

Supportive Learning Environment and Assertive Classroom Management Strategies as a Contributing Factor of the Academic Resiliency of T.L.E. Students

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Abstract:- This study investigated the effects of supportive learning settings and assertive classroom management tactics on students' academic resilience. Using a descriptive-correlational research methodology, 254 junior high school students from a public secondary school in the Division of Davao del Norte were chosen using stratified random sampling. Using three adopted questionnaires and statistical tools such as mean, Pearson r, and regression analysis, the study demonstrates a very high degree of supportive learning environment, with high levels of assertive classroom management strategies and academic resilience. Significant correlations were discovered between numerous components of supportive learning environments and assertive classroom management practices, which influenced students' academic resilience. The study emphasizes the critical role of supportive learning settings and assertive classroom management practices in developing academic resilience, particularly in technical livelihood education. Recommendations include developing targeted interventions based on strengths observed in supportive learning environments, providing professional development opportunities for educators, implementing specialized interventions targeting specific qualities associated with academic resilience, and fostering a culture of continuous review and development within educational institutions.

Keywords:- TLE, Descriptive-Correlation, Regression Analysis, High School Students, Supportive Learning Environment, Assertive Classroom Management Strategies, Academic Resiliency, Davao Del Norte, Philippines.

I. INTRODUCTION

Academic resilience is the student's capability to deal efficiently with academic setbacks, anxiety, and study pressure (Radhamani & Kalaivani 2021). In addition, resilience is characterized by those students that are present with the capacity to reverse academic misfortune and failure and succeed while others continue to perform poorly and fail (Mesman et al., 2021). However, students with low resilience experience poor performance, challenge, or pressure in school. With increasing dropout figures among students and have an increased vulnerability to mental illness and difficulty in coping with academic stress and changes (Orion et al., 2019). Furthermore, students who lack academic resiliency tend to not persevere through challenging educational settings and does not have high level of desire to succeed in life Lobo, 2023). Lack

of academic resiliency can lead to learning losses that can diminish students' potential productivity (Honra, 2022).

A supportive learning environment has an impact on the students' academic resilience through appropriate guidance and giving encouragement to help students persist to succeed in their academic. (Thompson, 2021). Nurturing a supportive classroom environment can boost students' sense of belonging and motivation, increasing their academic resilience in the face of challenges (Kennebeck, 2019). Furthermore, a supportive learning environment is a reliable factor in predicting students' academic resiliency and success. Emphasizes how important it is to create a positive and supportive learning environment in the classroom where students are motivated and engaged (Sinha, 2024).

Assertive classroom management strategies involve the process by which teachers and schools create and maintain appropriate behavior of students in classroom settings. The goal is to enhance prosocial behavior and increase student academic resiliency (Ananda, et al. 2023). According to the study of Ha (2023) demonstrated that effective classroom management techniques, which include clear expectations and consistent discipline, can help students develop self-regulation skills and perseverance, promoting academic resilience. Assertive classroom management strategies have been considered as one of the important areas in developing the academic resiliency of students. It is associated with managing the students' misbehavior inside the classroom (Nawastheen et al., 2021). Similarly, assertiveness management strategies in teachers are necessary inside the classroom for which this will help them to be persistent in managing students' behavior and positively influence the students' performance and academic resiliency (Rajendran et al., (2020).

With all these concerns and predicaments faced by many students in the present, the researcher has found the need to conduct this study. Furthermore, some studies correlate supportive learning environment to academic resiliency (Kennebeck, 2019) and assertive classroom management to academic resiliency (Ha, 2023). However, the researcher hasn't come across any studies that link the three variables mentioned and focuses on which domain of the variables significantly affects the academic resiliency of the students, especially in national and local settings.

This study is useful, particularly in assessing the interconnected relationships of the variables that contribute to the students' academic resiliency. The findings and results of this study can assist educators in developing interventions and programs to encourage students to be more resilient academically. Also, the results will be submitted to or presented in different seminars, research fora, and presentations to give knowledge and awareness about factors that would help in creating programs in raising academically resilient students.

II. METHOD

The study focused on junior high school students grade 7 to grade 10 at a one of the secondary schools in Carmen during the academic year 2023-2024. Data gathering was conducted from September 2023-October 2023. These students were tasked with evaluating their teachers' supportive learning environments, assertive classroom management strategies, and their own academic resilience in the face of challenges.

The researcher used the Slovin formula wherein 254 respondents were selected from 36% of the total population of 699 students from Grade 7 to Grade 10. A stratified random sampling technique ensured proportional representation from each grade level: 57 students in Grade 7, 64 in Grade 8, 60 in Grade 9, and 73 in Grade 10. The students ranged in age from 12 to 16 years. The selection of a sample size of 254 responders out of a total population of 699 was based primarily on statistical validity and practical considerations. The study made sure that the sample size for analysis was reasonable and statistically significant by applying the Slovin algorithm to choose a subset of the population. This strategy preserved the viability of data gathering and processing while enabling a thorough investigation of the study objectives.

Adopted questionnaire were used in gathering the data. In supportive learning environment consisted of a 24-item questionnaire from which is use from Elvira et al. (2016) while the assertive classroom management strategies questionnaire consisted of 37 items used by Aliakbari and Bozorgmanesh (2019). Academic resiliency worked by (Cassidy, 2016) consist of 30 items.

The researcher underwent an internal validation for content validity. It involved consultations with research specialists in study. The three-part questionnaire was submitted for approval and validation by the panel of experts. The said questionnaires underwent pilot testing among grade 11 students who were not included in the study. The pilot testing result was computed using Cronbach Alpha for independent and dependent variables. The results of Cronbach Alpha for both independent and dependent variables were .815 for supportive learning environment, .802 for assertive classroom management strategies, and .800 for academic resiliency. The findings revealed the validity of the questionnaire's items.

The questionnaire was structured in such a way that the respondents would answer it easily. Thus, the set of questionnaires structured using the Likert format with a five-point response scale (Likert, 1967). A Likert Scale is a rating scale that requires the subject to indicate his or her degree of

agreement or disagreement to a statement. The following were the scales: always, often, sometimes, seldom, and never.

This study used a descriptive-quantitative approach using the correlation technique. The role of correlational research which concerned with establishing relationships between two or more variables in the same population or between the same variables in two populations is a very important part of a research study. Understanding the associations and relationships that exist among human phenomena is a remaining incentive for scientific investigation in all the social science disciplines, and that motivation surpasses even the most differentiated model distinctions between various research methods Curtis et al., 2016.

In this research endeavor, the researcher investigated the significant influence of supportive learning environment and assertive classroom management strategies on academic resiliency of the students utilizing quantitative non-experimental descriptive-correlational research as the design of this study. Moreover, quantitative research design was utilized in this study to describe problems descriptively and numerically as it used mathematical and statistical mean to measure results and to come up with a decision whether to accept or reject hypothesis (Creswell, 2014).

In gathering applicable information for this study, the researcher requested the consent lead of the study through a composed correspondence to the workplace of Schools Division Superintendent of Davao del Norte. The endorsed letter of the superintendent will be fastened to the letter for the principals of the one of the secondary schools in Carmen, Davao del Norte asking for the consent for the researcher to conduct a study.

There were significant ethical issues and concerns that have a specific effect for this quantitative inquiry. Some issues and concerns were ascended from the methodology involved that was embedded in this study. The ethical issues related to this research concern the right to conduct the study, confidentiality, and anonymity.

The participation of the respondents was completely voluntary and anonymous to protect their privacy and information. The researcher respected the views and opinions of the respondents and their decision whether to participate or not during the gathering of the data. After the purpose and the benefits of the study were described and presented to the respondents, their rights to contribute to the body of knowledge was carefully considered and adhered upon.

Moreover, the researcher respects the rights and privacy of the respondents and ensures that the data gathered was protected in accordance with RA 10173, also known as the Data Privacy Act of 2012. The researcher focused on important ethical questions such as confidentiality regarding the opinions of respondents and integrity. The responses of the respondents were encoded and secured in a password-protected excel file. It was uploaded to the researcher's Google Drive for safekeeping in a password-protected ZIP format. Then the raw responses were kept in a folder and stored in a safe cabinet of the

researcher. The gathered data will be kept for three (3) years before being destroyed in a secure method that prevents use, unauthorized access, or disclosure to any other party or the public or in accordance with applicable law. The researcher guaranteed that whatever the results of the study at the end, these will not be disclosed to the respondents, or any members of the community and will keep the records of the study confidential.

The study secured informed consent and the researcher communicated with grade 7 to grade 10 advisers, subject teachers, and guidance counsellor to seek permission for the researcher to conduct study and allow their students to participate. After seeking permission, the researcher gave informed consent and assent to the participants with permission from their parents to allow their children to be the participants of the study. No survey questionnaires are given to the participants without their parents' approval. The survey was conducted with the agreement and consent of the respondents themselves and the school authorities concerned. The respondents of this study are bona fide students of one of the schools of Davao Del Norte from grade 7 to grade 10 ages 12-16, as shown in the population and sample on how the respondents are classified. Also, the manner of data collection, distribution of survey questionnaires and other procedures are presented clearly in this study.

The respondents were protected from physical, psychological, or social economic harms during the conduct of the study. To ensure the respondents' health and wellness are safeguarded against the threat of the highly infectious COVID-19, the researcher strictly followed the IATF Protocol. The researchers paid special attention to vulnerable subjects to avoid breach of ethical codes. Thus, the researcher did not give money or additional grades to the participants during the conduct of the study. However, the researcher gave one whole intermediate paper as a token of gratitude for participating during the conduct of the study.

The researcher made sure that the readings found in this study underwent paraphrasing to avoid plagiarism issues, no misrepresentation of someone else's work and authors of all cited literature are cited properly to ensure research adequacy. This document will be checked for grammar and plagiarism using Grammarly and Turnitin tools to do this. The researcher made sure that there is no manipulation of research instrumentation, materials, or processes during the conduct of the study. Truthfulness of all the results, research adequacy and avoidance of conflict of interest will be observed to protect the safety and welfare of the participants. All results of the research and the avoidance of conflicts of interest were observed carefully and every effort was made to present the situation in the best way possible.

The research was conducted with formality and clear adherence to ethical standards; thus, the researcher requested an endorsement letter from the Dean of Graduate School. The researcher submitted a letter of permission to the Schools Division Superintendent of the Division of Davao del Norte to obtain permission to conduct study. Following the approval, the researcher sent and provided a copy to the School Principal requesting assistance in administering the survey questionnaires to respondents. The research was only conducted after the approval from the authorities.

The researcher made a significant intellectual contribution to the findings, analysis, and results of this study. In particular, the research adviser acknowledged as the co-author of the study. Researcher ensured fair and proper acknowledgement of contributions from the research adviser who have been the co-author and made sure that acknowledgements fully reflect the input of the contributor.

III. RESULTS AND DISCUSSION

This chapter presents the results of the study.

Table 1 shows the varied indicators assessing the level of supportive learning environment implemented by teachers. Across all dimensions, the mean scores consistently point towards a highly positive evaluation, with an overall mean of 4.29 and a standard deviation of 0.67, indicating a homogeneous response. Notably, sharing and comparing knowledge, self-control and self-reflection, epistemological understanding, teaching for understanding, support learning for understanding, and problem-solving strategies all falls within the "Very High" descriptive level. The highest mean score is observed in problem-solving strategies (4.44), emphasizing the remarkable proficiency of teachers in fostering critical thinking skills. The comprehensive analysis of the results reveals a consistently positive evaluation across various dimensions, as reflected in mean scores.

The result connects with the study of Monteiro et. al., (2021), whose findings revealed that supportive learning environment employed by teachers help students to have a higher level of understanding and self-reflection. The study implies that supportive learning environment has a significant relationship with the variables. Moreover, in the study of Niu et al., (2022) supportive learning environment is positively associated with students creative thinking that includes demonstrating problem solving skills. This suggests that a supportive learning environment can lead to many desirable educational outcomes among students.

In addition, a supportive learning environment can make students feel heard and valued instilling confidence that enhances their overall learning experience and can cultivate trust and engagement between teacher and student (Khodadad, 2023). This agrees with the study findings of Ghany and Wahyudin (2021) that supportive learning environment can further encourage students to achieve more optimal learning outcomes.

Table 1 Level of Supportive Learning Environment Employed by Teachers

Indicators	Standard Deviation	Mean	Descriptive Equivalent
Sharing and comparing knowledge	0.67	4.22	Very High
Relevance	0.66	4.17	High
Self-control and self-reflection	0.70	4.23	Very High
Epistemological understanding	0.71	4.26	Very High
Teaching for understanding	0.67	4.35	Very High
Support learning for understanding	0.67	4.32	Very High
Problem solving strategies	0.61	4.44	Very High
Overall	0.67	4.29	Very High

Table 2 Level of Assertive Classroom Management Strategies Employed by Teachers

Indicators	Standard Deviation	Mean	Descriptive Equivalent
Organization strategies	0.77	4.24	Very High
Teaching strategies	0.94	4.06	High
Teacher-student relationship strategies	0.73	4.30	Very High
Punishment-reward strategies	1.13	3.72	High
Overall	0.93	4.09	High

Table 2 display the evaluation of assertive classroom management strategies employed by teachers, delving into key indicators such as organization strategies, teaching strategies, teacher-student relationship strategies, and punishment-reward strategies. The mean scores collectively indicate a commendable level of assertive classroom management, with an overall mean of 4.09 and a standard deviation of 0.93, signifying a relatively consistent response. Particularly noteworthy is the "Very High" descriptive level for teacher-student relationship strategies (4.30) and organization strategies (4.24), reflecting the effectiveness of teachers in maintaining a structured and positive classroom environment. While teaching strategies also fall within the "High" category (4.06), it's essential to consider potential areas for improvement. The punishment-reward strategies, with a mean of 3.72, fall within the "High" range, suggesting the need for a nuanced examination of specific strategies within this domain.

This aligns with the study of Yazdi et al. (2019), the results demonstrated that assertive classroom management predicted students' perceptions of classroom activities exhibiting the highest influence of all domains. Positive perception can in turn stimulate more learning learning-enhanced skills and strategies. Further, teachers who use assertive classroom management such as punishment-reward strategies have a greater impact on students' high achievement (Batool et al., 2023)

Moreover, according to the result of the study of Alcover (2020) emphasized that controlling a class requires time, and that period of time is wasted. Effective discipline is essential for improving the classroom the environment in along with instruction. There are numerous strategies that can assist avoid disturbances and allow students to learn in an interesting and dynamic way. Additionally, teachers can improve their management skills, which will encourage them to involve the class in more pleasant activities.

Table 3 Level of Academic Resiliency of Junior High School Student

Indicators	Standard Deviation	Mean	Descriptive Equivalent
Perseverance	1.19	4.04	High
Reflecting and adaptive help-seeking	0.68	4.37	Very High
Negative affect and emotional response	0.77	3.35	Moderate
Overall	0.98	3.92	High

Table 3 outlines the indicators assessing the level of academic resiliency among junior high school students. The mean scores provide a comprehensive overview, with an overall mean of 3.92 and a standard deviation of 0.98, indicating a generally high level of academic resiliency with some variability. Reflecting and adaptive help-seeking emerge as a particularly strong aspect, earning a "Very High" descriptive level with a mean of 4.37. Perseverance, while falling within the "High" descriptive level at 4.04, signifies a commendable effort in the face of challenges. However, negative affect and emotional response show a "Moderate" descriptive level with a mean of 3.35, suggesting an area that may benefit from targeted interventions.

According to findings of Westover (2022), whose study in a corrections education context illuminates the significance of perseverance, reflective and adaptive help-seeking, and emotional responses as integral components of academic resilience, the discussion under academic resilience of junior high school students gains depth. By examining the unique challenges faced by students in corrections education, the study offers valuable considerations for educators working with diverse student populations in similar contexts. This conforms to the findings of Liu and Han (2022), that students who have a good academic resiliency enables to deal with academic adversity.

According to the study conducted by Öz, and Şahinkarakaş, (2023), results show the positive correlation exist between the students' academic resilience and academic achievement. This also validates the statement of Ononye et al.

(2022) that academic resilience has been evidenced as critical personal resources that can stimulate students' related outcomes.

Table 4 Significant relationship between supportive learning environment and academic resiliency of T.L.E. students

Supportive learning environment	Academic resiliency			Overall
	Perseverance	Reflecting and adaptive help-seeking	Negative affect and emotional response	
Sharing and comparing knowledge	.280 (0.000)	.280 (0.000)	-.073 0.244	.260 (0.000)
Relevance	.104 0.099	.119 0.058	-.047 0.452	.098 0.120
Self-control and self-reflection	.138 (0.028)	.192 (0.002)	.011 0.862	.165 (0.009)
Epistemological understanding	.429 (0.000)	.474 (0.000)	.043 0.496	.464 (0.000)
Teaching for understanding	.368 (0.000)	.284 (0.000)	.036 0.572	.345 (0.000)
Support learning for understanding	.245 (0.000)	.290 (0.000)	.135 (0.032)	.305 (0.000)
Problem solving strategies	.305 (0.000)	.305 (0.000)	.139 (0.027)	.347 (0.000)
Overall	.452 (0.000)	.459 (0.000)	0.060 0.344	.475 (0.000)

Presented in Table 4 are the results aimed at determining the significant relationship between the supportive learning environment and academic resiliency of T.L.E. students. The correlation coefficients (r) and corresponding p-values indicate the strength and significance of the relationships between various aspects of the supportive learning environment and different dimensions of academic resiliency. Notably, statistically significant positive correlations are observed across multiple indicators. For instance, sharing and comparing knowledge, epistemological understanding, teaching for understanding, support learning for understanding, problem-solving strategies, and the overall supportive learning environment display significant positive correlations with overall academic resiliency, ranging from .260 to .475 (all p-values <0.001). These findings suggest a significant positive relationship between a supportive learning environment and the academic resiliency of T.L.E. students, emphasizing the potential impact of effective teaching practices on students' ability to persevere, seek adaptive help, and manage emotional responses.

This study supports the proposition of Permatasari et al., (2021) who mentioned that supportive learning environments contribute to the academic resiliency of students. Students' ability to handle challenging circumstances, cope effectively with them, and overcome obstacles might be positively impacted by someone who is regarded to have strong social support. According to the study of Ghany and Wahyudin (2021) for students to achieve their academic resiliency, a supportive classroom atmosphere must foster high levels of intellectual quality and connectivity. In addition, students who feel encouraged to participate in their studies have more positive attitudes, but they also exhibit higher levels of motivation to learn, regular attendance, engagement, and notable academic resiliency. Thus, teaching skills help students enhance their class performance.

Furthermore, according to the study of Sri & Perumal (2024) a supportive learning environment has been significantly contributes increasing students' academic resilience, highlighting the significance of teacher and student activity in creating a stimulating learning environment. Students are more likely to participate in class when they are supported and encouraged. Additionally, a supportive learning environment promotes emotional well-being by reducing anxiety and instilling a growth mindset in students.

Table 5 Significant Relationship between Assertive Classroom Management Strategies and Academic Resiliency

Assertive classroom management	Academic resiliency			Overall
	Perseverance	Reflecting and adaptive help-seeking	Negative affect and emotional response	
Organization strategies	.185** (0.003)	.243** (0.000)	.272** (0.000)	.292** (0.000)
Teaching strategies	.376** (0.000)	.370** (0.000)	.187** (0.003)	.431** (0.000)
Teacher-student relationship strategies	.200** (0.001)	.338** (0.000)	.210** (0.001)	.322** (0.000)
Punishment-reward strategies	.269** (0.000)	.345** (0.000)	.169** (0.007)	.352** (0.000)
Overall	.357** (0.000)	.444** (0.000)	.289** (0.000)	.482** (0.000)

Table 5 presents the findings aimed at determining the significant relationship between assertive classroom management strategies and academic resiliency among T.L.E. students. The correlation coefficients (r) and corresponding p -values reveal the strength and significance of the relationships between various aspects of assertive classroom management and different dimensions of academic resiliency. Notably, statistically significant positive correlations are evident across all indicators. For instance, organization strategies, teaching strategies, teacher-student relationship strategies, and punishment-reward strategies all exhibit significant positive correlations with overall academic resiliency, ranging from .292 to .482 (all p -values < 0.001). These outcomes suggest a positive relationship between assertive classroom management strategies and the academic resiliency of T.L.E. students, emphasizing the potential impact of organized and effective

classroom management practices on students' perseverance, adaptive help-seeking, and emotional response management.

In the study conducted by Yasin et al., (2022) effective classroom management strategies significantly influence the academic resiliency of the students such as studying, developing new abilities, and managing students' behavior. Employing effective teaching techniques and procedures, teachers can greatly influence students' academic resiliency. Moreover, the classroom instruction and shaping of students' behavior can be seen in the physical evidence of their participation and presence. Because of this, the behavior of every student will show their interests and the like. Teachers can encourage students to actively participate in class by using behavioral engagement techniques. For instance, teaching students that there will be incentives in the form of points or punishments can encourage them to behave obediently.

Table 6 Domain of Supportive Learning Environment that best Influences the Academic Resiliency of T.L.E. Student

Predictors	Academic Resiliency				
	<i>B</i>	<i>B</i>	Std. error	<i>t</i>	<i>Sig</i>
Constant		1.829	.248	7.385	.000
Sharing and comparing knowledge	0.087	.056	.039	1.421	.157
Relevance	-0.010	-.007	.040	-0.175	.861
Self-control and self-reflection	-0.042	-.025	.036	-0.694	.489
Epistemological understanding	0.333	.171	.030	5.613	.000
Teaching for understanding	0.151	.109	.046	2.357	.019
Support learning for understanding	0.109	.066	.037	1.761	.080
Problem solving strategies	0.176	.115	.041	2.832	.005
		R	0.561		
		R ²	0.315		
		F	16.179		
		P	0.000		

Table 6 presents the results of the multiple regression analysis aimed at identifying the domain of supportive learning environment that best influences the academic resiliency of T.L.E. students. The predictors considered in the model include sharing and comparing knowledge, relevance, self-control and self-reflection, epistemological understanding, teaching for understanding, support learning for understanding, and problem-solving strategies.

The regression analysis indicates that the overall model is statistically significant ($F = 16.179$, $p = 0.000$), suggesting that

at least one predictor significantly influences academic resiliency. The model explains 31.5% of the variance in academic resiliency ($R^2 = 0.315$), indicating a moderate degree of prediction. Upon closer examination of the individual predictors, it is observed that epistemological understanding ($B = 0.333$, $t = 5.613$, $p = 0.000$), teaching for understanding ($B = 0.151$, $t = 2.357$, $p = 0.019$), and problem-solving strategies ($B = 0.176$, $t = 2.832$, $p = 0.005$) have significant positive influences on academic resiliency. These findings suggest that, among the domains of supportive learning environment considered, a deeper understanding of epistemology, effective

teaching methods, and proficiency in problem-solving significantly contribute to the academic resiliency of T.L.E. students.

These findings support the result of Hussain (2023) that all these domains influence the academic resiliency of students. Students who consistently work with materials and engage in nonlinear, continuous processes of active learning, discovery, and inquiry will develop a stronger epistemological understanding of the creative process, teachers will serve as facilitators, giving students an organized environment and

fostering a setting that allows them to reach their full academic potential and giving assignments to the students develop their problem-solving strategies which will impact their academic resilience.

Moreover, teaching methods such as peer activities and problem-based learning can support the development of resilience. Teachers can facilitate resilience by incorporating resilience teaching and training. Resilient qualities can be developed through the facilitation of appropriate learning and teaching interventions (Walsh et al., 2020).

Table 7 Domain of Assertive Classroom Management Strategies that best Influences the Academic Resiliency of T.L.E. Student

Predictors	Academic Resiliency				
	<i>B</i>	<i>B</i>	Std. error	<i>T</i>	<i>Sig</i>
Constant	0.000	1.950	.230	8.466	.000
Organization strategies	0.088	.057	.042	1.376	.170
Teaching strategies	0.269	.207	.053	3.880	.000
Teacher-student relationship strategies	0.098	.078	.051	1.534	.126
Punishment-reward strategies	0.209	.141	.040	3.484	.001
		R	0.497		
		R ²	0.247		
		F	20.391		
		P	0.000		

Table 7 displays the results of the multiple regression analysis investigating the predictors influencing the academic resiliency of T.L.E. students, specifically focusing on assertive classroom management strategies. The predictors examined include organization strategies, teaching strategies, teacher-student relationship strategies, and punishment-reward strategies. The overall model is statistically significant ($F = 20.391$, $p = 0.000$), suggesting that at least one predictor significantly influences academic resiliency. The model explains 24.7% of the variance in academic resiliency ($R^2 = 0.247$), indicating a moderate level of prediction.

Upon closer examination of the individual predictors, it is observed that teaching strategies ($B = 0.269$, $t = 3.880$, $p = 0.000$) and punishment-reward strategies ($B = 0.209$, $t = 3.484$, $p = 0.001$) have significant positive influences on academic resiliency. These findings suggest that, within the domain of assertive classroom management strategies, employing effective teaching methods and adopting balanced punishment-reward strategies significantly contribute to the academic resiliency of T.L.E. students. The ensuing discussion will explore the nuanced implications of these significant predictors and their potential role in fostering academic resiliency among T.L.E. students.

In the result of the study conducted by Wirsaseno et al., (2024) posited the domain assertive classroom management strategies the punishment reward strategies and teaching strategies influences the academic resiliency of students. It is essential to discipline misbehaving students. The teacher developed positive relationships with her students when the students changed their attitudes and complied with the disciplinary rules in the classroom. They ought to create an environment in the classroom where students feel valued and encouraged, since this will encourage them to participate more

actively in their education. Each of these elements supported a more effective and successful learning experience.

Furthermore, in the study of Ozomadu et al., (2019) that the use of assertive classroom management techniques in the classroom has been shown to impact students' engagement levels and academic resilience. It is discovered that effective teaching strategies makes efficient use of class time, lowers disruptive behaviors, and boosts student involvement. Students can be inspired and encouraged to have more positive impressions of their teachers when they use more assertive management techniques and dedicate more time to preparation and successful instruction.

IV. CONCLUSION

The results highlight the essential role of teachers in administering a supportive learning environment in a classroom. The overall mean revealed a very high. Further results revealed that among all domains problem solving strategies, teaching for understanding, support learning for understanding, epistemological understanding, self-control and self-reflection, and sharing and comparing knowledge associated with very high level which means supportive learning environment is observed in the classroom.

Moreover, it has been discovered that assertive classroom management strategies were manifested by teachers. Results showed that teacher-student relationship strategies are the most important domain in assertive classroom management strategies with a very high descriptive level. Therefore, teachers should maintain good student-teacher relationships.

Further results show that academic resiliency was observed in the T.L.E. student with a high descriptive level. Reflecting and adaptive help-seeking in academic resiliency of students was found very high. This implies that students are motivated when they are encouraged.

The findings of the results show that there is a relationship between supportive learning environment and academic resiliency and between assertive classroom management strategies and academic resiliency. Supportive learning environment and assertive classroom management strategies are two factors in developing academic resiliency of students. Therefore, teachers play an important role in promoting these in the classroom.

Finally, the results highlighted the domains of supportive learning environment including epistemological understanding, teaching for understanding, and problem-solving strategies best influences the academic resiliency of T.L.E. students. Additionally, the study revealed that, within the domain of assertive classroom management strategies, employing effective teaching methods and adopting balanced punishment-reward strategies significantly contribute to the academic resiliency of T.L.E. students.

Therefore, through customization of instructional tactics to improve classroom conditions and foster a supportive learning climate and enhance the domains in assertive classroom management strategies, teachers can better assist students in building the resilience necessary to succeed academically.

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