

# Teacher Innovation and 21st Century Skills of Learners in Digos Oriental District, Digos City Division

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**Abstract.** This study aimed to determine the extent of instructional support as a determinant of stress resiliency of teachers in Digos Oriental District, Digos City Division. The findings revealed that teachers' instructional support in terms of delivery and instruction, assessment of learning, learning support, and learning resources was oftentimes manifested. Teachers frequently work hard to sustain instructional support in learning. This is also manifested in the resilience to stress by teachers in face-to-face learning since they rated most of the variables extensively. However, some delivery and instruction items, such as email, messenger, and chat for announcements and reminders and providing instructional support any time during the day of online learning activities, as shown in the results, were less extensive. The teachers believe do not emphasize this in the pedagogical techniques used by teachers. However, practicing and retooling them was an option. Moreover, the teachers' stress resiliency in terms of student behavior and intrapersonal conflicts is less extensive. This means the respondents could not manage their interactions with the learners well. The aspects of stress resiliency, along with the other variables, need to be handled by the school's teachers since they are doing their best to teach. DepEd should also establish programs for reskilling and upskilling them alongside curriculum experts and parents.

## KEY WORDS

1. teacher innovation 2. skills of learners 3. instructional support

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## 1. Introduction

In the face of the global pandemic, teachers faced unprecedented challenges, including disrupting established instructional methods and routines. Besides the adjustment to the sudden shift from in-person teaching to remote learning, the emotional toll of isolation due to social distancing efforts, and uncertainty about personal safety and health brought additional concerns as well. Even with the changes, teachers' academic roles were not diminished, and teachers now assumed more responsibilities than they did in pre-COVID education. For teachers to remain effective, they need to be supported in many ways, especially on how to deal with teaching-learning instruction, which is new to them and is never prepared for in the first place. Because of the shift in teaching modalities from face-to-face to remote education, preparing lessons for instruction became stressful for teachers. The current setup expects them to prepare engaging lesson content while simultaneously learning about new digital technologies. Many teachers

who are not within the "Millennial" and Gen Z timeframe are experiencing distress. Teachers in most of the world are not trained or educated to teach virtually, so blended learning is not their normative teaching platform. This causes distress and frustration among educators. To continually learn amidst the pandemic. Many educators feel morally responsible for their students' continuing education. Hence, even if they also have their struggles to attend to, they need to keep themselves resilient as they try to establish a work-family-self balance. In Malaysia, developing students' 21st-century abilities depends on closing the innovation gap in teachers. Educators frequently encounter difficulty incorporating innovative teaching approaches that prioritize digital literacy, creativity, and critical thinking. Ali and Mohammad (2019) state that a lack of resources and training makes it difficult for many teachers to adopt new pedagogies, which makes it difficult for them to impart these crucial skills to students. The study emphasizes the necessity of ongoing professional development to provide educators with the skills and information they need to adopt cutting-edge teaching strategies that meet the demands of the twenty-first century. Another critical issue that has an impact on learner skills and instructor creativity is the integration of technology into the classroom. Although Malaysia has made progress in integrating digital technologies into education, Lee et al. (2019) note that there is still variation in the efficiency with which these tools are applied in various institutions. Their research highlights the need for extensive support systems and teacher training to go hand in hand with technological innovation in education to optimize its advantages for students. This disparity between the uptake and use of technology highlights the need for deliberate expenditures in infrastructure support and teacher preparation. In the US educational system, evaluating students' 21st-century talents is still a significant problem. According to Pellegrino

and Hilton's (2019) research, conventional evaluation techniques are frequently insufficient for assessing complex skills like problem-solving and teamwork. Their study's results highlight the necessity of creating new evaluation instruments that can precisely gauge these competencies and offer insightful commentary on students' performance. Darling-Hammond et al. (2019), many teachers encounter challenges like inadequate professional development and a lack of resources, even if there is a focus on encouraging students' critical thinking, creativity, and digital literacy. The study shows that even if the value of these abilities is being increasingly acknowledged, there is still a significant disconnect between policy goals and actual classroom practices. Due to a lack of support and training, teachers frequently find it challenging to apply innovative teaching techniques in a way that effectively prepares students for the needs of the modern workforce. The difficulty of incorporating 21st-century abilities into the curriculum in England highlights significant problems with teacher innovation. A Roberts and Cox (2019) study found that inadequate training and support frequently cause teachers to struggle when applying new teaching approaches. According to the report, even though students are strongly encouraged to develop abilities like digital literacy and critical thinking, many educators cannot successfully integrate these skills into their instruction. In the English education system, assessing students' 21st-century talents continues to be a difficult task. Traditional assessment techniques frequently fail to evaluate complex abilities like problem-solving, cooperation, and digital literacy, as discussed by McCormick and Thomas (2019). Their research highlights the need for creating new evaluation frameworks that can precisely measure these competencies and give educators and students insightful feedback. Ensuring that educational innovations result in measurable improvements in student outcomes and developing critical 21st-century

skills is challenging without efficient assessment systems. The Department of Education Order 18 s. 2020, known as the Basic Education-Learning Continuity Plan (BE-LCP), requires a modular, home-based learning approach for students through the school year 2021-2022. This is accomplished through interactive television and radio instruction, online open educational resources, and print-based self-learning modules. This new reality challenges teachers who will prepare for all of these. Teachers prepare learning materials, weekly study guides, and other tools, which will be distributed in one of three ways: Pick up from school, Hatid-Aral delivery to homes, or distribution to barangay or community learning centers. Teachers face a significant challenge in ensuring that learning continuously happens at home and that no children are left behind. They even resort to home visitations to ensure that their students continually learn. Their situation may not be ideal, but their vow to fulfill DepEd's vision-mission engages them to move forward and be as enthusiastic as possible (Robledo et al., 2021). DepEd's policy guidelines for the supply of Learning materials in executing the Basic Education Learning Continuity Plan outline the rules for distributing, using, and liquidating support funding for printing and distributing self-learning modules and other learning materials. However, instructional support for education, as seen in the Philippine Budget Allocation, will not be

sufficient to fund all learning needs. DepEd will have to stretch whatever is there as the nation grapples with economic crises affecting not just education but all sectors. The workload has been challenging for teachers in the southern Mindanao region, but despite it all, teachers remained committed to their learners' education (Cahapay, 2020). Though tired from the grueling responsibilities, they remained resilient. They have developed resilience mechanisms to adapt their thoughts, actions, and emotions to survive effectively. This pandemic is testing, to the maximum, their tenacity to embrace radical instructional changes. As frontliners in education, they remain passionate about providing quality primary education, putting the welfare of students first over their own, and continuously improving themselves by gaining new technological skills for the sake of their students. This study benefits the Department of Education, teachers, and students. For Department of Education officials, it can guide the creation of effective programs and training. School heads might use the insights to strengthen staff and student support, foster a positive school culture, and enhance professional development. TLE teachers could gain strategies for managing stress, while learners might better understand teaching methods. Lastly, future researchers can use these findings to evaluate and improve school administration, teaching, and curriculum development.

## 2. Methodology

This chapter presented the methods used in the study consisting of research design, research respondents, research instrument, the data gathering procedure, and the data analysis. The purpose of this study was to determine the instructional support and stress resilience of TLE teachers in the public elementary schools in the Cotabato Division.

*2.1. Research Design*—The research employed a descriptive-correlational approach the descriptive correlational approach of the analysis incorporates both descriptive and correla-

tional designs. Descriptive analysis entails gathering data to test hypotheses or answer questions about the study's participants' status. Correlational analysis, on the other hand, sought to

decide whether and to what extent two quantitative variables are related. Correlational research aims to establish a relationship that can be used to make predictions. Typically, a partnership inquiry looks at a variety of variables that are assumed to be correlated to a major and complex variable. According to Dawson (2019), quantitative research methodologies are meant to create numeric statistics by using survey research to gather data. Qualitative research methodologies examine the behaviors, opinions, and experiences of individuals through methods of examination. Diverse numerical data were gathered using a variety of techniques in this kind of research, and the data were then statistically processed to aggregate, compare, or demonstrate correlations between the data. In general, experiments, organized observations, and surveys are examples of quantitative research methodologies.

2.2. *Research Respondents*—The subjects of the study were the one hundred twenty TLE teachers who were randomly selected from the selected public schools in Cotabato City Division who have been teaching Technology Livelihood Education (TLE) for the longest time. In the selection of the respondents of the study, inclusion and exclusion criteria were considered. The respondents must be handling elementary learners offered by the Department of Education willing to submit themselves and are permitted by their school heads to undergo the survey to be conducted. Those respondents who voluntarily agreed with the informed consent are to be included in the survey. Hence, those who confessed their denial were excluded from the study.

2.3. *Research Instrument*—The questionnaire was formulated based on the data required by this study, which were adapted from Natividad (2021). The study was modified and subjected to the experts' validation. Part I is composed of a questionnaire related to instructional support and indicators. Part II comprises indi-

cators related to TLE teachers' stress resilience. Scaling was used to analyze the instructional support and stress resilience of TLE teachers, further validating the study's results. Further, before administering the research instrument, pilot testing was done on selected respondents. The survey questionnaire for the pilot test was subjected to reliability testing to establish the use of the internal consistency method. The most appropriate method to use since the test contains dichotomously scored items that the examinee either passes or fails in an item. The final copy of the research survey questionnaires was validated by the panel of experts for approval. The final revisions incorporated all the corrections, comments, and suggestions given by the experts before distribution and administration. The draft of the questionnaires was presented and evaluated by some expert validators. A standard evaluation tool was provided to them to rate, comment, and make suggestions for the improvement and development of the questionnaire. The results of the validation, together with the draft of the research instrument, were submitted to the research adviser for comments and suggestions. The ambiguous items were deleted; the weak items were strengthened and improved. After correction and refinement, the research instrument was returned to the researcher for finalization. The pilot testing was conducted in Cotabato City Elementary School, and the respondents were not included in the research survey. The pilot testing is purposely conducted to establish the reliability and validity of the test instrument. The questionnaire is designed and modified to suit the needs of the respondents. This study used adapted and modified questionnaires. The first set was designed to collect information concerning the effect of instructional support in teaching TLE in elementary schools, and the second set was designed to assess the stress resiliency of elementary school teachers. The questionnaire used a 5-point Likert scale to determine the instructional support

of TLE elementary teachers. This study used the five-point Likert scale to describe the extent of instructional support experienced by TLE teachers. The following interpretations of the data are found below.

**Scale Descriptive Ratings and Interpretation**

Scale	Descriptive Rating	Interpretation
4.20 – 5.00	Very Extensive	The teachers’ instructional support in teaching TLE is always manifested.
3.40 – 4.19	Extensive	The teachers’ instructional support in teaching TLE is oftentimes manifested.
2.60 – 3.39	Moderately Extensive	The teachers’ instructional support in teaching TLE is sometimes manifested.
1.80 – 2.59	Less Extensive	The teachers’ instructional support in teaching TLE is rarely manifested.
1.00 – 1.79	Not Extensive	The teachers’ instructional support in teaching TLE is not manifested.

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1.80 – 2.59	Less Extensive	The teacher’s stress resiliency in teaching TLE is rarely manifested.
1.00 – 1.79	Not Extensive	The teacher’s stress resiliency in teaching TLE is not manifested.

2.4. *Data Gathering Procedure*—The researcher underwent the following steps and procedures in gathering the data for this study: Asking permission to conduct the study. The researcher asked for an endorsement letter from the Dean of the Graduate School of Rizal Memorial Colleges with the consent of the thesis adviser to conduct the study on instructional support and stress resilience of TLE teachers. With the endorsement letter, the researcher sent a request letter to the Schools Division of Cotabato Division through the Schools Division Superintendent (SDS) to conduct the study. Then, the researcher first asked for the consent of the school principal in the said school. Administration and retrieval of questionnaires. With the approval and full support of the SDS and school principal, the manner of answering the given questionnaires was thoroughly explained by the researcher to the respondents after the validation and reliability testing of the questionnaire. During the administration of the survey questionnaires, their observance of the AITF health protocols to be followed by the re-

searcher. The questionnaires were administered through Google Forms, and the links were sent to the respondents accurately. After the respondents had completely and honestly answered and provided all the necessary data needed in the questionnaire, the researcher retrieved all the answered questionnaires. Gathering and tab-

ulation of data. After the survey questionnaires were successfully administered and retrieved, the data were collated and tabulated. Then, appropriate statistical tools were employed to obtain the necessary data for interpretation and further analysis.

2.5. *Data Analysis*—In the treatment of data, the following statistical procedures were employed: Mean. This was used to answer the first two objectives of the study. More specifically, it is used to describe the instructional support and stress resilience of TLE teachers. Pear-

son r. This statistical tool was used to determine the significant relationship between TLE teachers’ instructional support and stress resilience. Linear Regression. This statistical tool was used to determine the significant influence between TLE teachers’ instructional support and stress resilience..

### 3. Results and Discussion

This chapter discusses the problems in this study. They are thoroughly discussed, analyzed, and interpreted under the following headings and sequence: Instructional support and stress resilience in teaching elementary school learners.

Summary of Instructional Support of TLE Teachers Table 1 presents the data on the summary of instructional support of TLE teachers. The overall mean of the data in this table is 3.62. The indicators are presented with the cor-

responding mean: delivery and support (3.33); assessment of learning (3.79); learning support (3.32); and learning resources (4.02). All the indicators have the mean descriptive equivalent of Extensive.

**Table 1. Summary of Instructional Support of Teachers**

<b>Indicators</b>	<b>Mean</b>	<b>Descriptive Equivalent</b>
Delivery and Support	3.33	Extensive
Assessment of Learning	3.79	Extensive
Learning Support	3.32	Extensive
Learning Resources	4.02	Extensive
<b>Overall Mean</b>	<b>3.62</b>	<b>Extensive</b>

The extensive mean rating in this study suggests that teachers’ instructional support is oftentimes manifested, which means that the instructional support comprises teachers’ demonstration of consistent, process-oriented feedback; their focus on higher-order thinking skills; their ability to challenge students cogni-

tively; their presentation of new content within a broader, meaningful context; and their application of knowledge in a problem-solving. The results depicted in Table 5 were supported by the idea of Mahmood (2021) that educational institutes explore different instructional strategies. These instructional strategies can help in im-

plementing online teaching in higher education. The case study develops various methods for online teaching without compromising student learning. These methods will help in designing successful online study sessions. The study formulated different notions for online education in developing countries. It includes maintaining a slow voice and practicing vocal functions with teachers. Furthermore, sharing resources before the class will help in creating interactive online classes. The study by Lee et al. (2019) integrates science and language learning for all students, including English learners (ELs). A framework for K-12 science education: Practices, crosscutting concepts, and core ideas) and the Next Generation Science Standards (NGSS), and language instructional shifts, informed by contemporary thinking in second language acquisition. First, we describe the conceptual framework that consists of our perspective and design principles. Then, we describe one approach for using the conceptual framework to develop NGSS-aligned instructional materials that promote science and language learning with elementary students, including ELs. This study confirmed the study of Wagner (2022). The shift to emergency remote teaching during the COVID-19 pandemic has highlighted a need to develop technologies, resources, and strate-

The finding conforms to the idea that the Social Cognitive Theory will help guide this study in developing a plan that affects people, environments, and behaviors. The Social Cognitive Theory has many valuable concepts that include self-efficacy, expectations, behavior capability, reinforcement, and observational learning (Hodges Videto, 2005). Self-efficacy is thought to be the most significant personal characteristic for influencing behavior. Behavior capability can be shaped by providing knowledge about the recommended behavior and the skills necessary to continue it. Discovering positive

gies for teaching elementary-grade learners online. This study uses online teacher inquiry as a form of practice-based knowledge production to identify and develop instructional practices and support structures for online teaching in grades PK-5. Six teachers of PK-5 classrooms in the United States participated in a teacher inquiry program as they transitioned from in-person to online teaching. Findings guide to assist teachers and administrators in designing teaching and structures that support online learning in the elementary grades.

Summary of Stress Resiliency of TLE Teachers Table 2 shows a summary of the teachers' stress resilience, which reveals that the overall mean is 3.31. The three indicators are presented with their corresponding mean ratings: Student behavior, 4.08; Employee/Administrator Relations, 4.00. Two of these indicators have a descriptive equivalent of extensive; however, most of the indicators have a descriptive equivalent of moderately extensive. The overall mean was 3.31, which is moderately extensive. This explains that the respondents' stress resilience allowed them to adapt to stress in the school by dealing with the students, parents, and the school community in a positive learning environment.

role models and recognizing positive changes in others helps in discussing observational learning. Outcome expectations involve strategies that express information about the possible results of engaging in the behavior and positive reinforcement can help provide continuation of the recommended behavior. Teachers' cognitive and emotional responses to stress depend on research outcomes. Behavior, cognition, and environmental factors interact in this reciprocal causation concept. Stress resilience and classroom assistance for teachers. In the new education norm, this study will assess instructors'

**Table 2. Summary on Stress Resiliency of TLE Teachers**

<b>Indicators</b>	<b>Mean (x)</b>	<b>Descriptive Equivalent</b>
Students Behavior	4.08	Extensive
Employee/Administrator Relations	4.00	Extensive
Teacher/Teacher Relations	2.01	Less Extensive
Parent/Teacher Relations	2.01	Less Extensive
Time Management	2.75	Moderately Extensive
Intrapersonal Conflicts	2.75	Moderately Extensive
Physical Symptoms of Stress	2.75	Moderately Extensive
Psychological/Emotional Symptoms of Stress	2.75	Moderately Extensive
Stress Management Techniques	2.75	Moderately Extensive
<b>Overall Mean</b>	<b>3.31</b>	<b>Moderately Extensive</b>

stress resilience. Significant Relationship between Teachers’ Instructional support and stress resilience of TLE teachers

Table 3 shows data about the significant relationship between teachers’ instructional support and stress resilience. Analyzing the data by Pearson Product –Moment Correlation Coefficient or Pearson r, the results are: the computed r-value for teachers’ instructional support versus stress resilience in teaching TLE is 0.62, which denotes an almost substantial or definite relationship. While computing the significant difference of r –r-values, it is found as 4.41 with a probability value of 0.013, less than the 0.05

significance level. Hence, a significant relationship exists between teachers’ instructional support and stress resilience. The greater the teachers’ instructional support, the greater the teachers’ stress resilience in teaching TLE subjects; hence, a positive correlation occurs when an increase in two variables decreases simultaneously. This is an example of linear correlation or straight-line relationships between two variables. A correlation can range between -1 (perfect negative relationship) and +1 (perfect positive relationship), with 0 indicating no straight-line relationship.

**Table 3. The Significant Relationship between Teachers’ Instructional Support and Stress Resilience in Teaching TLE**

<b>Variables</b>	<b>r-values</b>	<b>Computed t-value</b>	<b>P value</b>	<b>Remarks/ Decision</b>
Teachers’ instructional support (x)	0.62	4.41	0.013	Reject

*Note.* Significance when P <0.05

The findings aligned with the statement of Yoro et al. (2020) stated that inclusive education envisages the improvement of the quality of education for all learners, which further implies that

schools must adjust all teaching and learning systems to accommodate all learners regardless of their diverse needs. Reducing educational inequalities through inclusive practices aims to



support academic outcomes for all. Teachers must meet specific standards when dealing with students who present with neurodevelopmental problems, especially when those students are enrolled in mainstream classes. The learning support techniques employed by newly licensed instructors in South Africa’s Gauteng province to accommodate students with neurodevelopmental problems in regular classes. The results showed that teachers try to support students using various support techniques, such as cooperative learning, peer learning, ability grouping, comprehensive visual aids, and curriculum dif-

ferentiation. More support measures should be used to assist students with neurodevelopmental disorders in the mainstream classroom. The support offered by the teachers was visible in their students’ performance, as they could learn and understand the lessons despite their learning barriers. Significant Influence Of Teacher’s Instructional Support And Stress Resilience In Teaching Tle

Table 4 depicts the regression coefficient analysis on the significant influence of teachers’ instructional support on the stress resilience of TLE teachers.

**Table 4. Regression Coefficient Analysis on Teachers’ Instructional Support Significantly Influencing Stress Resilience in Teaching TLE**

Model	Unstandardized Coefficients	Standard Error	Standardized t Coefficients	p	Decision	
H (Intercept)	3.356	0.056	60.083	<.001		
H (Intercept)	0.167	0.157	1.069	0.287		
Delivery and support	0.095	0.090	0.100	0.949	0.343	Accept Null
Assessment to Learning	0.131	0.092	0.157	1.444	0.151	Accept Null
Time management	0.213	0.092	0.256	2.461	0.014	*Reject Null
Stress management techniques	0.347	0.083	0.424	4.627	<.013	*Reject Null
<b>R<sup>2</sup> = 0.886    Value = 115.460    p-value = &lt;.001</b>						

All indicators of the teacher’s instructional support provided, namely delivery and instructions (0.343), assessment of learning (0.151), learning support (0.014), and learning resources (0.013), indicate statistical significance in influencing teachers’ stress resilience in teaching TLE. This gives empirical evidence to show that the teacher’s instructional support indicators directly influence teachers’ stress resilience in teaching TLE. Meanwhile, the R2 value of 0.886 suggests that the teacher’s instructional support accounts for 88.6 of the teacher’s stress

resilience variance. This provides empirical evidence that variability of the extent of confidence can be accounted for and be explained by the indicators as enumerated under the extent of teacher’s instructional support in teaching TLE. In addition, the F-value shows all the sums of squares, with regression being the model and Residual being the error. The F-value (115.460) and F-statistic are significant p<.001, which indicates that the model is a better predictor of teachers’ instructional support in teaching TLE. Thus, teachers’ instructional support enabled

teacher stress resilience in teaching TLE. Instructional support of teachers in terms of delivery and support, assessment of learning, learning support, and learning resources. Pura and Galicia (2022) examined teachers' lived experiences of teaching Technology and Livelihood Education (TLE) using modular distance learning, which is now normal and utilized daily. The study included eight TLE teacher modular distance learning experiences in the Department of Education Division of Biñan. Seven themes emerged through data analysis. Each theme supported or did not support the literature review. Participants validated most study findings. The survey found that no teachers needed extra professional development or community involvement. Barrera (2022) agreed to design a model that will enhance the availability of instructional materials for the implementation of the Technical Vocational Livelihood curriculum. This study has revealed that instructional materials are the primary need in developing the skills of all the learners in the SHS-TVL schools undertaking the successful conduct of all the activities inside the classroom. Therefore, students learning progression is hindered due to the insufficiency of instructional resources, but also

considering other motivating forces to enhance and innovate the availability of instructional resources. The findings were corroborated by the findings of Waśniowska et al. (2023) that the fourth industrial revolution, characterized by digitization, artificial intelligence and augmented reality, and megatrends such as globalization, urbanization, demographic changes, and the knowledge-based economy, will trigger a series of profound technological, economic, social and environmental changes that will permanently and irreversibly change the role of the state in meeting social needs. Industry 4.0 will also change the type, nature, and scope of public goods and how they are produced, financed, delivered, and consumed. According to the authors, these entities would produce, finance, distribute, and consume such items. Expanding the classical state-market dichotomy with new entities, including citizens, from a theoretical perspective leads to a new public goods conceptualization and strategy. The concept permits the state to form new educational or fiscal enterprises while maintaining the regulator of public services and distribution. It presupposes shared responsibility, subsidiarity, and paternalistic libertarianism.

#### 4. Conclusions and Recommendations

This chapter discusses the research's focal points and the results of the statistical analysis. It also presents the conclusions and recommendations based on the study's findings.

*4.1. Findings*—This study aimed to determine teachers' instructional support level as a determinant of teachers' stress resilience in the Cotabato Division. Teachers provide instructional support in delivery and support, assessment of learning, learning support, and learning materials. The result shows that teachers planned lessons to meet their learning objectives. Preparation included how to communicate with students. On the other hand, for the dependent variable, teachers' stress resilience in terms

of students' behavior and employee/administrator Relations are often manifested. However, the indicator of teacher-parent relations was sometimes manifested, emphasizing that teachers need to develop mechanisms to enhance communication with the parents in the school.

*4.2. Conclusions*—Based on the overall findings of this research, the following conclusions were drawn: The findings show that teachers provide considerable instructional support in delivery, evaluation, learning support, and learn-

ing materials. This highlights that teachers must construct lessons and instructional resources that are measurably aligned with learning objectives and provide learners with opportunities for participation. Issues were explored in teaching TLE, including using the most critical learning competencies and constructing learning activities that meet lesson objectives. Similarly, the teachers' stress resilience regarding students' behavior and employee/administrator Relations is extensive. However, the rest of the indicators are moderately extensive, excluding teacher-parent relations that are less extensive. This noted that the teacher-parent relations are observed at a less extensive level, which emphasizes a concern in teachers' stress resilience, and there is a need for immediate intervention or would be given priority attention to not worsen in the future. The fact that this indicator would prepare the children for the life they will have in the future poses an alarm to the agency. There was a significant relationship between teachers' instructional support on teachers' stress resilience. The more effective the teachers' instructional support, the higher the stress resilience of TLE teachers; hence, a positive correlation occurs when an increase in two variables decreases simultaneously. The teacher's instructional support in terms of delivery and support, assessment of learning, learning support, and learning resources significantly influenced the teacher's stress resilience in teaching TLE. This teacher's instructional support

is statistically significant to the teacher's stress resilience in teaching TLE.

**4.3. Recommendations**—In the light of the findings and conclusions, the following recommendations were offered for consideration: The Department of Education may strengthen teacher training by introducing online webinars on planning engaging lessons and creating exercises for students to complete in class. Through webinars focusing on pedagogy and content, educators can gain the tools they need to conduct their jobs well and improve them over time. The school administration may need to monitor how the curriculum is being taught. As the instructional leader, he should evaluate and assess the instructors' lesson plans and suitability in light of the desired learning outcomes. Teachers may plan lessons on the essential skills and knowledge students need to succeed. This entails learning future-ready abilities, information, and mindsets. Educators are responsible for communicating the value of their work to parents and students to boost academic outcomes. Participating in engaging and relevant activities with their instructors and peers may help learners feel comfortable voicing their opinions and ideas in class. Finally, it is advised that a comparable or comparative study investigating other indicators be done to identify additional elements that might improve teachers' instructional support and stress resilience in the classroom.

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