
THE LEVEL OF TEACHERS' EMOTIONAL INTELLIGENCE AND LEARNERS' RESILIENCE

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ABSTRACT

This study aimed to examine the Relationship between Teachers' Emotional Intelligence and Learners' Resilience. This study used a descriptive correlational research design to examine the relationship between teachers' emotional intelligence and learners' resilience in the classroom. Participants in the study were selected through purposive sampling. Data were gathered using validated survey questionnaires designed to measure teachers' emotional intelligence and learners' resilience in the classroom. The questionnaire was composed of five Likert-scale items and was administered personally to the respondents. The findings revealed that teachers demonstrated a consistently very high level of emotional intelligence, particularly in self-awareness, self-regulation, and social skills. The results also showed that learners exhibited a very high level of resilience in terms of adaptability and Persistence. The interpretation of "always" implies that students consistently demonstrated the ability to adjust to challenges and remain determined in achieving their goals. Their strong resilience may positively influence their overall academic performance and personal growth. The findings further revealed a significant relationship between teachers' emotional intelligence and learners' resilience. These suggest that Schools may continue to support teachers' emotional intelligence through training, workshops, and reflective practices. Opportunities for peer collaboration and feedback can further enhance self-awareness, self-regulation, and social skills. Providing resources for stress management and emotional regulation can help sustain teachers' high emotional competence. Encouraging a school culture that values empathy, communication, and emotional awareness will benefit both teachers and learners, fostering a

resilient, positive learning environment. Teachers may model adaptive and persistent behaviors to reinforce these traits in students.

KEYWORDS: *Teachers' emotional intelligence, self-awareness, self-regulation, social skills, learners' resilience, adaptability, Persistence.*

INTRODUCTION

Emotional intelligence (EI) has become a vital attribute for teachers, as it shapes their ability to perceive, understand, and regulate both their own emotions and those of their students. Teachers with high EI are better equipped to cultivate supportive and emotionally safe classroom environments, which are essential for fostering learners' resilience—the capacity to cope with stress, overcome challenges, and adapt positively to adversity. Given the heightened academic demands, social pressures, and post-pandemic educational challenges, understanding the role of teachers' emotional intelligence in promoting learners' resilience is particularly timely and relevant (Rahman, M. H., 2024).

Despite its importance, many educational settings still prioritize cognitive outcomes over socio-emotional development. Teachers may possess strong content knowledge but lack the emotional skills necessary to support learners facing academic, behavioral, or personal challenges. Consequently, students may struggle to build resilience, leading to increased anxiety, disengagement, and diminished academic performance. This study addresses the limited empirical understanding of how teachers' emotional intelligence relates to and potentially influences learners' resilience in school contexts, emphasizing the need to explore emotional competencies alongside traditional instructional skills (Rahman, M. H., 2024).

Anchored in Goleman's Emotional Intelligence Theory and resilience theory in education, this study highlights that emotionally intelligent teachers demonstrate empathy, effective classroom management, and positive teacher–student relationships, all of which strengthen learners' coping skills and adaptive capacities. By examining the relationship between teachers' emotional intelligence and learners' resilience, the study provides actionable insights for teachers, school administrators, learners, and policymakers. Findings can inform professional development programs that enhance emotional and social competencies, create emotionally supportive classrooms, and guide educational policies prioritizing teacher emotional intelligence and student resilience (Rahman, M. H., 2024).

Conceptual Framework

This study is anchored on Goleman's Emotional Intelligence Theory (1995), which emphasizes three core domains: self-awareness, self-regulation, and social skills. According to this framework, individuals with high emotional intelligence can understand and manage their own emotions while effectively recognizing and responding to the emotions of others. In teaching, these competencies are critical because educators constantly interact with students in ways that can either support or hinder learners' ability to cope with challenges and adapt to academic and personal demands. Teachers who demonstrate emotional intelligence create classroom environments that are empathetic, supportive, and conducive to resilience-building.

Applying this framework, emotionally intelligent teachers foster classrooms where learners feel valued and understood, which enhances their resilience. Self-awareness allows teachers to recognize their own emotions and model positive responses, helping students mirror adaptive coping behaviors. Self-regulation enables teachers to manage stress, remain calm during conflicts, and maintain consistent classroom routines, creating a secure environment where learners can persist through setbacks. Social skills further allow teachers to build trust and strong relationships, encouraging students to seek support, collaborate, and navigate social and academic challenges effectively. Each of these domains contributes to learners' development of persistence, adaptability, and overall resilience.

The relationship between teachers' emotional intelligence and learners' resilience is both direct and reciprocal. Emotionally intelligent teachers serve as role models, demonstrating behaviors that students internalize, such as patience, empathy, and effective problem-solving. By embodying self-awareness, self-regulation, and social competence, teachers empower learners to face difficulties with confidence, perseverance, and adaptability. Consequently, cultivating teachers' emotional intelligence not only supports instructional effectiveness but also plays a pivotal role in promoting learners' resilience in school and beyond.

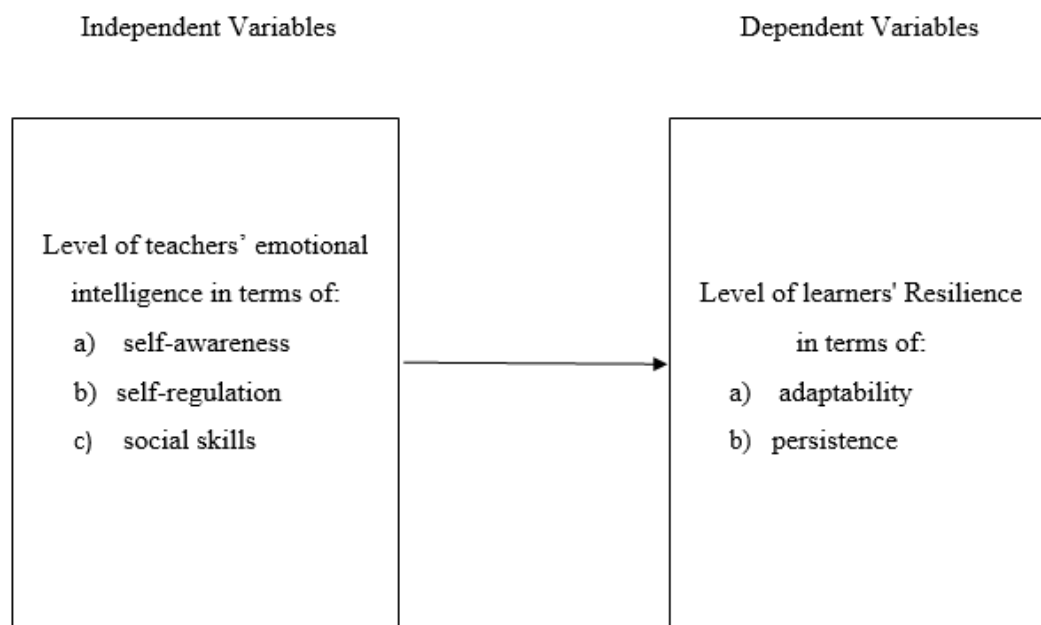


Figure 1. Schematic Presentation Showing the Relationship Between the Independent and Dependent Variables of the Study.

Statement of the Problem

This study aimed to examine the Relationship between Teachers' Emotional Intelligence and Learners' Resilience. Specifically, this study aimed to answer the following questions:

1. What is the level of teachers' emotional intelligence in terms of self-awareness, self-regulation, and social skills?
2. What is the level of learners' resilience in terms of Adaptability and Persistence?
3. Is there a significant relationship between teachers' emotional intelligence and learners' resilience?

Delimitation of the Study

This study examined the relationship between teachers' emotional intelligence and learners' resilience in the classroom. It covers the level of teachers' emotional intelligence in terms of self-awareness, self-regulation, and social skills, and how these factors may influence learners' resilience in terms of Adaptability and Persistence. The study was limited to teachers within Kadingilan District 2. It did not extend to other factors outside the classroom, such as family background, peer influence, or community environment, that may also affect resilience. The findings, therefore, were confined to the identified respondents and context, providing insights primarily applicable to the chosen school population.

Review of the Literature

Level of Teachers' Emotional Intelligence

The level of teachers' emotional intelligence (EI) is commonly analyzed through its three core domains: self-awareness, self-regulation, and social skills, each of which has a direct impact on teaching effectiveness and learners' outcomes. Self-awareness is widely regarded as the foundation of EI, enabling teachers to recognize their emotions and understand how these influence classroom interactions and instructional practices. Rahman, M. H. (2024) emphasizes that self-aware teachers manage stress effectively, remain composed in challenging situations, and respond thoughtfully, thereby enhancing classroom management and student engagement. Supporting this, Shengyao, Y. (2024) found that teachers who are emotionally self-aware foster safe and respectful learning environments that improve learners' resilience. Similarly, Pozo-Rico, T. et al. (2023) and Collado-Soler, R. et al. (2023) highlight that self-awareness enhances empathy, adaptability, reflective practice, and professional growth, demonstrating that this competency benefits both teachers and students.

Self-regulation, the ability to manage one's emotions and stress, is another critical component of teachers' emotional intelligence. Zhang, B., Xiao, Q., Gu, J., et al. (2024) show that teachers who employ adaptive self-regulation strategies report lower burnout and higher teaching satisfaction, indicating that regulation supports both personal well-being and instructional performance. Valverde-Janer, M. (2023) underscores that deep-acting strategies—aligning internal emotional states with professional expectations—enhance teaching enjoyment and reduce exhaustion. Furthermore, Ngui, G. K. (2020) found that self-regulated teachers foster supportive classroom climates, model constructive coping strategies, and sustain student engagement. Importantly, research by Sánchez-Álvarez et al. (2020) demonstrates that self-regulation can be cultivated through targeted professional development, emphasizing the need for schools to provide systematic training in mindfulness, cognitive reappraisal, and stress management.

Social skills, the third dimension of emotional intelligence, are essential for building relationships, fostering trust, and creating supportive learning environments. Evidence shows that teachers generally report moderate-to-high social skills, yet their consistent application varies depending on job demands, training, and school climate (Guo, W. et al., 2025). SEL program research highlights social skills as central to effective teaching, but Lawson et al. (2019) note that teachers often require structured support to apply them reliably. Empathy,

closely linked to social competence, significantly influences classroom climate and student engagement, with weaker social skills leading to diminished emotional safety and learning outcomes (Meyers, 2019). Collectively, Ang, W. H. D. (2024) asserts that while social skills are necessary and frequently present among teachers, their consistent high-level deployment requires targeted professional development and systemic support, as variability in performance directly affects student outcomes and classroom effectiveness.

Level of Learners' Resilience

Learners' resilience is often conceptualized through two key dimensions: adaptability and persistence, both of which are critical for academic success in dynamic learning environments. Adaptability enables students to adjust their behaviors, learning strategies, and attitudes in response to changing circumstances or academic stress. Martin et al. (2021) emphasize that adaptable learners can reframe challenging situations and adopt constructive coping mechanisms, demonstrating that resilience involves flexibility rather than mere endurance. Similarly, Collie and Martin (2021) found that adaptable students experience lower anxiety and maintain motivation, showing that adaptability supports sustained engagement and goal-directed effort. Research also highlights that adaptability is a skill that can be nurtured through teacher guidance, peer collaboration, and institutional support, rather than a fixed trait (Daniels et al., 2021). Zhao and Wibowo (2021) further note that adaptability equips learners with lifelong coping skills, allowing them to apply strategies beyond the classroom to personal and professional challenges.

Persistence, another critical component of resilience, reflects learners' ability to sustain effort and remain committed despite obstacles and setbacks. According to Kim and Lee (2021), persistent learners maintain focus and motivation even in the face of challenging tasks, which enhances their capacity to cope with academic demands. Ahmad and Safaria (2021) demonstrate that persistence correlates with positive learning outcomes, including improved problem-solving skills and self-regulated learning. However, scholars caution that persistence alone is insufficient; it is most effective when paired with adaptability, allowing learners to modify strategies when necessary to avoid burnout or stagnation (Chen, 2021). This relationship highlights that resilience involves both steady effort and flexible responses to challenges.

The development of persistence in learners depends heavily on supportive educational environments. Santos and Castro (2021) argue that teachers play a vital role by encouraging consistent effort, recognizing perseverance, and modeling resilient behaviors themselves. When learners see persistence valued and supported, they are more likely to internalize it as a habit, applying it not only to academic tasks but also to life challenges beyond school. Educational practices that foster both persistence and adaptability create a culture of growth and continuous improvement, ultimately strengthening learners' overall resilience and preparing them to navigate uncertainty and adversity successfully.

Research Methodology

This study used a descriptive correlational research design to examine the relationship between teachers' emotional intelligence and learners' resilience in the classroom. Participants in the study were selected through purposive sampling. Data were gathered using validated survey questionnaires designed to measure teachers' emotional intelligence and learners' resilience in the classroom. The research was conducted in Kadingilan II District, one of the educational districts under the Division of Bukidnon. The respondents of the study were the one hundred twenty-one (121) teachers. The study used the total enumeration sampling procedure, in which all teachers in Kadingilan II District, Division of Bukidnon, for the academic year 2025–2026 served as respondents.

FINDINGS

Presented below are the findings derived from this study.

The findings revealed that teachers demonstrated a consistently high level of emotional intelligence, particularly in self-awareness, self-regulation, and social skills. The use of "always" suggests that these competencies are consistently applied in professional interactions and decision-making. The result suggests that teachers are generally mindful of their emotions, capable of managing them effectively, and skilled in maintaining positive relationships with others. Such consistent emotional intelligence may contribute to a supportive and productive learning environment.

The results also showed that learners demonstrated a high level of resilience in Adaptability and Persistence. The interpretation of "always" suggests that students consistently adapt to challenges and remain determined to achieve their goals. The result indicates that learners are generally capable of coping with academic pressures and overcoming obstacles. Their resilience positively influences their overall academic performance and personal growth.

The findings further revealed a significant relationship between teachers' emotional intelligence and learners' resilience. The result suggests that higher levels of teachers' emotional intelligence are associated with greater resilience among learners. Teachers who effectively understand and manage emotions may help foster Adaptability and Persistence in their students. Therefore, strengthening teachers' emotional intelligence could enhance learners' resilience.

CONCLUSIONS AND RECOMMENDATIONS

Drawing from the study's findings, the following conclusions can be made:

The results revealed that teachers consistently exhibit high levels of emotional intelligence in terms of Self-Awareness, Self-Regulation, and Social Skills, all interpreted as "Always." The result indicates that teachers can understand and manage their emotions while maintaining positive interactions with students and colleagues. Their strong emotional intelligence contributes to supportive and effective classroom environments. Overall, these findings highlight that teachers' emotional competence is a key strength that enhances teaching quality and student well-being.

The results revealed that learners consistently demonstrate high levels of resilience in Adaptability and Persistence, both interpreted as "Always." The result indicates that learners are capable of adjusting to changing classroom conditions and maintaining effort toward academic goals despite challenges. Their resilience contributes to effective learning, problem-solving, and academic growth. Overall, these findings highlight that learners' Adaptability and Persistence are key strengths supporting their academic success and personal development.

The results revealed a significant positive relationship between teachers' emotional intelligence and learners' resilience. The result indicates that higher levels of teachers' Self-Awareness, Self-Regulation, and Social Skills are associated with greater Adaptability and Persistence among learners. Teachers' emotional competence plays a crucial role in fostering supportive learning environments that enhance students' resilience. Overall, these findings highlight the interconnectedness of teacher emotional intelligence and learning resilience in promoting academic and personal growth.

Derived from the study's conclusions, the following recommendations are proposed:

To the Teacher. Teachers can model adaptive and persistent behaviors to reinforce these traits in students. Incorporating strategies such as goal-setting, feedback, and opportunities for reflection can further strengthen learners' resilience. Promoting a culture of encouragement, perseverance, and problem-solving will help learners develop the skills needed to overcome challenges and succeed academically.

To the School Officials. School Officials may continue to support teachers' emotional intelligence through training, workshops, and reflective practices. Opportunities for peer collaboration and feedback can further enhance self-awareness, self-regulation, and social skills. Providing resources for stress management and emotional regulation can help sustain teachers' high emotional competence. Encouraging a school culture that values empathy, communication, and emotional awareness will benefit both teachers and learners, fostering a resilient, positive learning environment.

To the School Administrators. School Administrators may provide programs and training to develop teachers' emotional intelligence further, as it directly influences learners' resilience. Teachers may be encouraged to model adaptive and persistent behaviors to help students manage challenges. Incorporating practices such as reflective teaching, stress management, and collaborative activities can strengthen both teacher and learner competencies.

To the Future Researcher. Future researchers may argue that a school culture that values emotional awareness, empathy, and perseverance will enhance learners' overall resilience and success. Future researchers are encouraged to conduct similar studies with larger sample sizes and learners from different grade levels or schools to validate and expand the findings of this study. They may also explore other variables related to emotional intelligence and learners' resilience, such as academic performance, motivation, family support, and socioeconomic background, to gain a deeper understanding of the factors influencing learners' development. In addition, future studies may utilize different research designs, such as qualitative or mixed-method approaches, to provide more comprehensive insights into how emotional intelligence affects learners' resilience. Research may also develop and implement intervention programs to enhance learners' emotional intelligence and resilience, and evaluate their effectiveness in improving students' well-being and academic success.

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