

Teachers' Emotional Intelligence and Their Resiliency



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ABSTRACT: This study investigated the relationship between teachers' emotional intelligence (EI) and their resiliency. Specifically, it aimed to determine the levels of teachers' EI in terms of self-awareness, managing emotions, self-motivation, empathy, and social skills, and how these dimensions relate to their resiliency. The study employed a correlational and causal research design to explore the relationship between these variables. A total of 139 teachers from selected schools in the Division of Cagayan de Oro served as respondents, with stratified random sampling through Slovin's formula used to ensure a respondents' sample. Data were gathered through a two-part survey questionnaire checklist administered to the participants. Descriptive statistics such as Mean and Standard Deviation were used to assess the levels of emotional intelligence and resiliency, while Pearson Product Moment Correlation Coefficient analyzed the relationship between these variables. Multiple Linear Regression was applied to determine the extent to which emotional intelligence (either independently or in combination) predicts teachers' resiliency. Results showed a positive correlation between high emotional intelligence and greater resiliency among teachers. In conclusion, this study highlighted the importance of emotional intelligence in enhancing teachers' ability to cope with challenges, emphasizing the need for continued support. It is recommended that educational institutions prioritize programs to strengthen teachers' emotional intelligence to bolster their resiliency, particularly during challenging times.

KEYWORDS: emotional intelligence, resiliency, self-motivation, social skills, teachers

I. INTRODUCTION

Teachers tended to choose the path of teaching for some reason, but the most common was not just for financial stability but also for the passion of sharing their knowledge, and their experiences to pupils, which hopefully would have helped mold the young ones to be responsible citizens, upholding the future. It was also a given fact that there were still teachers who chose this profession as a career that brought sufficient income for the family, and these were the kind of teachers who easily broke when complexities emerge.

Teachers played a major role in instituting an effective learning process. They played a central role in implementing the curriculum, developing the competence of pupils, and ensuring a healthy class atmosphere. As expected, their competence and emotional intelligence were superior compared to the pupils in the school. Exploring their level of emotional intelligence and resiliency was significant.

The study of Mérida-López and Extremera (2020) highlighted this weakness among teachers as they stated that pre-service teachers with low occupational commitment and low emotional intelligence reported higher intentions to quit teaching than their counterparts with high levels of emotional intelligence. Findings also suggested appraisal of others' emotions and used of emotions as the main emotional intelligence dimensions related with occupational commitment to explain intention to quit teaching.

At present, education reform had become complex that it could have led teachers to mental confusion and emotional instability, adding to the harsh reality of the changing behavior of this generation where good manners were diminishing, replaced by rudeness and indifference coupled with ignorance and emotional sensitivity was the response of the pupils during class interaction. Teachers obviously played a vital role in the academic performance of pupils, where they were obligated to adapt to the new technology first and foremost; otherwise, the pupils would have been left behind in the fast-paced 21st century changes.

They needed to take into consideration our global experience where the whole world was overwhelmed with the sudden change of everyone's life. Teachers were even one of the most affected by the change, which turned the educational realm upside down. The existing research on teachers' mental health during the first year of the pandemic confirmed heightened levels of stress and emotional exhaustion among teachers in Canada and in other countries (Gadermann et al., 2023).

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Competencies and skills through various attributes were part of an effective teaching process and these elements were found in educational experts who are engaged in this field. Emotionally intelligent teachers showed emotional skills and practice them in their teaching. This made their professional careers successful. Emotionally intelligent teachers were described as thoughtful, reflective figures of character, and they were always flexible, as well as affirmative communicative figures.

They were also optimistic about positive behaviors of creational habits in teaching activities. Strong emotional intelligence (EI) and effective teaching was a necessary segment of teachers to flourish pupils' academic excellence (Taseer et al., 2023). Therefore, it was important to sustain teachers' mental well-being especially in times of depressive situation when different factors influenced how they cope with the challenges and normal stresses of life. The statement highlighted how important it was to maintain teachers' mental health, which was strongly related to their emotional intelligence and resilience. Teachers who possessed emotional intelligence, which was the capacity to identify, comprehend, and control emotions, were better able to handle difficult circumstances and preserve constructive relationships. Teachers who possessed emotional intelligence were better able to control their emotions, handle stress in a healthy way, and overcome hardship. Conversely, resilience was the ability to recover from setbacks by relying on both internal and external support networks. When combined, these qualities helped educators manage life's challenges, continue to function at a high level, and provide an example of adaptable behavior for their pupils, creating a more sustainable and healthy learning environment. In sustaining teachers' mental well-being academic institutions played an important role by providing them with the support services they needed especially in times when access to support is limited (Lugue & Galicia, 2021).

In the Philippines, under the measure, the Department of Education (DepEd), in coordination with the Department of Health (DOH) and the Philippine Mental Health Association (PMHA), was mandated to establish and promote programs and services for the welfare and well-being of teachers. These included regular mental health assessments of the teachers every school semester; regular counselling sessions focusing on stress management, emotional stability, and coping mechanisms; stress-reduction programs; access to peer support groups and mentoring programs with a focus on creating a safe space for expression and collaboration; and periodic seminars were led by mental health professionals to raise awareness and it improves understanding about mental health issues among teachers (Abasola, 2023).

The Philippines was one of the affected countries who shifted into the new normal of living. A lot of changes have happened in many aspects of society since then (Huang, 2023). Therefore, giving attention to the emotional well-being of teachers was also necessary, as a teacher's emotional stability had a significant impact during his/her everyday session with the pupils, it was a fact that an educator's mood of the day could make or break a pupil.

The researcher, who was one of the teachers in the North I District Division of Cagayan de Oro City, considered teachers' emotional intelligence as an important facet in determining teachers' resiliency. To the knowledge of the researcher, there were other studies using similar variables with this study that were conducted by other researchers. Yet, they wanted to investigate the selected teachers of Cagayan de Oro City on their emotional intelligence that plays a vital role towards teachers' resilience. Thus, it shows that even if Filipinos were resilient, the emotional well-beings of Filipino teachers still matter, their emotional intelligence can still be shaken due to the overbearing situations they faced not just at home but also at work. Thus, this study was conceptualized.

This study was guided by Abraham Maslow's theory of Humanism, a theory and term in psychology which was a study of a whole person, and the distinctiveness of every independent person, where the focus of the study was on teachers' emotional intelligence and their resilience. Emotional intelligence was the ability to evaluate, analyze, control and manage the emotions of yourself and others. Opinion was split on whether EI was an inborn skill or whether it can be learned and honed through measurement and training. Abraham Maslow – known for Maslow's hierarchy of needs – noted that people could build emotional strength and developed their ability to effectively handle and control emotions (HR Zone, 2024).

This study was also anchored to Senate Bill No 2258 or "The Teacher Mental Health and Wellness Act of 2023 as authored by Mark Villar, senator. Hence, the researcher was prompted to find out the resiliency of teachers based on their emotional intelligence. As Daniel Goleman said, Emotional intelligence (EI) refers to a different way of being smart. EI was a key to high performance, particularly for outstanding leadership. It was not one's Intelligence Quotient, but rather it was how one managed oneself and one's relationships with others, (Breevaart & Zacher, 2019).

Moreover, the theory of Humanism was crucial in finding out the resiliency level of teachers as their emotional intelligence stability permits. Guidance from the school leader may be the key factor of a harmonious relationship in school, but the level of emotional intelligence of the teachers still have an impact on the effective function of the institution. Resilience in the classroom was significant for three reasons. First, it was unrealistic to expect students to be resilient if teachers—who are typically the role models for students—do not show resilience (Allen et al., 2019). Second, teaching was a challenging profession in the current "age of diversity and sustainability" (Shirley et al., 2020). Refocusing attention from teachers stress and burnout to

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resilience would have helped us understand how teachers stayed committed and motivated during times of change. Thirdly, there was a high correlation between resilience—the capacity to overcome hardship and quickly and successfully regained strength or spirit—and self-efficacy as well as a strong sense of purpose.

II. METHODOLOGY

In this study, descriptive correlational (Turner, K., Stough, C. (2020).) and causal design were used. Whereas the causal design sought to ascertain cause-and-effect relationships between variables by manipulating an independent variable and measuring its impact on a dependent variable. The descriptive correlational design concentrated on finding statistical relationships between variables and measured variables without changing any of them (Pozo-Rico et al. (2023). These methods sought to determine, without changing either variable, the possible link between two variables: the emotional intelligence and resilience of teachers. Furthermore, because it was a causal design, it looked for patterns that indicated which independent factors, either separately or in combination, affected teachers' resilience.

The study's data was analyzed using the following statistical techniques: The emotional intelligence and resilience of teachers were assessed using the statement of problems 1 and 2, along with Mean and Standard Deviation. The Pearson Product Moment Correlation Coefficient was used to determine the meaningful association between the third problem. Using the teachers' emotional intelligence and resiliency as stated in Problem 4, Multiple Linear Regression was utilized to determine which independent variable(s) best predicted the teachers' resiliency either alone or in combination.

III. RESULTS AND DISCUSSION

Problem 1. What is the level of the teachers' emotional intelligence in terms of the following:

- 1.1 self-awareness;
- 1.2 managing emotions;
- 1.3 self-motivation;
- 1.4 empathy; and
- 1.5 social skills?

Table 1: Summary Table of Emotional Intelligence

Variables	Mean	SD	Description	Interpretation
Self-awareness	4.52	0.58	Strongly Agree	Very High
Managing Emotions	4.21	0.74	Agree	High
Self-motivation	4.21	0.69	Agree	High
Empathy	4.22	0.65	Agree	High
Social Skills	4.24	0.68	Agree	High
Overall	4.28	0.67	Agree	High

Note: 4.50-5.0 Very High; 3.50-4.49 High; 2.50-3.49 Moderately High; 1.50-2.49 Low; 1.0-1.49 Very Low

Table 1 provides a summary of the levels of emotional intelligence across five variables: self-awareness, managing emotions, self-motivation, empathy, and social skills. The overall Mean of 4.28 with SD of 0.67, indicates that teachers Agree that they exhibit a High level of emotional intelligence. This finding highlights the significant role of emotional intelligence in the teaching profession, enabled educators to manage their emotions, connect with students, and create an effective learning environment. The high level of emotional intelligence demonstrated by teachers underscores their ability to navigate the complex emotional and interpersonal demands of their profession. Emotional intelligence supports not only their personal well-being but also their professional effectiveness, as it directly influence classroom management, students engagement, and conflict resolution. The Standard Deviation of 0.67, while moderate, indicates some variability in emotional intelligence levels, suggesting opportunities for target interventions to address individual needs. Providing professional development tailor to enhancing specific emotional intelligence components—such as empathy or managing emotions—could further strengthen teachers' overall competence. Investing in these areas not only benefited the educators but also fostered a positive and emotionally supportive school environment, which is critical for the holistic development of students. Emotional intelligence is essential for teachers to adapt to challenges, maintain positive relationships, and foster a supportive classroom atmosphere, as emphasized by Jennings et al. (2023).

The highest-rated variable is self-awareness with a Mean of 4.52 with SD = 0.58, described as Strongly Agree with a Very High interpretation. This highlighted that teachers excelled in understanding their emotions and their triggers, which is a

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foundation for other components of emotional intelligence. This strong self-awareness equipped teachers to remain reflective in their practice, enable them to assess their emotional responses and adjusted their actions to maintain a positive classroom atmosphere. It also enhances their ability to model emotional regulation for their students, fostering a culture of self-reflection and emotional intelligence within the classroom. Furthermore, high self-awareness supports professional growth, as teachers who understood their emotional strengths and weaknesses are better positioned to seek relevant development opportunities. This trait was especially valuable in high-stress situations, allowing educators to remain composed and make thoughtful decisions. By continuously nurturing self-awareness, teachers enhance their resilience and effectiveness, ultimately contributing to improve educational outcomes for their students. According to Goleman (2021), self-awareness enhance educators' ability to self-regulate and make informed decisions, especially in high-pressured situations. It also allows teachers to reflect on their practices and adjust their approaches to meet students' needs effectively.

However, the variables managing emotions with a Mean of 4.21 with SD = 0.74 and self-motivation with a Mean of 4.21 with SD = 0.69, though rated High, had the lowest mean scores among the variables. These findings suggest that while teachers are generally adept in these areas, they may face challenges in consistently regulating emotions and sustain motivation in the face of adversity. The slightly lower scores in managing emotions and self-motivation indicate areas where additional support and resources could enhance teachers' overall emotional intelligence. Challenges in regulating emotions may stemmed from high stress, workload, or the emotional demands of dealing with diverse classroom dynamics, which can impact decision-making and relationships. Similarly, sustaining motivation is hindered by factors such as burnout, limited recognition, or insufficient professional growth opportunities. Addressing these challenges through target interventions—such as stress management workshops, wellness programs, and systems for acknowledging and rewarding teacher achievements—could help reinforce these skills. By strengthening their capacity to manage emotions and maintain motivation, teachers achieved greater personal resilience and foster a more stable and inspiring learning environment for their students. Research by Baer et al. (2022) highlighted that managing emotions is often more demanding in high-stress environments, such as schools, and that target emotional regulation strategies, such as mindfulness training, could support educators in this regard. Similarly, Ryan and Deci (2021) emphasized that self-motivation among teachers enhanced through professional development programs that addressed intrinsic and extrinsic motivators.

Problem 2. What is the level of resiliency of the teachers?

Table 2 highlighted the level of teachers' resiliency based on their responses to various indicators. The overall Mean of 4.16 with SD = 0.66, indicates that teachers Agree, they exhibit a High level of resiliency. This finding highlighted the adaptive capacity of teachers to navigate challenges, maintain a positive outlook, and sustained their professional and personal responsibilities. Resiliency was a vital trait for educators as it fosters perseverance, adaptability, and emotional strength in managing classroom demands and external stressors. The high level of resiliency among teachers underscores their ability to recover from setbacks and maintain effectiveness in dynamic and often challenging educational environments. This trait enabled them to remain focused on their goals, even in the face of adversity, while continuing to provide consistent support to their students. However, the Standard Deviation of 0.66 indicates some variability, suggesting that not all teachers could feel equally resilient. Providing access to mentorship programs, peer support networks, and professional development in stress management and coping strategies could further strengthen this essential competency. Enhancing resiliency not only benefits teachers' well-being but also positively impacted their classroom performance, fostering a more stable and supportive learning environment for their students. According to Masten (2021), resiliency among educators enhances their ability to sustain effective teaching practices in dynamic and challenging environments.

Table 2: Level of Resiliency

Indicators	Mean	SD	Description	Interpretation
1. I enjoy being the leader.	3.88	0.87	Agree	High
2. I enjoy a good challenge.	4.17	0.71	Agree	High
3. I like finding solutions to issues.	4.07	0.67	Agree	High
4. I can solve most of my problems.	4.24	0.66	Agree	High
5. I am certain that I am a great person.	4.21	0.63	Agree	High
6. I know what to do in most situations I face.	4.24	0.64	Agree	High
7. I normally feel at ease in new environment.	3.95	0.74	Agree	High
8. I know what I want to achieve from each day.	4.32	0.54	Agree	High
9. I am really motivated to accomplish my goals.	4.33	0.58	Agree	High

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10. I am confident to overcome most challenges I face.	4.37	0.57	Agree	High
11. I genuinely like figuring out the root reasons of issues.	4.15	0.57	Agree	High
12. I assist people in overcoming obstacles and problem.	4.04	0.70	Agree	High
Total	4.16	0.66	Agree	High

Note: 4.50-5.0 Very High; 3.50-4.49 High; 2.50-3.49 Moderately High; 1.50-2.49 Low; 1.0-1.49 Very Low

The indicator 10, *I am confident to overcome most challenges I face*, has the highest Mean of 4.37 with SD = 0.57, described as Agree with a High interpretation. This result reflects the teachers' strong belief in their problem-solving abilities and their capability to manage adversities effectively. This confidence in overcoming challenges is a critical aspect of resiliency, enables teachers to approach difficulties with a proactive and solution-oriented mindset. Such self-assurance not only helps educators navigate their own professional hurdles but also allows them to inspire and guide students through their struggles. The relatively low Standard Deviation of 0.57 indicates consistency among respondents, suggests that this belief is widely shared across the teaching cohort. Building on this strength through opportunities to refine problem-solving skills, such as collaborative training sessions or workshops on innovative teaching strategies, could further enhance their effectiveness. Moreover, fostering a culture of support and recognition within schools could reinforce teachers' confidence, ensuring they continue to thrive despite the inherent challenges of the profession. Confidence in overcoming challenges is a cornerstone of resilience, as highlighted by Robertson et al. (2022), who noted that self-efficacy plays an essential role in sustaining motivation and emotional stability during periods of stress and uncertainty.

Contrarily, the indicator 1, *I enjoy being the leader*, with the lowest Mean of 3.88, with SD = 0.87, also interpreted as High. While teachers generally agree with this statement, the relatively lower score suggests that some educators may feel less inclined toward leadership roles. This finding indicates that while many teachers are comfortable taking on leadership responsibilities, others may lack the confidence, interest, or experience needed to fully embrace such roles. The higher Standard Deviation of 0.87 highlights variability, suggesting that individual differences, such as personality traits or past leadership experiences, may influence their comfort level. Encouraging leadership development through mentorship programs, professional training, and opportunities to take on smaller leadership roles could help educators build their confidence and skills. Additionally, fostering a collaborative leadership culture, where shared responsibilities were valued, may appeal to teachers who prefer teamwork over individual leadership. Strengthening teachers' leadership abilities not only empowered them professionally but also benefited the school community by cultivating a diversified pool of capable leaders. This aligns with findings from Greenfield and Stein (2023), who observed that while many teachers possessed leadership potential, factors such as self-perception, institutional support, and workload demands influenced their willingness to assume leadership responsibilities. Addressing these barriers through leadership training and supportive mentoring programs could empower more teachers to embrace leadership roles.

Problem 3. Is there a significant relationship between the emotional intelligence of teachers and their resiliency?

Table 3 highlights the results of a correlation analysis investigating the relationship between teachers' emotional intelligence (EI) and their resiliency. Five dimensions of EI—self-awareness, managing emotions, self-motivation, empathy, and social skills—are evaluated for their respective correlations with resiliency. The analysis revealed statistically significant positive correlations across all dimensions, as indicated by p-values of 0.000, which were well below the 0.01 threshold for significance. These results suggested that all dimensions of emotional intelligence significantly contribute to teachers' ability to remain resilient in the face of challenges. This strong positive correlation underscores the interconnected nature of emotional intelligence and resiliency, highlighting that teachers who excelled in understanding and managing their emotions were better equipped to adapt and persevere during difficult times. For instance, managing emotions and empathy might be able to help educators identify their emotional triggers and build supportive relationships, while self-motivation and social skills drove them to seek solutions and maintain optimism.

Table 3: Correlation Analysis

Independent Variables	r-value	p-value	Degree of Correlation	Decision on Ho	Interpretation
Self-awareness	0.397	0.000	Low Positive	Reject	Significant
Managing Emotions	0.647	0.000	Moderate Positive	Reject	Significant
Self-motivation	0.704	0.000	High Positive	Reject	Significant
Empathy	0.629	0.000	Moderate Positive	Reject	Significant
Social Skills	0.722	0.000	High Positive	Reject	Significant

****.** Correlation is significant at the 0.01 level (2-tailed)

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The findings also emphasized the importance of a holistic approach to develop emotional intelligence, as improvements in any one dimension could enhance overall resiliency. Integrating emotional intelligence training into professional development programs could thus had a dual benefit: strengthening teachers' emotional competencies and bolstering their capacity to cope with adversity. These insights reinforced the critical role of emotional intelligence as a foundational skill set for fostering a resilient and effective teaching workforce.

The relationship between self-awareness and resiliency yields an R-value of 0.397, classified as a low positive correlation. This implies that while self-awareness—teachers' ability to recognize and understand their emotions—play a role in enhancing resiliency, its impact was modest compared to other dimensions. The low positive correlation between self-awareness and resiliency suggested that while understanding one's emotions is beneficial, it might not be the sole driver of a teacher's capacity to recover from challenges. This could indicate that other factors, such as external support systems or situational variables, might play a more significant role in fostering resiliency. However, self-awareness remain an essential foundation, as it enable educators to identify stressors and implement strategies to manage them effectively. Strengthening self-awareness through reflective practices, such as journaling or peer feedback, could further enhance its contribution to resiliency. Additionally, integrating self-awareness with other dimensions of emotional intelligence, like managing emotions and social skills, might amplify its overall impact on teachers' ability to navigate adversity. Nonetheless, self-awareness provides a foundational skill for emotional regulation and adaptive behavior, which were important for managing stress (Goleman, 2021).

Managing emotions demonstrated a moderate positive correlation (R-value of 0.647), indicating a stronger link between this EI dimension and resiliency. Teachers who could effectively regulate their emotions are better equipped to maintain composure and productivity under pressure, make this skill vital for enduring the demands of their profession. The moderate positive correlation underscores the importance of emotional regulation as a cornerstone of resiliency. Teachers who could manage their emotions effectively are not only more capable of navigating stress but also served as role models for their students, demonstrating constructive ways to handle challenging situations. This skill allowed educators to approach problems with a calm and solution-oriented mindset, reducing the likelihood of emotional burnout. Additionally, managing emotions could enhance interpersonal relationships within the school community, as emotionally regulated teachers are more likely to engage in positive and collaborative interactions. Invested in professional development focused on emotional regulation techniques, such as mindfulness and stress management, can further strengthen this connection and equip teachers to thrive amidst the complexities of their profession. Emotional regulation is particularly relevant in education, where teachers frequently navigate complex interpersonal and professional challenges (Petrides et al., 2022).

Self-motivation showed a high positive correlation (R-value of 0.704), underscoring its significant role in fostering resiliency. Teachers who possess strong intrinsic motivation are more likely to persevere through difficulties, demonstrating a proactive and goal-oriented mindset that bolsters their capacity to adapt and overcome adversity. The high positive correlation highlights self-motivation as a critical driver of resiliency, enable teachers to maintain focus and commitment even in challenging circumstances. Intrinsically motivate educators are more likely to view setbacks as opportunities for growth rather than insurmountable obstacles, which fosters a sense of purpose and determination. This proactive attitude not only supports their professional effectiveness but also inspires their students to adopt a similar approach to challenges. Moreover, self-motivated teachers were often more inclined to seek out professional development and innovative strategies, further enhancing their adaptability and problem-solving capabilities. Schools could support this by recognizing achievements, setting clear goals, and providing opportunities for career advancement, all of which reinforced teachers' intrinsic motivation and, consequently, their resiliency. This finding emphasized the importance of cultivating a positive internal drove to enhance teachers' ability to manage prolonged stress (Cherniss, 2023).

Empathy, with a moderate positive correlation (R-value of 0.629), highlighted the role of understanding and responding to others' emotions in building resilience. Empathy enables teachers to foster supportive relationships, both with colleagues and students, creating a network of mutual understanding that enhances emotional strength. This moderate correlation underscores that empathy not only strengthens interpersonal connections but also provides a foundation for collaborative problem-solving and emotional support. Teachers who demonstrate empathy are more likely to cultivate trust and open communication, enable them to navigate conflicts and challenges with greater ease. Additionally, empathetic interactions with students foster a positive classroom climate, where emotional needs are acknowledged, and learners feel valued. This supportive environment benefited teachers as well, as it reduces stress and enhance job satisfaction, contributing to their overall resilience. Encouraging empathy through training in active listening and cultural sensitivity could further enhance its role in fostering a resilient and emotionally intelligent teaching workforce. By connecting with others on an emotional level, teachers mitigated feelings of isolation and strengthen their overall emotional well-being (Bar-On, 2023).

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Finally, social skills emerge as the dimension with the highest correlation to resiliency (R-value of 0.722), reflecting a strong positive relationship. This finding illustrates the essential importance of effective communication, collaboration, and relationship management in promoting resiliency. The strong positive correlation between social skills and resiliency emphasizes that teachers who excelled in building and maintaining positive relationships were better equipped to navigate professional challenges. Effective communication and collaboration not only facilitate problem-solving but also creates a support network among colleagues, reducing feelings of isolation and stress. Socially skilled teachers are more adept at fostering a cohesive classroom environment, where mutual respect and understanding enhance both students' engagement and teachers' satisfaction. These skills also enable teachers to work effectively with parents and administrators, ensuring a unified approach to addressing educational and emotional needs. Enhancing social skills through team-building activities, conflict resolution training, and opportunities for collaborative projects could further solidify their role in fostering resilience, benefited both educators and their broader school communities. Teachers who excel in social skills are more adept at resolving conflicts, seeking support, and maintaining harmonious relationships, which are essential for sustaining resilience in a demanding professional environment (Zeidner et al., 2024).

Overall, the rejection of the null hypothesis for all dimensions signify that there are significant relationships between emotional intelligence and resiliency among teachers. These findings aligned with contemporary research emphasizing the importance of emotional competencies in enhancing psychological resilience. The significant and positive correlations suggest that interventions aim at developing teachers' EI—such as training in emotional regulation, empathy, and social skills—could effectively strengthen their resiliency, ultimately improving their well-being and professional performance.

Problem 4. Which of the independent variables singly or in combination influenced teachers' resiliency?

Table 4: Multiple Linear Regression

Independent Variables	Unstandardized Coefficients		Standard Coefficient Beta	T	Sig.
	B	Std. Error			
Constant	0.561	0.404		1.387	0.169
Self-awareness	-0.146	0.110	-0.111	-1.329	0.187
Managing Emotions	0.135	0.095	0.150	1.918	0.159
Self-motivation	0.381	0.101	0.358	3.762	0.000
Empathy	0.175	0.115	0.157	1.522	0.131
Social Skills	0.310	0.108	0.307	2.966	0.004
	R=0.791	R ² =0.626	F=32.480	Sig.=0.000	

a. Dependent Variable: Resiliency

b. Predictors: (Constant), self-awareness, managing emotions, self-motivation, empathy, social skills

Table 4 presented the results of a Multiple Linear Regression analysis explored the influence of five emotional intelligence (EI) dimensions—self-awareness, managing emotions, self-motivation, empathy, and social skills—on teachers' resiliency. The regression model was statistically significant ($F = 32.480$, $p = 0.000$), with an R-value of 0.791 and an R^2 value of 0.626. This indicates that the model explains approximately 62.6% of the variance in teachers' resiliency, highlight the combined importance of these EI variables in predicting resiliency. However, the individual significance of the predictors vary. Among the independent variables, self-motivation and social skills emerged as significant predictors of resiliency. Self-motivation ($B = 0.381$, $\beta = 0.358$, $t = 3.762$, $p = 0.000$) had the strongest influence, emphasizing its role as an essential determinant of resiliency. Teachers who exhibit high levels of intrinsic motivation are better equipped to maintain perseverance and adapt to challenges, showcasing their capacity to overcome professional stress and adversity. Similarly, social skills ($B = 0.310$, $\beta = 0.307$, $t = 2.966$, $p = 0.004$) also significantly contributed to resiliency, underline the importance of effective communication and relationship-building in fostering a supportive and collaborative environment. These findings suggest that teachers' ability to connect with others and build strong interpersonal networks is important for developing emotional strength and adaptability.

Recent studies had identified self-motivation and social skills as significant predictors of teacher resilience. Self-motivation, often conceptualized as self-efficacy, had been shown to enhance teachers' perseverance and adaptability in the face of challenges. For instance, Heng and Chu (2023) found that teacher self-efficacy positively affects resilience, enabled educators to cope effectively with adverse circumstances. Similarly, social skills contributed to resilience by fostering effective communication and relationship-building, which were essential for creating supportive and collaborative environments. Kusuma

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and Fathiyah (2024) demonstrated that social support, a component closely related to social skills, predicted teacher resilience, highlighting the importance of interpersonal relationships in overcoming professional stress and adversity.

In contrast, the other EI dimensions — self-awareness ($B = -0.146$, $\beta = -0.111$, $p = 0.187$), managing emotions ($B = 0.135$, $\beta = 0.150$, $p = 0.159$), and empathy ($B = 0.175$, $\beta = 0.157$, $p = 0.131$) — do not significantly influenced resiliency when considered independently. Although these dimensions are integral components of emotional intelligence, their standalone effects on resiliency might be less pronounced. For instance, self-awareness, while essential for understanding personal emotions, might not directly translated to resilience unless paired with other attributes like motivation and interpersonal skills. Similarly, managing emotions and empathy likely play more contextual or supporting roles in building resiliency. This perspective was supported by research indicating that while these EI dimensions are important for emotional and social functioning, their standalone effects on resilience are not as pronounced. For instance, a study published in *Psychology Today* emphasizes that effective relationship management often rely on strong social awareness, suggested that the interplay between different EI components was essential for fostering resilience (Hanley-Dafoe, 2024).

The overall significance of the regression model highlighted that emotional intelligence, as a multidimensional construct, had a profound impact on resiliency, particularly when self-motivation and social skills were prioritized. These findings aligned with existing literature that emphasized the importance of fostering self-driven behaviors and cultivating strong social connections to enhance emotional and professional resilience (Cherniss, 2023; Zeidner et al., 2024). Therefore, professional development programs aim at improving resiliency in teachers should focus on enhancing self-motivation and social skills, while integrating self-awareness, managing emotions, and empathy as complementary skills.

IV. CONCLUSIONS

Based on the significant findings of the study the following conclusions were obtained.

1. Teachers generally exhibited a high level of emotional intelligence in self-awareness. Teachers are well-attuned to their emotions contributing to reflective practices and effective classroom management.
2. Teachers can adapt to challenges, maintain a strong sense of purpose and stay committed to their role in fostering students' growth and learning.
3. Self-awareness had a weaker connection, others exhibited a stronger and more significant positive association like the social skills.
4. Self-driven behaviors and cultivating strong social connections to enhance emotional and professional resilience

V. RECOMMENDATIONS

In connection with the findings drawn and conclusions formulated, the following recommendations were hereby suggested:

1. Sustained the level of emotional intelligence in self-awareness. Conduct regular workshops on managing emotions and self-motivation to help teachers recognized and regulated their emotions effectively.
2. Providing ongoing professional development by offering training programs focused on stress management, adaptive teaching strategies, and personal growth to help teachers maintain and enhance their resilience.
3. Encouraged constructive feedback mechanisms among peers, veteran teachers and supervisors to improve teachers' self-awareness and social skills through external perspectives ensuring a balanced growth in these competencies.
4. Since self-motivation and social skills emerged as significant predictors of resiliency, teachers were encouraged to implement recognition and reward systems in order to recognize and celebrate teachers' achievements, such as awards, positive feedback, or public acknowledgment, to sustain their motivation.

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