent
4. Identifying difficulties of the pupils for program planning.	3.72	Very Great Extent
Overall	3.73	Very Great Extent

It is reflected on Table 3 that Peer Collaborative Research garnered an overall mean of 2.06 with verbal rating of Some Extent. It is also magnified in the same illustration that fourth indicator “Monitoring, as a group, on the effectiveness of the strategies based on the results of the opportunity analysis in research” marked a mean of 2.11, which is the highest. The second indicator “Sharing of research results to collegially plan for improvements” that received the lowest mean of 2.03.

The data demonstrates that seasoned teachers continue to have difficulty working together as a group to conduct action research or collaborative research. This is something that can be noticed. Research conducted by Khasawneh et al. (2023) highlighted the importance of peer collaboration in the pursuit of any learning goals. One can learn more and complete the assignment more easily with the assistance of one's peers. The research that is conducted by educators in the academic world is one thing that is overlooked due to the fact that it takes a significant amount of time before it can be completed. For those who become members of a professional learning

community, where everyone collaborates to finish their study, the process of conducting research becomes less difficult.

TABLE 3
ASSESSMENT OF PARTICIPATION IN PEER COLLABORATIVE RESEARCH

Items	WM	Description
1. Conducting collaborative research to solve instructional problems.	2.06	Some Extent
2. Sharing of research results to collegially plan for improvements	2.03	Some Extent
3. Adopting recommendations of research based on group deliberations.	2.09	Some Extent
4. Monitoring, as a group, on the effectiveness of the strategies based on the results of the opportunity analysis in research.	2.11	Some Extent
Overall	2.06	Some Extent

Lastly, in professional learning community, seasoned teachers assessed the peer coaching as Very Great Extent based on its overall mean of 3.86. A closer look on the table will show that the highest mean of 3.92 is found on third indicator “Creating an atmosphere of professionalism and respect”. On the other hand, 3.80 mean is found on second indicator “Trying out suggestions of colleagues based on their experience”.

It is the effort that teachers do on a daily basis that is responsible for this high rating on peer coaching. During classroom instruction, they provide assistance to one another by simply

exchanging their ideas and opinions with one another. When they believe that their teaching resources would be beneficial to other educators, they even share them with those teachers. In addition, the peer coaching program is aimed at experienced educators as its target audience. The instructional supervisors are aware that there is a significant possibility that the experienced teachers will take their recommendations into consideration because they are still engaged in the process of assimilating everything.

Dhamala (2024) came up with the idea that peer coaching is an excellent method for teachers to use in their professional growth. Peer coaching is advantageous for a number of reasons, one of which is that it does not require a significant amount of resources because it merely makes use of the available talent inside the firm. Furthermore, teaching staff will experience a sense of ease, particularly if their buddies are the ones who will carry out the task. There are a number of benefits associated with peer coaching, some of which include the following: it enhances people's perceptions of their own performance; it enables individuals to acquire new abilities and accelerate their learning; it fosters a sense of camaraderie; and it makes teachers learn more when they participate in a program that involves peer coaching.

TABLE 4
ASSESSMENT OF PARTICIPATION IN PEER COACHING

Items	WM	Description
1. Getting inputs from colleagues to understand instructional problems	3.84	Very Great Extent
2. Trying out suggestions of colleagues based on their experience.	3.80	Very Great Extent
3. Creating an atmosphere of professionalism and respect.	3.92	Very Great Extent
4. Developing feedback mechanism for immediate progress monitoring in research.	3.91	Very Great Extent
Overall	3.86	Very Great Extent

2. Assessment of Resiliency of the Seasoned Teachers

The researcher also assessed the resiliency of seasoned teachers using survey questionnaire.

Table 5 presents that seasoned teachers strongly agree that they are resilient in perception of self based on their mean of 5.95. The same table tells that seasoned teachers believe in their own abilities based on its highest mean of 6.06. Even though they rated “I am comfortable together with other persons” the lowest with a mean 5.79, they still somewhat agree that they are resilient in this indicator.

The findings indicate that seasoned teachers have a fantastic understanding of themselves. They are well aware of who they are as well as their capabilities and limitations. In terms of what they are capable of doing and what they are not capable of doing, they are quite aware. The ability to know oneself is really important for resiliency. The strategy will unquestionably be brought to fruition once the individual has gained an understanding of themselves. According to Dishon et al. (2017), the first step in achieving overall success is to get an understanding of oneself. In the event that a person has a profound understanding of themselves, they will be able to make adjustments effectively and do actions that are within their capabilities. In addition to this, the initial help that he will receive will undoubtedly come initially from himself.

TABLE 5
ASSESSMENT OF PERCEPTION OF SELF

Indicators	Mean	Interpretation
1. I believe in my own abilities	6.02	Somewhat Agree
2. Believing in myself helps me to overcome difficult times	6.06	Somewhat Agree
3. I know that I succeed if I carry on	5.89	Somewhat Agree
4. I know how to reach my goals	5.91	Somewhat Agree
5. No matter what happens I always find a solution	6.04	Somewhat Agree
6. I am comfortable together with other persons	5.79	Somewhat Agree
Mean	5.95	Somewhat Agree

Another dimension of resiliency is the planned future. Seasoned teachers provided a general mean of 5.79 indicating that they somewhat agree on their resiliency in this indicator. The table also shows that a mean of 5.85 is on on “I have realistic plans for the future”. On the other hand, they rated the lowest the “I am pleased with myself” with a mean of 5.74 or somewhat agree.

Data tells that seasoned teachers have goals and aspirations for their future, and they believe they will be able to achieve those goals. Teachers with years of experience tend to have a strong sense of optimism, and they eagerly anticipate the day when they will be able to turn their ambitions into reality. They are aware that the things they plan and hope for are attainable, and that they have the opportunity and the capacity to make all of their dreams and plans come true. From the perspective of Ventista and Brown (2023), in order to achieve a goal in the future, it is necessary to plan for the further future. There is a greater degree of certainty that these objectives can be accomplished when a person discovers ways to accomplish them and creates plans or actions to be carried out in the future. The fact that instructors have something to look forward to makes them more resilient, and this is because they have something to look forward to. Planning for the future allows one to be able to establish goals for the future and then take the proper activities to reach those goals within a certain amount of time. Individuals who plan for the future are able to achieve their goals. Having the awareness that one has a predefined plan for the future might serve as a source of motivation for other individuals to continue to put in a lot of effort in order to accomplish their goals.

TABLE 6
ASSESSMENT OF PLANNED FUTURE

Indicators	Mean	Interpretation
1 My future feels promising	5.76	Somewhat Agree
2 I know that I can solve my personal problems	5.82	Somewhat Agree
3 I am pleased with myself	5.74	Somewhat Agree
4 I have realistic plans for the future	5.85	Somewhat Agree
Mean	5.79	Somewhat Agree

Table 7 reveals the assessment of the respondents on social competence. They accumulated a mean of 5.68 or somewhat agree. It is also noticeable that “At hard times I know that better times will come” received the highest mean of 6.04. On the other hand, they find “I easily adjust to new social milieus” to have a mean of 5.53 or the lowest. The teachers believe that they are resilient in social competence.

Seasoned teachers recognize that they possess the social capacity to be resilient. This demonstrates that they are capable of effectively regulating their interactions with other individuals or groups of people. To put it another way, social competence is the capacity to get along well with other people, to be able to construct and maintain solid relationships, and to respond in ways that are adaptive when one is experiencing social settings. According to Odak et al. (2023), the people who are in the immediate vicinity of a person who is going through difficult times can become a source of strength or energy that helps them become resilient. Good communication and a healthy relationship with other people can serve as a source of encouragement to persevere and triumph over the problems that one faces in life and in one's professional life. A number of variables that contribute to social competence include the ability to evaluate social circumstances and comprehend what is expected or required, the ability to recognize the feelings and intentions of other people, and the ability to select social behaviors that are most appropriate for the specific environment in which they are being conducted.

TABLE 7
ASSESSMENT OF SOCIAL COMPETENCE

Indicators	Mean	Interpretation
1 I completely trust my judgements and decisions	5.76	Somewhat Agree
2 At hard times I know that better times will come	6.04	Somewhat Agree
3 I am good at getting in touch with new people	5.60	Somewhat Agree
4 I easily establish new friendships	5.70	Somewhat Agree
5 It is easy for me to think of good conversational topics	5.57	Somewhat Agree
6 I easily adjust to new social milieus	5.53	Somewhat Agree
Average	5.68	Somewhat Agree

The structured style indicator of resiliency is presented in Table with a mean of 5.64 or somewhat agree. Seasoned teachers said that they somewhat agree on “It is easy for me to make other people laugh” which is rated the lowest based on its mean of 5.54. They also somewhat agree on being resilient on “It is important for me to be flexible in social circumstances” based on its mean of 5.79.

According to the findings, there are a variety of approaches that seasoned teachers take in order to overcome obstacles and develop resilience after experiencing them. The processes that are in transaction with situational affordances and regularities are the ones that result in personality structures. These structures are classified as patterns of covariation in behavior, which includes thoughts and feelings. Personality structures are the direct product of these processes. The assumption that processes are arranged in ways that directly match to the structure that is perceived is not a valid one when it comes to the structure that is perceived. It was suggested by Saputra and Hidayati (2024) that those who are resilient have their own particular methods of coping up after they have been confronted with challenges. Additionally, as a result of their experiences, they are able to tolerate more.

TABLE 8
ASSESSMENT OF STRUCTURED STYLE

Indicators	Mean	Interpretation
1 It is easy for me to make other people laugh	5.54	Somewhat Agree
2 I enjoy being with other people	5.66	Somewhat Agree
3 I know how to start a conversation	5.52	Somewhat Agree
4 I easily laugh	5.74	Somewhat Agree
5 It is important for me to be flexible in social circumstances	5.79	Somewhat Agree
6 I experience good relations with both women and men	5.67	Somewhat Agree
Mean	5.64	Somewhat Agree

The family cohesion is given a rating of 5.97 or somewhat agree by the teachers. It is also glaring from the illustration that teachers somewhat agree that they enjoy being with their family as shown in its highest mean of 6.29. On the contrary, they said that they little agree on having are few conflicts in their family considering its mean of 5.32.

Seasoned teachers believe that their families become their source of strength through which they are able to remain resilient. The Filipino people have such deep ties to their families that they will put their family members ahead of everything else in their lives or priority list. They are more affected when members of their family are the ones who are sick. Herdiana et al. (2018) emphasized the importance of family as a source of support for individuals who are going through difficult times in their lives. Individuals who have strong family ties are more likely to obtain moral support from their relations inside their family. For people who are going through difficult times or issues, the mere presence of a family means a great deal at this point.

TABLE 9
ASSESSMENT OF FAMILY COHESION

Indicators	Mean	Interpretation
1 There are strong bonds in my family	6.12	Somewhat Agree
2 I enjoy being with my family	6.29	Somewhat Agree
3 In our family we are loyal towards each other	6.10	Somewhat Agree
4 In my family we enjoy finding common activities	5.94	Somewhat Agree
4 Even at difficult times my family keeps a positive outlook on the future	6.04	Somewhat Agree
5 In my family we have a common understanding of what's important in life	6.06	Somewhat Agree
6 There are few conflicts in my family	5.32	A Little Agree
Mean	5.97	Somewhat Agree

Lastly, Table 10 shows that seasoned teachers' assessment accumulated a mean of 6.04 or somewhat agree on social resources. They also provided somewhat agree rating on all of the

indicators. However, “I have some close friends/family members who are good at encouraging me” received the highest mean of 6.11, while it is the “I have some friends/family members who back me up” that got the lowest mean of 5.93.

When it comes to social resources, being resilient means that teachers have friends, family, and colleagues on whom they can rely whenever they are presented with obstacles in their lives. This is what it means for teachers to be resilient: they have social resources. Eden (2025) stated that social friends and coworkers become a way for people to relieve the tension and strain that they confront while they are coping with an issue. This is because social friends and coworkers bring people together. A person's strength and morale will be boosted, and they will be able to continue living their life if they are able to communicate with another person and have at their disposal someone who can help them. The support that social friends, peers, and coworkers in the workplace offer to one another has the potential to make the challenges more tolerable.

TABLE 10
ASSESSMENT OF SOCIAL RESOURCES

Indicators	Mean	Interpretation
1 I have some close friends/family members who really care about me	6.09	Somewhat Agree
2 I have some friends/family members who back me up	5.93	Somewhat Agree
3 I always have someone who can help me when needed	6.14	Somewhat Agree
4 I have some close friends/family members who are good at encouraging me	6.11	Somewhat Agree
Mean	6.04	Somewhat Agree

3. Influence of Participation in Professional Learning Communities on Resiliency of Seasoned Teachers

In addition, Table 11 shows that participation in professional learning communities and resiliency of seasoned teachers marked a t stat of 0.8106 and p value of 0.4258. The accumulated figures are not enough for the researcher to reject the null hypothesis. This denotes that the influence is not statistically significant. When participation in school learning action cell increases, resiliency of seasoned teachers will not be affected.

As a result of their involvement in professional learning communities, experienced educators are able to acquire information and skills that they can put to use in the fulfillment of their obligations as instructors in public schools. It is possible for people to plan their activities on the challenges that they are encountering by using the information that they have gained from either their peers or from groups. The healthy mental health of teachers, according to Blessing (2024), is one factor that contributes to the assurance that teachers are able to do their duties effectively. Teachers will be able to have a better possibility of attaining higher performance at this time since they are prepared to work successfully. This is because they are ready to work.

TABLE 11
REGRESSION OF PARTICIPATION IN PROFESSIONAL LEARNING COMMUNITIES ON RESILIENCY

	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>
Participation in Learning Action Cell	0.16666667	0.205597985	0.810643483	0.42587943

4. Proposed Development Plan

I. Rationale

Development plan for novice teachers must be need-based to ensure its relevance. Aside from drawing needs from training needs assessments, results of research such as this must be objectively considered in designing relevant development plan.

Resiliency Area	Objectives	Strategies / Activities	Persons Involved	Time Frame	Success Indicators
Perception of Self	Improve teachers' self-confidence, professional identity, and self-worth	• Reflective teaching workshops • Strength-based coaching sessions • Recognition of teaching milestones	School Head, Master Teachers	Q1	Teachers show improved self-esteem in post-assessment and reflective outputs
Planned Future	Help teachers set clear professional and personal goals	• Career mapping and retirement planning sessions • Individual Development Plan (IDP) updating	School Head, HR, Guidance Counselor	Q1–Q2	Updated IDPs and articulated short- and long-term goals
Social Competence	Strengthen interpersonal skills and collegial relationships	• Peer mentoring and team-building activities • Conflict management and communication training	Department Heads, Guidance Counselor	Q2	Improved collaboration and reduced interpersonal conflicts
Structured Style	Enhance organization, time management, and adaptability to change	• Workshops on time management and workload prioritization • Use of planners and digital task tools	ICT Coordinator, Master Teachers	Q2–Q3	Timely submission of reports and reduced work-related stress
Family Cohesion	Promote work–life balance and family support systems	• Family-inclusive school activities • Seminars on work–life balance and stress management	School Head, PTA Officers	Q3	Positive feedback from teachers regarding family support
Social Resources	Increase access to professional and community support networks	• Linkages with LGUs, NGOs, and wellness providers • Establish teacher support and referral system	School Head, Guidance Counselor	Q3–Q4	Functional support system and increased utilization of available resources

IV. CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the discussion of summary of findings, conclusions drawn and recommendations offered.

Summary of the Findings

Considering the results, the following were the summary:

1. Participation of seasoned teachers on Professional Learning Activities are on Very Great Extent in Peer Curriculum Review ($M=3.73$), and Peer Coaching ($M=3.86$). In addition, Collaborative Research is rated as some extent ($M=2.06$).
2. Seasoned teachers provided a strongly agree ($M=5.95$) on perception of self, while they rated somewhat agree their resiliency on planned future ($M=5.79$), social competence ($M=5.68$), structured style ($M=5.64$), family cohesion ($M=5.97$), and social resources ($M=6.04$).
3. Participation in professional learning communities and resiliency of novice teachers marked a t stat of 0.8106 and p value of 0.4258, which is not statistically significant.
4. A development plan is proposed on the findings of the study that centers on improving the resiliency of seasoned teachers.

Conclusions

In full consideration of the summary of the findings, the following conclusions were formulated.

1. Seasoned teachers see the value of continuing their involvement in learning action cell as they need to be equipped with recent trends and knowledge in education.

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2. Seasoned teachers understand themselves well due to their long years of experience in work. In addition, they are goal-oriented, have people and friends to lean on, and have developed their own strategies for becoming resilient and overcoming obstacles. Finally, teacher respondents use their close relationships with their families to become resilient.
 3. Participation in professional learning communities does not significantly influence the resiliency of novice teachers. An participation in professional learning communities of seasoned teachers will not entail increase in their resiliency.
 4. The proposed development plan aims to help teachers to further improve their resiliency that may help them in the improvement of their resiliency.

Recommendations

In consideration of the aforementioned conclusions, the following recommendations are offered:

1. Seasoned may continue their participation in the PLC to keep themselves abreast with trends and new skills that they need to acquire related to teaching and other work in school.
2. Seasoned teachers are encouraged to reflect on their prior experiences and obstacles to better understand themselves through rest and relax sessions. They may plan their careers and join professional groups to build a network of colleagues to stay motivated and resilient. Finally, they may spend extra time with family and friends to strengthen their bonds in times of need.
3. Other factors that affect the resiliency of teachers may be given consideration in providing technical assistance to seasoned teachers.
4. The proposed development plan may be tested in one school or district to test its effectiveness and for further improvement.

5. Future researchers may conduct study regarding the challenges of instructional supervisors in providing technical assistance to seasoned teachers to enrich the findings of the study.

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