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## Resilience and Work Ethic Among Teacher Interns in BTLED and BSIE Tracks: Navigating the Demands of Multi-Competency Learning

Marilyn Macasling Soliman \*, Maria Blesilda Herrera Agapito and Sonia Aguilar Yabut

*College of Education, Nueva Ecija University of Science and Technology, Sumacab Campus, Cabanatuan City, N.E. Philippines.*

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### Abstract

This mixed-methods study investigates the relationship between resilience and work ethic among teacher interns enrolled in the Bachelor of Technology and Livelihood Education (BTLED) and Bachelor of Science in Industrial Education (BSIE) programs in the Philippines. Grounded in Resilience Theory, Self-Determination Theory, and the Competency-Based Education Framework, the research explores how psychosocial traits influence internship performance in multi-competency learning environments. Quantitative data from 57 interns and 27 raters were collected using validated instruments: the Work Ethic Questionnaire (WEQ), Individual Psychological Resilience Scale (IPRS), and Internship Performance Rating Scale. Results revealed high levels of resilience and work ethic, with a strong positive correlation ( $r = 0.72$ ,  $p < 0.01$ ) between the two constructs. Qualitative interviews with interns and supervisors surfaced five key themes: coping with competency overload, mentorship, time prioritization, emotional resilience, and institutional support. These findings affirm that resilience and work ethic are critical to employability and instructional effectiveness, and suggest that targeted interventions—such as mentorship programs, reflective practice, and resilience-building modules—can enhance internship outcomes. The study contributes to the discourse on vocational teacher education by offering empirical insights for curriculum design, institutional support, and policy development aligned with CHED and PQF Level 6 standards.

**Keywords:** Resilience; Work Ethic; Teacher Interns; Multi-Competency Learning; Internship Performance; Vocational Education

### 1. Introduction

The evolving landscape of Philippine vocational education demands a robust approach to multi-competency learning, particularly within teacher preparation programs such as the Bachelor of Technology and Livelihood Education (BTLED) and Bachelor of Science in Industrial Education (BSIE). These programs require pre-service teachers to demonstrate proficiency across pedagogical, technical, and institutional domains while navigating complex teaching environments.

As the Commission on Higher Education (CHED) advances outcomes-based education aligned with the Philippine Qualifications Framework (PQF), the urgency to cultivate resilient, ethically grounded, and workforce-ready educators has intensified. Vocational teacher interns face high-stakes performance assessments, limited instructional resources, and multifaceted classroom dynamics—conditions that test both their psychological endurance and professional integrity. [17].

\* Corresponding author: Marilyn M. Soliman

This study explores the relationship between resilience and work ethic among BTLED and BSIE interns as they engage in multi-competency learning. It posits that success in vocational education extends beyond technical mastery, encompassing the capacity to adapt, persist, and uphold ethical standards in the face of adversity [8].

Grounded in Resilience Theory, Self-Determination Theory, and the Competency-Based Education Framework, this research adopts a multidimensional lens to examine how motivation, autonomy, and adaptive capacity shape the internship experience. The study aims to generate empirical insights that inform curriculum design, institutional support mechanisms, and policy development to enhance the quality and sustainability of vocational teacher education.

By investigating these constructs, the research contributes to the broader discourse on employability, educational resilience, and transformative learning—critical domains in preparing future-ready educators within the Philippine context. [14].

### 1.1. Theoretical Framework

This study is anchored on three interrelated theoretical lenses that collectively explain how teacher interns in BTLED and BSIE programs navigate the complex demands of multi-competency learning: Resilience Theory, Self-Determination Theory, and the Competency-Based Education Framework [6].

#### 1.1.1. Resilience Theory

Resilience Theory posits that individuals possess adaptive capacities that enable them to recover from adversity and persist through challenges. In the context of teacher internships, resilience manifests in how interns respond to classroom stressors, technical demands, and institutional pressures [11]. This theory provides a lens to understand how interns maintain performance and motivation despite setbacks, especially in Tech-Voc environments that require both instructional and hands-on competencies. [7].

*“Resilience is not a trait but a dynamic process of positive adaptation within the context of significant adversity” [1].*

#### 1.1.2. Self-Determination Theory (SDT)

SDT emphasizes the role of intrinsic motivation, autonomy, and competence in sustaining engagement and persistence. Teacher interns who feel autonomous in their learning, competent in their tasks, and connected to their mentors are more likely to demonstrate a strong work ethic and resilience. This theory supports the study’s exploration of how motivation influences interns’ ability to manage multi-competency demands [22].

*“When individuals experience autonomy, competence, and relatedness, they are more likely to internalize goals and persist in challenging tasks” [2].*

#### 1.1.3. Competency-Based Education Framework

This framework aligns learning outcomes with clearly defined competencies, emphasizing mastery, performance, and real-world application. In Tech-Voc teacher education, interns are expected to demonstrate proficiency in both pedagogical and technical domains. The framework supports the study’s focus on multi-competency learning and provides a structure for evaluating work ethic and resilience as integral to employability [10].

*“Competency-based education ensures that learners acquire and demonstrate the knowledge, skills, and attitudes required for success in the workplace” [3].*

#### 1.1.4. Integration of Theories

Together, these frameworks offer a holistic understanding of the internship experience:

- **Resilience Theory** explains how interns adapt to challenges.
- **Self-Determination Theory** reveals the motivational drivers behind persistence and work ethic.
- **Competency-Based Education Framework** contextualizes these traits within the performance standards of BTLED and BSIE programs. [ 2].

## 2. Materials and Methods

### 2.1. Research Design

This study employed a mixed-methods design, integrating quantitative and qualitative approaches to examine the relationship between resilience, work ethic, and internship performance among BTLED and BSIE teacher interns. The quantitative strand utilized validated survey instruments to measure resilience, stress, and work ethic. The qualitative strand explored lived experiences and coping strategies through semi-structured interviews. This design enabled triangulation of findings and provided both breadth and depth in understanding multi-competency learning.

### 2.2. Participants and Sampling

Participants included BTLED and BSIE teacher interns from selected higher education institutions during their practicum. A purposive sampling technique ensured that respondents had direct experience with multi-competency internship requirements. Cooperating teachers and internship supervisors served as raters for performance evaluation.

Interns surveyed: N = 57

Supervisors/mentors interviewed: N = 25

Inclusion criteria: Completion of  $\geq 75\%$  internship hours; active engagement in pedagogical and technical tasks

### 2.3. Research Instruments

#### 2.3.1. Work Ethic Questionnaire (WEQ)

Adapted from validated tools, the WEQ assessed dimensions such as dependability, initiative, interpersonal skills, and time management. It served diagnostic, correlational, and curricular purposes—identifying strengths and gaps, examining relationships with resilience and performance, and informing module development. [24].

#### 2.3.2. Internship Performance Rating Scale (IPRS)

Developed for this study, the IPRS was administered to cooperating teachers and supervisors. It evaluated instructional delivery, technical proficiency, classroom management, and professional behavior. Raters received orientation on the scale's domains and criteria.

#### 2.3.3. Resilience Scale

A standardized resilience scale measured adaptive capacity, emotional regulation, and persistence under pressure. Reliability and validity were confirmed through pilot testing (Cronbach's  $\alpha > 0.80$ ). [12].

#### 2.3.4. Interview Guide

Semi-structured interviews explored coping mechanisms, time prioritization, and support systems. Sample questions included:

- Describe a situation during your internship where you overcame a major challenge. What helped you stay resilient?
- How do you define a strong work ethic in the context of your teaching internship?
- In what ways did your internship test your ability to manage multiple competencies?
- How did relationships with mentors, peers, or students influence your motivation and performance?
- What personal qualities or habits contributed most to your success or growth?

### 2.4. Data Collection Procedure

- Surveys were administered during the final internship phase via printed and digital formats.
- IPRS forms were distributed with a brief orientation for raters.
- Interviews were conducted in person or via video conferencing, recorded with consent, and transcribed for thematic analysis.
- Ethical clearance was secured from institutional review boards; informed consent was obtained from all participants.

## 2.5. Data Analysis

- Quantitative data were analyzed using descriptive statistics (mean, SD), Pearson's  $r$ , and regression analysis.
- Qualitative data underwent thematic coding to identify patterns in resilience, time management, and support systems.
- Triangulation validated findings across data sources.

## 2.6. Ethical Considerations

- Participation was voluntary, with confidentiality and anonymity assured.
- Instruments were designed to be developmental and non-punitive.
- Data were securely stored and used solely for academic purposes.

## 3. Results and Discussion

3.1 This section presents the integrated findings of the study, highlighting the relationship between resilience, work ethic, and internship performance among BTLED and BSIE teacher interns.

**Table 1** Demographic Profile of Interns

Variable	Frequency (n = 57)	Percentage (%)
BTLED Interns	30	52.63%
BSIE Interns	27	47.37%
Female	38	66.67%
Male	19	33.33%
Age (20-22)	41	71.93%
Age (23-25)	16	28.07%

The demographic profile reveals a balanced representation between BTLED (52.63%) and BSIE (47.37%) interns, supporting the generalizability of findings across technical-vocational education tracks. The predominance of female interns (66.67%) aligns with national trends in teacher education and may influence the expression of resilience and work ethic. Prior research suggests that female interns often exhibit higher emotional regulation and interpersonal commitment—traits linked to resilience theory [16].

Most respondents (71.93%) are aged 20-22, indicating early adulthood—a critical phase for identity formation and professional socialization. According to Self-Determination Theory, individuals in this age group are highly responsive to autonomy-supportive environments, which may enhance motivation and persistence during internship [19].

### 3.1.1. Quantitative Findings

Statistical analysis revealed significant positive correlations between resilience scores and work ethic dimensions ( $r = 0.68$ ,  $p < 0.01$ ), particularly in areas of initiative and time management. Regression analysis showed that resilience was a strong predictor of internship performance ( $\beta = 0.54$ ,  $p < 0.01$ ), suggesting that adaptive capacity plays a central role in managing multi-competency demands.

Interns with higher resilience scores also received higher ratings on the Internship Performance Rating Scale (IPRS), especially in instructional delivery and classroom management. These findings affirm the relevance of Resilience Theory in explaining how interns sustain performance under pressure.

### 3.1.2. Qualitative Insights

Thematic analysis of interviews revealed four dominant themes:

- Coping Strategies: Interns described using time blocking, peer collaboration, and reflective journaling to manage stress and workload.

- **Work Ethic Perceptions:** Participants defined work ethic as “doing more than expected,” “being reliable,” and “staying committed even when no one is watching.”
- **Multi-Competency Navigation:** Interns highlighted the challenge of balancing technical tasks with lesson planning and classroom management, often citing the need for flexibility and self-discipline.
- **Social Support:** Relationships with mentors and peers were identified as key motivators, reinforcing the role of relatedness in Self-Determination Theory.

#### 4. Discussion

The convergence of quantitative and qualitative data underscores the multidimensional nature of resilience and work ethic in vocational teacher education. Resilience enables interns to adapt to institutional and instructional challenges, while intrinsic motivation—fueled by autonomy and social support—drives persistence and ethical behavior.

The Competency-Based Education Framework contextualizes these traits within performance standards, affirming that employability in Tech-Voc settings requires not only technical proficiency but also psychological endurance and professional integrity.

These findings suggest that institutional support systems should be tailored to the developmental needs of young, predominantly female interns. Strategies such as mentorship programs, resilience-building workshops, and autonomy-enhancing feedback mechanisms may strengthen internship outcomes and long-term employability.

To assess the professional disposition of BTLED and BSIE teacher interns, the study utilized the Work Ethic Questionnaire (WEQ), which measured key behavioral traits relevant to instructional practice and workplace readiness. The dimensions evaluated include punctuality, initiative, accountability, teamwork, and time management—each critical to success in multi-competency teaching environments. The results are summarized in Table 2.

**Table 2** Work Ethic Levels (Based on WEQ)

Work Ethic Dimension	Mean	Standard Deviation	Interpretation
Punctuality	4.32	0.61	Very Good
Initiative	4.18	0.72	Very Good
Accountability	4.25	0.66	Very Good
Teamwork	4.10	0.74	Good
Time Management	4.05	0.69	Good
Overall Work Ethic	4.18	0.68	Very Good

The findings in Table 2 reveal that BTLED and BSIE teacher interns exhibit commendable levels of work ethic across multiple dimensions, with an overall mean score of 4.18 (SD = 0.68), interpreted as "Very Good." This suggests a strong foundation of professional behaviors essential for workplace integration and instructional practice.

##### 4.1.1. Specific Analysis

**Punctuality (M = 4.32)** emerged as the highest-rated trait, indicating consistent value placed on timeliness and reliability. This aligns with expectations in both educational and technical-vocational settings, where punctuality reflects discipline and respect for institutional norms.

**Accountability (M = 4.25)** and **Initiative (M = 4.18)** also received "Very Good" ratings, reflecting proactive and responsible dispositions. These traits are critical in internship contexts where interns operate with minimal supervision, affirming their readiness to assume professional roles.

**Teamwork (M = 4.10)** and **Time Management (M = 4.05)**, while rated "Good," suggest areas for developmental support. These dimensions are vital in collaborative teaching environments and efficient instructional planning. The slightly lower scores may reflect transitional challenges as interns shift from individual academic work to team-based professional settings.

#### 4.1.2. Theoretical and Educational Implications

The results resonate with Self-Determination Theory [21], which emphasizes autonomy, competence, and relatedness as drivers of motivated behavior. Interns scoring high in initiative and accountability likely experience a sense of ownership over their roles, enhancing engagement and performance.

Moreover, the findings align with the Philippine Qualifications Framework (PQF) Level 6 descriptors, which require graduates to demonstrate independence, responsibility, and collaboration in professional contexts. The interns' work ethic scores suggest that BTLED and BSIE programs are effectively cultivating these competencies.

#### 4.1.3. Recommendations for Practice

To further enhance teamwork and time management, institutions may consider the following strategies:

- Embedding collaborative learning modules and peer mentoring in internship programs
- Conducting time management workshops tailored to classroom planning and instructional delivery
- Integrating reflective practice to help interns assess and improve interpersonal and organizational skills

To complement the assessment of work ethic, the study also examined the resilience levels of BTLED and BSIE interns using the validated Individual Psychological Resilience Scale (IPRS). This instrument captures adaptive capacities such as emotional regulation, problem-solving, and persistence in the face of adversity—traits essential for thriving in dynamic teaching environments. Table 3 presents the aggregated resilience scores, offering insights into the interns' readiness to navigate professional challenges.

**Table 3** Resilience Scores

Resilience Dimension	Mean	Standard Deviation	Interpretation
Emotional Regulation	4.12	0.71	High
Adaptability	4.20	0.65	High
Persistence	4.28	0.59	Very High
Overall Resilience	4.20	0.65	High

The resilience scores presented in Table 3 indicate that BTLED and BSIE teacher interns possess robust psychological resources for coping with the demands of multi-competency learning environments. The overall mean score of 4.20 (SD = 0.65), interpreted as "High," affirms that interns are generally well-equipped to manage stress, adapt to change, and persist through challenges.

#### 4.1.4. Dimension-Specific Analysis

- **Persistence (M = 4.28)** received the highest rating, interpreted as "Very High." This suggests strong goal-directed behavior and sustained effort despite setbacks—critical traits in vocational education where interns navigate complex teaching tasks and institutional expectations.
- **Adaptability (M = 4.20)** and **Emotional Regulation (M = 4.12)** were both rated "High," indicating interns' ability to adjust to new environments and manage emotional responses effectively. These traits are essential for maintaining composure and flexibility in dynamic classroom settings.

#### 4.1.5. Theoretical and Educational Implications

These findings support Resilience Theory, which posits that individuals thrive despite adversity when equipped with protective factors such as emotional regulation, adaptability, and persistence [1]. The interns' scores suggest that BTLED and BSIE programs foster these traits through experiential learning, reflective practice, and values-based instruction.

Moreover, the results align with the Philippine Qualifications Framework (PQF) Level 6 descriptors, which emphasize personal and professional resilience as core competencies. The ability to persist, adapt, and self-regulate is vital not only for internship success but also for long-term career sustainability in education and technical-vocational fields.

#### 4.1.6. Recommendations for Practice

To further strengthen resilience among teacher interns, institutions may consider:

- Integrating resilience-building modules into practicum orientation and debriefing sessions
- Facilitating peer support groups and mentorship programs to enhance emotional regulation and adaptability
- Embedding reflective journaling and scenario-based training to reinforce persistence in real-world teaching contexts.

To validate the psychological resilience scores and explore their behavioral manifestations in real-world settings, the study incorporated internship performance ratings from 27 supervisors and cooperating teachers. Using the Individual Psychological Resilience Scale (IPRS) as a reference framework, raters evaluated interns across domains such as adaptability, emotional stability, initiative, and problem-solving. Table 4 presents the aggregated internship performance scores, offering a triangulated view of resilience as observed in professional practice.

**Table 4** Internship Performance (Based on IPRS by 27 Raters)

Performance Domain	Mean	Standard Deviation	Interpretation
Instructional Delivery	4.15	0.62	Very Good
Technical Proficiency	4.08	0.70	Good
Classroom Management	4.22	0.58	Very Good
Professional Behavior	4.30	0.55	Very Good
Overall Internship Rating	4.19	0.61	Very Good

The internship performance ratings, as assessed by 27 supervisors using the Internship Performance Rating Scale (IPRS), indicate that BTLED and BSIE teacher interns performed at a consistently high level across all domains. The overall mean score of 4.19 (SD = 0.61), interpreted as "Very Good," affirms the interns' readiness to transition into professional teaching roles [20].

#### 4.1.7. Domain-Specific Analysis

- **Professional Behavior (M = 4.30)** received the highest rating, suggesting that interns consistently demonstrated ethical conduct, respect for institutional norms, and positive interpersonal relationships. This domain reflects the successful integration of both work ethic and resilience, particularly in accountability, emotional regulation, and persistence.
- **Classroom Management (M = 4.22)** and **Instructional Delivery (M = 4.15)** were also rated "Very Good," indicating that interns are capable of maintaining productive learning environments and delivering content effectively. These competencies align with the Philippine Professional Standards for Teachers (PPST), which emphasize learner-centered pedagogy and classroom leadership.
- **Technical Proficiency (M = 4.08)**, while slightly lower and rated "Good," still reflects a strong command of subject matter and instructional tools. This score may suggest areas for enhancement, particularly in integrating technology and vocational tools into lesson delivery—an essential skill in BTLED and BSIE programs.

#### 4.1.8. Theoretical and Educational Implications

These findings affirm the relevance of **Experiential Learning Theory** (Kolb, 1984), which posits that learning is most effective when individuals engage in concrete experiences followed by reflection and active experimentation. The interns' high performance across domains suggests that the practicum provided meaningful opportunities for skill application and professional growth.

Moreover, the results support the integration of **Resilience Theory** and **Work Ethic frameworks** into teacher training, demonstrating that psychosocial traits such as persistence, initiative, and adaptability translate into observable teaching competencies.

4.1.9. Recommendations for Practice

To further enhance internship outcomes, institutions may consider:

- Strengthening **technical proficiency modules** through simulation labs and digital tool integration
- Embedding **values-based mentoring** to reinforce professional behavior and ethical practice
- Conducting **multi-rater feedback sessions** to help interns reflect on performance and set actionable goals

To explore the interplay between psychological resilience and professional disposition, the study conducted a correlational analysis using scores from the Individual Psychological Resilience Scale (IPRS) and the Work Ethic Questionnaire (WEQ). This statistical procedure aimed to determine whether higher resilience levels are associated with stronger work ethic traits among BTLED and BSIE interns. Table 5 presents the computed correlation coefficients, highlighting the strength and direction of these relationships.

**Table 5** Correlation Between Resilience and Work Ethic

Variables Correlated	Pearson’s r	p-value	Interpretation
Resilience & Work Ethic	0.72	< 0.01	Strong Positive Correlation

The Pearson correlation coefficient of  $r = 0.72$  with a  $p\text{-value} < 0.01$  indicates a statistically significant and strong positive correlation between resilience and work ethic among BTLED and BSIE teacher interns. This finding suggests that interns who exhibit higher levels of resilience—particularly in persistence, adaptability, and emotional regulation—also tend to demonstrate stronger work ethic traits such as punctuality, initiative, and accountability [21].

4.1.10. Theoretical Implications

This result reinforces the conceptual linkage between Resilience Theory (Masten, 2001) and Work Ethic frameworks, suggesting that psychosocial strengths serve as internal drivers of professional behavior. Resilient individuals are more likely to persevere through challenges, regulate emotions under pressure, and adapt to changing demands—all of which contribute to consistent and responsible workplace conduct.

Moreover, the correlation supports the principles of Self-Determination Theory (Ryan & Deci, 2000), which posit that individuals with high intrinsic motivation and self-regulatory capacity are more likely to engage in purposeful and ethical work behaviors. In the context of teacher training, this means that resilience is not merely a coping mechanism but a foundational trait that enhances employability and instructional effectiveness.

4.1.11. Educational Implications

The strong correlation between resilience and work ethic underscores the importance of integrating both constructs into the design of teacher education programs. It suggests that efforts to build resilience—through reflective practice, mentoring, and experiential learning—can have a direct impact on interns’ professional disposition and workplace readiness.

This finding also aligns with Philippine Qualifications Framework (PQF) Level 6 outcomes, which emphasize autonomy, responsibility, and adaptability as key competencies for graduates. By fostering resilience, institutions are simultaneously cultivating the behavioral traits that underpin effective teaching and long-term career sustainability. [22].

4.1.12. Recommendations for Practice

To leverage this relationship, institutions may consider:

- Embedding resilience-building strategies into work ethic training modules
- Using integrated assessment tools that measure both psychosocial traits and behavioral competencies
- Facilitating case-based learning that challenges interns to apply resilience in ethically complex teaching scenarios.

To enrich the quantitative findings and capture the lived experiences of BTLED and BSIE interns, the study conducted semi-structured interviews with selected participants and supervisors. Thematic analysis was employed to surface

recurring patterns related to resilience, work ethic, and internship challenges. Table 6 presents the emergent qualitative themes, offering nuanced insights into the personal and contextual factors shaping professional growth.

**Table 6** Qualitative Themes from Interviews

Theme	Illustrative Quote
Coping with Competency Overload	"I break tasks into chunks and focus on one skill at a time to avoid burnout."
Role of Mentorship	"My mentor helped me stay grounded and reminded me why I chose this profession."
Time Prioritization	"I use planners and alarms to balance lesson prep, technical tasks, and rest."
Emotional Resilience	"I remind myself that mistakes are part of learning, and I try again the next day."
Institutional Support	"The school gave us access to materials and weekly check-ins, which helped."

#### 4.2. Discussion of Qualitative Themes from Intern Interviews

The qualitative data gathered through interviews with BTLED and BSIE teacher interns reveal five emergent themes that illuminate the lived experiences behind their quantitative scores in resilience, work ethic, and internship performance. These themes provide rich context for understanding how interns navigate the pressures of multi-competency learning and professional practice. [9].

##### 4.2.1. Theme 1: Coping with Competency Overload

*"I break tasks into chunks and focus on one skill at a time to avoid burnout."* Interns described strategic approaches to managing the cognitive and technical demands of their practicum. This reflects self-regulation and task prioritization, key components of resilience theory. The quote illustrates how interns apply metacognitive strategies to maintain performance and well-being.

##### 4.2.2. Theme 2: Role of Mentorship

*"My mentor helped me stay grounded and reminded me why I chose this profession."* Mentorship emerged as a critical support system, reinforcing interns' sense of purpose and emotional stability. This aligns with Vygotsky's sociocultural theory, which emphasizes the role of more experienced others in scaffolding learning and professional identity formation.

##### 4.2.3. Theme 3: Time Prioritization

*"I use planners and alarms to balance lesson prep, technical tasks, and rest."* Interns demonstrated proactive time management, a trait closely tied to work ethic and internship success. This theme supports the quantitative finding that punctuality and initiative are among the highest-rated work ethic dimensions [10].

##### 4.2.4. Theme 4: Emotional Resilience

*"I remind myself that mistakes are part of learning, and I try again the next day."* This quote exemplifies a growth mindset and emotional regulation, reinforcing the high scores in resilience. Interns are not only aware of their emotional responses but also actively reframe setbacks as learning opportunities [13].

##### 4.2.5. Theme 5: Institutional Support

*"The school gave us access to materials and weekly check-ins, which helped."* Access to resources and structured feedback loops were cited as essential to intern success. This highlights the importance of **institutional scaffolding** in promoting resilience and professional behavior, and supports the recommendation for CHED- and TESDA-aligned support systems [3].

#### 4.3. Implications for Practice

These themes affirm that resilience and work ethic are not static traits but are shaped by environmental factors, mentorship, and reflective practice. Institutions should:

- Strengthen mentorship programs and peer support systems
  - Provide time management tools and wellness resources
  - Ensure regular feedback and material access during internships
- 

## 5. Conclusion

This study examined the relationship between resilience, work ethic, and internship performance among BTLED and BSIE teacher interns, employing both quantitative measures and qualitative interviews. The findings revealed the following:

Interns demonstrated *very good* levels of work ethic, particularly in punctuality, accountability, and initiative.

They exhibited *high resilience*, with persistence rated as *very high*, indicating strong psychological readiness for professional challenges.

Internship performance was rated *very good* across instructional delivery, classroom management, and professional behavior, with technical proficiency slightly lower but still commendable.

A strong positive correlation ( $r = 0.72$ ,  $p < 0.01$ ) was found between resilience and work ethic, suggesting that psychosocial traits significantly influence professional conduct.

Qualitative themes such as *coping with competency overload*, *mentorship*, *time prioritization*, and *institutional support* provided deeper insight into how interns translate internal strengths into practice.

These findings affirm the relevance of integrating resilience-building and work ethic development into teacher education programs. They also highlight the importance of institutional scaffolding and mentorship in shaping interns' professional identity and performance.

### 5.1. Recommendations

To enhance the effectiveness of BTLED and BSIE internship programs and align with **CHED** and **PQF Level 6** standards, the following recommendations are proposed:

#### 5.1.1. Curriculum Enhancement

- Embed resilience and work ethic modules into practicum orientation and coursework
- Use scenario-based learning to simulate real-world challenges and ethical dilemmas

#### 5.1.2. Mentorship and Support Systems

- Strengthen mentorship programs with structured feedback and reflective sessions.
- Facilitate peer support groups to promote emotional regulation and collaborative learning [5].

#### 5.1.3. Performance Monitoring and Feedback

- Implement multi-rater evaluation systems to provide holistic feedback on intern performance
- Encourage self-assessment and journaling to foster metacognitive awareness and a growth mindset [22].

#### 5.1.4. Technical Proficiency Development

- Provide simulation labs and digital tool training to enhance technical skills
- Integrate industry-based tasks to bridge classroom theory with vocational practice [3].

#### 5.1.5. Institutional Policy and Resource Allocation

- Ensure access to teaching materials, planning tools, and wellness resources during internships
- Conduct regular check-ins and debriefings to monitor intern progress and address challenges [4].

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## Compliance with ethical standards

### *Disclosure of conflict of interest*

The authors declare that there are **no conflicts of interest** related to the conduct, authorship, or publication of this study. All procedures involving human participants were conducted by institutional and national ethical standards. Informed consent was obtained from all participants before data collection, and confidentiality was strictly maintained throughout the research process.

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### Author Short Profiles

	<p><b>Dr. Marilyn M. Soliman, EdD</b>, Nueva Ecija University of Science and Technology Email: <a href="mailto:marilynsoliman@neust.edu.ph">marilynsoliman@neust.edu.ph</a>; Dr. Soliman is a specialist in vocational education, teacher training, and institutional governance. She leads research and community extension programs aligned with CHED and PQF standards</p>
	<p><b>Maria Blesilda Agapito, MPM JD</b>, Nueva Ecija University of Science and Technology Email: <a href="mailto:mables5378@gmail.com">mables5378@gmail.com</a> Prof. Agapito is an expert in educational law and curriculum development. Her work focuses on integrating policy and developing ethical frameworks in teacher education.</p>
	<p><b>Sonia A. Yabut, MAPE</b>, Nueva Ecija University of Science and Technology Email: <a href="mailto:juvson.04@gmail.com">juvson.04@gmail.com</a> Prof. Yabut specializes in instructional design and mentoring. She facilitates capacity-building workshops and supports the development of pre-service teachers.</p>