

Academic Resilience and Performance of Pre-Service Teachers in the Post-Pandemic Era

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Abstract. Resilience is essential in fostering commitment, quality, and effectiveness in teaching. However, the global pandemic posed challenges that impacted the resilience of pre-service teachers. This study employed a correlational design to examine the link between academic resilience and practicum performance among 100 randomly selected pre-service teachers. Findings revealed high levels of resilience, particularly in perseverance, reflection, adaptive help-seeking, and emotional regulation. Most participants achieved “very satisfactory” practicum ratings, indicating strong teaching efficacy. Notably, perseverance was positively correlated with practicum performance, suggesting that those who persisted through difficulties tended to perform better. Furthermore, a significant relationship was found between reflective thinking, adaptive help-seeking, and improved practicum outcomes. These results highlight the value of fostering resilience-related traits in teacher education programs. Institutions are encouraged to develop strategies that enhance pre-service teachers’ resilience. Future research should explore additional predictors of practicum success using a broader sample to gain deeper insights into teacher preparation.

Keywords: Adaptive; Reflective; Perseverance; Teaching performance.

1.0 Introduction

Resilience significantly contributes to the performance of pre-service teachers. This psychological construct reflects an individual’s ability to navigate various adversities during practicum teaching successfully. A growing body of research demonstrates that resilience yields positive outcomes for pre-service teachers, helping them overcome the realities of their future profession (Richards et al., 2016). Resilience is identified as a critical construct that builds commitment, quality, and effectiveness in teaching (Doney, 2013). Substantial literature suggests the need to develop resilience among pre-service teachers, as this preparation is essential for navigating the realities of their future career. Le Cornu (2009) asserts that their experiences can significantly contribute to developing resilience.

However, the drastic changes brought by the global pandemic have introduced undeniable challenges and difficulties for teachers and pre-service teachers. Dabrowski (2020) asserts that the pandemic has added stress to teachers' work, presenting serious risks to their well-being. A study conducted by Fokkens-Bruinsma et al. (2023) highlights that the pandemic has created societal and environmental circumstances that significantly affect the resilience of pre-service teachers during their practice teaching.

In the Philippines, practicum teaching is essential for courses leading to the teaching profession. It has become an integral part of teacher education programs, providing pre-service teachers with an avenue to prepare for the

realities of the teaching profession. However, unprecedented circumstances caused by the global pandemic have significantly affected how practicum teaching is conducted. Wang and Wang (2020) emphasize that the pandemic has significantly limited opportunities for pre-service teachers to engage in meaningful, immersive experiences within authentic learning environments. Laguitao et al. (2021) assert that pre-service teachers, as neophytes, confront numerous challenges and setbacks in their practice, including the sudden effects of the pandemic. This context underscores the need to examine their resilience.

Moreover, studies reveal resilience is crucial in motivating beginning teachers, as it significantly affects their drive to continue teaching despite challenges (Doney, 2013). As Hong (2012) states, the higher the resilience of a pre-service teacher, the more inclined they are to remain in the profession, motivating them to work efficiently in their practice and improve their teaching performance. Resilience influences how pre-service teachers respond to adversity and challenges in practicum teaching. Mansfield et al. (2016) assert that the greater the resilience of a pre-service teacher, the higher the likelihood of continuing in the teaching field.

The researcher argues that pre-service teachers face many barriers that impact their resilience in their studies and their commitment to teaching in the future. Significant studies have shown the pivotal role of building resilience among pre-service teachers. These studies suggest that strong resilience exhibited by pre-service teachers creates a positive advantage in fostering a commitment to the teaching profession (Beltman, 2011; O'Brien et al., 2020). Despite the extensive research exploring resilience, there is a dearth in understanding how pre-service teachers' resilience relates to their overall teaching performance during practicum teaching. This study primarily explores the interplay of resiliency and performance of pre-service teachers. It aims to contribute uniquely to the growing body of literature on resilience and offer insights and implications for pre-service teacher education.

2.0 Methodology

2.1 Research Design

This research utilized a correlational design to examine the association between variables. Specifically, it aimed to explore how the perceived level of resilience relates to practicum teaching performance. A correlational approach is typically used to identify patterns or degrees of relationship between variables without implying a cause-and-effect connection. According to Mikza and Elpus (2018), a descriptive correlation design involves measuring the relationship among variables without concluding their causality. This design analyzed the data through frequency, percentage, means, and Pearson's *r*.

2.2 Research Locale

This study was conducted at the University of Southern Mindanao—Kidapawan City Campus, an autonomous campus located in Kidapawan. The university's main campus is situated in the municipality of Kabacan, Cotabato.

2.3 Research Participants

From a total population of 356 pre-service teachers in the College of Education, Arts, and Sciences, 100 respondents were selected through random sampling. This method ensured that each pre-service teacher had an equal opportunity to be chosen, enhancing the sample's representativeness and minimizing selection bias.

2.4 Research Instrument

This study utilized the Academic Resilience Scale-30 (ARS-30), developed by Cassidy (2016), to assess academic resilience. The instrument comprises positively and negatively worded items designed to capture cognitive, emotional, and behavioral responses to academic challenges. A pilot study was conducted with a smaller group of pre-service teachers to ensure its reliability and validity. Insights gained from the pilot phase were used to refine the survey instrument, reinforcing its effectiveness in measuring the target constructs. The scale's internal consistency was evaluated using Cronbach's alpha, which produced a coefficient of 0.83, indicating a satisfactory level of reliability.

Furthermore, practicum performance data were gathered from the Practicum Teaching Coordinator, with authorization from the College Dean. Normality tests were conducted on the collected data to determine the suitability of Pearson's *r* for analyzing correlations. These tests confirmed that the data met the assumptions of normality, validating the use of Pearson's correlation coefficient to explore the relationship between academic resilience and practicum teaching performance. Through these methodical steps, the study aimed to offer meaningful insights into how resilience influences the teaching effectiveness of pre-service educators.

2.5 Data Gathering Procedure

Prior to initiating the study, the researcher obtained all necessary approvals. Formal permission was secured from the Dean of the College of Education, Arts, and Sciences. The researcher also requested access to the individual email addresses of the prospective participants to facilitate survey distribution. The data collection instrument was administered through Google Forms and disseminated via email, accompanied by a detailed explanation of the study's purpose and the intended use of the collected data. To ensure transparency and address potential concerns, the researcher included their contact information, allowing participants to reach out with questions or seek clarification regarding the research or the survey process.

2.6 Ethical Considerations

This study utilized a consent form to inform participants about the nature and objectives of the research before granting them access to the questionnaire. Additionally, stringent measures were implemented to ensure individual responses' confidentiality and data's secure storage. These actions adhered to recommended safeguards and protocols for maintaining data confidentiality.

3.0 Results and Discussion

3.1 Perseverance of the Pre-service Teachers

As shown in Table 1, the academic resilience of pre-service teachers in the aspect of perseverance received an overall mean score of 3.68, with a qualitative description of "Agree." This result indicates that respondents collectively recognized the value of perseverance in their practicum teaching. It also suggests that they believe perseverance plays a key role in overcoming challenges and problems as they pursue a career in teaching. The importance of perseverance in practicum teaching is highlighted in several studies. Sanmamed (2011) and Kim (2008) both emphasize the role of perseverance when dealing with challenges and conflicts during practicum. Kim further underscores the importance of building confidence through interaction and feedback.

Table 1. *Perseverance of the Respondents*

	Items	Mean	SD	Description
1.	I would not accept the teacher's feedback	2.60	0.54	Disagree
2.	I would use the feedback to improve my work	4.59	0.51	Strongly Agree
3.	I would give up	2.50	0.49	Disagree
4.	I would use the situation to motivate myself.	4.57	0.50	Strongly Agree
5.	I would fail the subject.	2.50	0.49	Disagree
6.	I would see the situation as a challenge	4.22	0.75	Strongly Agree
7.	I would do my best to stop thinking negative thoughts	4.03	0.67	Agree
8.	I would see the situation as temporary	3.08	0.50	Neither Agree/Disagree
9.	I would work harder.	3.42	0.92	Agree
10.	I would try to think of new solutions	3.03	0.97	Agree
11.	I would blame the teacher	4.07	0.58	Agree
12.	I would keep trying	2.91	0.93	Neither Agree/Disagree
13.	I would not change my long-term goals and ambitions.	4.13	0.48	Agree
14.	I would look forward to showing that I can improve my performance	4.08	0.60	Agree
	Overall Mean/SD	3.68	0.19	Agree

Legend:

1.00 – 1.80	Strongly Disagree
1.81 – 2.60	Disagree
2.61 – 3.40	Neither Agree/Disagree
3.41 – 4.20	Agree
4.21 – 5.00	Strongly Agree

Significantly, Statement 2, "I would use the feedback to improve my work," received the highest weighted mean of 4.59, with a qualitative description of "Strongly Agree." This indicates that the respondents recognize the value of feedback in enhancing their teaching performance. This finding contrasts with the response to Statement 1, "I would not accept the teacher's feedback," which suggests that respondents are aware of the cooperating teacher's role throughout their practicum experience. Ali (2013) asserted that feedback is essential for student teachers to develop and enhance their pedagogical skills. This aligns with Ropohl and Roonebeck's (2019) assertion that feedback is crucial for pre-service teachers' learning and development. Additionally, Seroussi et al. (2019) noted that constructive feedback significantly influences the quality of pre-service teachers' teaching experiences.

Furthermore, the results for Statement 3, "I would just give up" (Mean = 2.50, SD = 0.49) and Statement 5, "I would fail the subject" (Mean = 2.50, SD = 0.49) indicate a consensus of disagreement. This reflects that pre-service teachers are motivated to succeed in their practicum teaching. It implies that they understand the importance of the practicum as a requirement for graduation. Ulla (2016) emphasized that according to the teacher education curriculum in the Philippines, no student is allowed to graduate without completing the practicum requirements. While this is a gateway to graduation, pre-service teachers regard it as highly significant. Thus, they view the practicum as a rewarding opportunity to become fully qualified teachers (Rogayan & Reusia, 2021).

3.2 Reflecting and Adaptive Help Seeking of Pre-Service Teachers

Table 2 shows that reflective and adaptive help-seeking resilience yielded a mean score of 4.01, with a qualitative description of "Agree." This agreement indicates a positive perception among individuals regarding their ability to seek coping mechanisms. It also implies that respondents value reflective and adaptive approaches when seeking assistance during challenging and unavoidable circumstances. This finding aligns with Choy et al. (2021), whose study revealed that pre-service teachers who demonstrate a higher adaptive attitude can enhance their work performance and readiness for the teaching profession. However, Liang et al. (2020) noted that college students exhibited lower levels of help-seeking behavior during the previous pandemic, particularly when facing psychological challenges. Their study indicated that this decline could be attributed to negative attitudes toward seeking help, coping styles, stigma, passivity, and unrealistic expectations.

Table 2. *Reflecting and Adaptive Help Seeking of the Respondents.*

	Items	Mean	SD	Description
1.	I would use my past successes to help motivate myself	4.21	0.76	Strongly Agree
2.	I would start to monitor and evaluate my achievements and effort	4.10	0.30	Agree
3.	I would seek help from my tutors	4.21	0.76	Strongly Agree
4.	I would give myself encouragement	3.99	0.51	Agree
5.	I would try different ways to study	3.82	0.65	Agree
6.	I would set my own goals for achievement	4.50	0.76	Strongly Agree
7.	I would seek encouragement from my family and friends	3.65	0.81	Agree
8.	I would try to think more about my strengths and weaknesses to help me work better	4.21	0.76	Strongly Agree
9.	I would start to self-impose rewards and punishments depending on my performance	3.40	0.38	Agree
	Overall Mean/SD	4.01	0.27	Agree

Legend:

1.00 – 1.80	Strongly Disagree
1.81 – 2.60	Disagree
2.61 – 3.40	Neither Agree/Disagree
3.41 – 4.20	Agree
4.21 – 5.00	Strongly Agree

Moreover, Statement 6, "I would set my own goals for achievement" (Mean = 4.50, SD = 0.75), Statement 1, "I would use my past successes to help motivate myself" (Mean = 4.21, SD = 0.76), Statement 3, "I would seek help from my tutors" (Mean = 4.21, SD = 0.76). Statement 8, "I would try to think more about my strengths and weaknesses to help me work better" (Mean = 4.21, SD = 0.76) received weighted means that correspond to "Strongly Agree." This strong agreement indicates that respondents recognize the importance of setting goals, seeking motivation, obtaining assistance from knowledgeable individuals, and understanding their strengths and weaknesses. This recognition is reflected in the teacher education curriculum, which includes courses relevant to their preparation for the teaching profession. Previous studies have shown that the design of teacher education curricula generally provides professional knowledge and instructional models that can assist them in their careers (Hughes, 2009; Mulenga, 2014; Thant Sin, 2021). Setting goals for future achievement is one of the most crucial steps a pre-service teacher can take. This aligns with the assertion of Hagger and Malmberg (2011), whose study revealed that goals guide individuals toward more realistic task accomplishments.

3.3 Negative Affect and Emotional Response of Pre-Service Teachers

As shown in Table 3, the overall weighted mean is 3.56, with a qualitative description of "Agree." This result suggests that pre-service teachers are aware of the challenges and stressors associated with practicum teaching, indicating that they are well-prepared for the practical application of teaching. Rogayan Jr. and Reusia (2021)

noted that practicum teaching serves as an immersion experience, training prospective teachers in the fundamental aspects of actual classroom delivery and instruction. However, Ulla (2016) observed that pre-service teachers face challenges from practicum teaching and other course requirements, such as reports and various school-based activities outside the cooperating school.

Table 3. *Negative Affect and Emotional Response of Respondents*

	Parameters	Mean	SD	Description
1.	I would probably get annoyed	3.94	0.60	Agree
2.	I would begin to think my chances of passing the subject are poor	3.64	0.57	Agree
3.	I would probably get depressed	3.03	0.17	Neither Agree nor Disagree
4.	I would be very disappointed	3.67	0.57	Agree
5.	I would begin to think my chances of getting the job I want were poor	3.80	0.45	Agree
6.	I would stop myself from panicking	3.97	0.45	Agree
7.	I would feel like everything was ruined and was going wrong	2.92	1.05	Neither Agree nor Disagree
	Overall Mean/SD	3.56	0.27	Agree
Legend:				
	1.00 – 1.80	Strongly Disagree		
	1.81 – 2.60	Disagree		
	2.61 – 3.40	Neither Agree/Disagree		
	3.41 – 4.20	Agree		
	4.21 – 5.00	Strongly Agree		

Significantly, Statement 6, “I would stop myself from panicking,” received the highest weighted mean of 3.97, corresponding to "Agree." This indicates that respondents demonstrate a sound disposition in managing stress and the challenges associated with practicum teaching. It also suggests that they strive to maintain a confident composure that is adaptive to the complexities of the teaching profession. Gorospe (2022) notes that to withstand challenges in practicum teaching, pre-service teachers must develop a strong sense of affective maturity. Maintaining a sense of serenity while confronting various anxieties and problems is crucial, as it significantly impacts teaching performance.

Notably, Statement 1, “I would probably get annoyed” (Mean = 3.94, SD = 0.60), Statement 5, “I would begin to think my chances of getting the job I want were poor” (Mean = 3.80, SD = 0.45), Statement 4, “I would be very disappointed” (Mean = 3.67, SD = 0.57), and Statement 2, “I would begin to think my chances of success in passing the subject are poor” (Mean = 3.64, SD = 0.57) also received mean scores equivalent to "Agree." These findings suggest that respondents' experiences in practicum teaching are accompanied by apprehensions stemming from the complexities of the tasks they must complete.

This aligns with the study by Fabro et al. (2023), which found that during practicum teaching, pre-service teachers faced various challenges, including difficulties in concentration, lack of motivation, financial concerns, and other mental health issues. A similar study by Ji et al. (2022) revealed that emotional factors were prevalent among pre-service teachers, noting that emotional experiences during practicum teaching play a pivotal role in their success in teaching. They recommended that teacher education institutions protect pre-service teachers' emotional well-being while pursuing their academic goals.

Interestingly, Graham et al. (2018) emphasized that the complexities of practicum teaching are often associated with the diverse school contexts and social groups present in these environments. This finding parallels the assertion by Osiesi et al. (2023) that stressors among pre-service teachers arise from the complex tasks assigned to them by their schools.

3.4 Practicum Teaching Performance of Pre-Service Teachers

Table 4 shows that most pre-service teachers (50 50%) achieved a practicum teaching performance rating of "Very Satisfactory." Fewer than half of the pre-service teachers (34 or 34%) received a rating of "Outstanding," while a smaller group (16 or 16%) was rated as "Satisfactory." These findings indicate that pre-service teachers exhibit diverse proficiency levels in their teaching capabilities and efficacy.

This aligns with Alda (2023), whose study revealed that the post-pandemic era has introduced new technological approaches to teaching, providing substantial opportunities for pre-service teachers to enhance their instructional

engagement and improve their practicum performance. Similarly, Duldulao et al. (2023) support this by showing that positive performance among pre-service teachers is linked to various coping strategies, including effective classroom management, adaptive techniques, and a strong sense of self-confidence. However, these findings contrast with those of Antallan et al. (2022), who observed a marked decline in pre-service teachers' performance in the context of the “new normal.” Time management, lesson planning, and resource utilization challenges influenced this decline.

Table 4. *Respondents' Practicum Teaching Performance*

Practicum Teaching Rating	Description	Percentage (%)
96-99	Outstanding	34%
90-95	Very Satisfactory	50%
85-89	Satisfactory	16%
80-84	Fair	0
79 below	Poor	0

3.5 Relationship of Resiliency and Performance of Pre-Service Teachers

The result indicates a highly significant positive interrelationship between perseverance and pre-service teachers' performance ($r = .49$, $p < 0.01$). This finding suggests that pre-service teachers with high perseverance tend to achieve better practicum performance. It underscores the critical role of perseverance in ensuring effective practicum outcomes for pre-service teachers. This is consistent with the study by Afalla and Fabelico (2020), which found that teachers exhibiting high levels of perseverance are more responsive to students' needs, inspire student learning, and engage effectively in instructional practices. Furthermore, Kim and Corcoran (2018) noted that in-service teachers who perceive themselves as persistent will likely develop competence in their teaching profession, valuing every action they undertake in their teaching practices. Similarly, Zou (2024) asserts that perseverance positively influences all aspects of academic achievement.

Additionally, a significant positive interrelationship exists between reflective and adaptive help-seeking behaviors and pre-service teachers' performance ($r = .40$, $p < 0.05$). This indicates a meaningful relationship between the extent to which pre-service teachers engage in reflective practices and their ability to seek help adaptively, which aligns with their teaching responsibilities. The positive correlation implies that as pre-service teachers display greater reflective thinking, they are more inclined to engage in flexible help-seeking behaviors, contributing to improved practicum performance. This finding supports Choy et al. (2021), who stated that pre-service teachers' reflective strategies embrace the value and passion for teaching, leading to commendable teaching performance. They emphasize this construct's significance in enhancing pre-service teachers' learning experiences. Moreover, Uzman and Telef (2014) noted that pre-service teachers with high resilience in adaptive help-seeking are better equipped to manage novel and changing situations during their practicum, increasing their likelihood of thriving throughout the practicum experience.

Table 5. *Relationship between Respondents' Resiliency and Performance*

Resiliency	Practicum Teaching Performance	
	r	p-value
Perseverance	.49*	.022
Reflective and adaptive help seeking	.40**	.002
Negative affect and emotional response	.091	.357

Legend: * correlation is significant at 0.05 level (2-tailed)

** correlation is highly significant at the 0.01 level (2-tailed)

The analysis indicates that the relationship between negative affect, emotional response, and pre-service teachers' performance is not statistically significant ($r = 0.091$, $p > 0.05$). This suggests that negative emotional states—such as stress, anxiety, or frustration—do not substantially influence the practicum performance of pre-service teachers. The absence of a significant correlation implies that, despite encountering adverse emotional experiences, their performance outcomes remain relatively stable. This finding challenges traditional assumptions that negative affect directly and adversely impacts professional performance, underscoring the nuanced and complex nature of emotional dynamics within teacher preparation programs. One possible explanation for this result is the limited sample size, which may have constrained the ability to detect more subtle relationships between emotional states and performance. Additionally, the sample may not fully reflect the broader population of pre-service teachers, affecting the findings' generalizability. Consequently, further research involving a larger and more diverse sample is recommended to gain a deeper and more comprehensive understanding of how emotional experiences influence teaching performance in pre-service education.

4.0 Conclusion

This paper contends that the post-pandemic educational landscape has introduced distinct challenges that significantly impact the resilience of pre-service teachers. The study examined the relationship between pre-service teachers' resilience and their practicum performance, emphasizing the critical need for resilience in navigating the multifaceted demands of the teaching profession.

Findings reveal that resilience is cultivated through key strategies such as perseverance, reflective and adaptive help-seeking, and effective regulation of negative emotions in response to the adversities encountered during practicum teaching. It is clear that pre-service teachers increasingly recognize the value of resilience throughout their practicum experiences. This growing awareness signifies a meaningful transition—from functioning as student teachers to embracing the identity and responsibilities of professional educators.

Moreover, the study revealed commendable practicum performance among pre-service teachers, with the majority receiving ratings classified as “very satisfactory.” This outcome indicates that these individuals demonstrated high competence and efficiency in their teaching practices, often exceeding the expected standards set for practicum experiences. As a result, it can be inferred that the strong resilience displayed by these pre-service teachers, coupled with their notable practicum performance, reflects positively on the quality and effectiveness of training delivered by Teacher Education Institutions (TEIs). This suggests that TEIs are successfully equipping their students with the essential knowledge, skills, and pedagogical strategies needed to succeed in teaching.

Ultimately, the study underscores the critical connection between resilience—particularly perseverance and reflective, adaptive help-seeking—and the practicum performance of pre-service teachers. The findings suggest that those who demonstrate resilience by maintaining sustained effort in the face of challenges and adopting a thoughtful, flexible approach to seeking support tend to excel in their practicum placements. This highlights the importance of perseverance, reflective learning, and adaptive thinking as key factors that shape the effectiveness of pre-service teachers during their field experiences. In essence, the results affirm that resilience is a vital attribute contributing to the ability of pre-service teachers to navigate the complexities and demands of their emerging professional roles.

5.0 Contributions of Authors

All authors contributed equally to the study's conception and design, engaged in data analysis, and actively participated in writing and revising the manuscript. Specifically, the first author led the initial literature review and framework development, while the second author coordinated data collection, analysis, and statistical evaluation. All authors reviewed the final article and approved it for publication.

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7.0 Conflict of Interests

The authors declare no conflicts of interest regarding the publication of this paper.

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