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TEACHER SOCIAL-EMOTIONAL COMPETENCE AND STUDENT ACADEMIC RESILIENCE IN THE DIVISION OF PANABO CITY

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ABSTRACT

This study aimed to determine the significance of the relationship between teacher social-emotional competence and student academic resilience in selected secondary schools in the Division of Panabo City. Using a descriptive-correlational research design, data were gathered from 218 teacher-respondents through validated and pilot-tested instruments. The study measured teacher social-emotional competence in terms of self-awareness, social awareness, self-management, relationship management, and responsible decision-making. Student academic resilience was also assessed using established indicators. Statistical tools such as weighted mean, Pearson product-moment correlation, and regression analysis were employed, with hypotheses tested at a 0.05 level of significance. Findings revealed that both teacher social-emotional competence and student academic resilience were rated as extensive, indicating that these were oftentimes evident among respondents. A significant positive relationship was found between teacher social-emotional competence and student academic resilience. Furthermore, all five domains of teacher social-emotional competence significantly influenced student academic resilience, with relationship management having the strongest predictive value. The study concluded that emotionally competent teachers contribute meaningfully to enhancing students' resilience in facing academic challenges. These results conform to the theories of Social Learning (Bandura), Constructivism (Vygotsky), Emotional Intelligence (Goleman), and Self-Determination (Deci & Ryan), emphasizing the importance of social-emotional competence in education.

KEYWORDS: *Social-Emotional Competence; Academic Resilience; Teacher Behavior; Emotional Intelligence; Secondary Education; Student Outcomes; Panabo City.*

INTRODUCTION

In today's education landscape, the role of teachers extends beyond academic instruction to fostering students' emotional well-being. Social-emotional competence in teachers—the ability to manage emotions, build relationships, and make responsible decisions—has become vital in promoting positive learning environments. Similarly, student academic resilience, or the capacity to persist through challenges, is essential for academic success.

International research highlights that teachers with strong SEC contribute to improved student outcomes, including resilience and engagement. Countries like the U.S., Finland, and Canada have shown the benefits of integrating social-emotional learning into education systems. However, there remains limited understanding of how SEC affects student resilience in diverse and resource-constrained contexts.

In the Philippines, students often face poverty, family obligations, and natural disasters, all of which hinder resilience. While DepEd supports holistic education, programs enhancing teacher SEC are inconsistently implemented. Particularly in rural areas like Panabo City, where teachers handle large classes and scarce resources, the emotional demands are high and support systems are limited.

Despite these challenges, few studies explore how teacher SEC supports student resilience in such local settings. This study addresses that gap, aiming to understand how emotionally competent teachers in Panabo City influence student resilience. Findings may guide policies and professional development to strengthen teacher SEC, ultimately fostering more resilient learners and improving educational outcomes in underserved communities.

REVIEW OF SIGNIFICANT LITERATURE

The related literature of this study provided inputs about teacher social- emotional competence and student academic resilience. Also, it presented varied studies showcasing the association of the involved variables in this study. The independent variable focused on in this study is about teacher social- emotional competence. It has five indicators namely;

self-awareness, social awareness, self- management, relationship management, responsible decision-making (Zhou & Ee, 2022). Meanwhile, the dependent variable is student academic resilience. It has three indicators namely; perseverance, reflecting and adaptive help-seeking, and negative affect and emotional response (Cassidy, 2019).

Teacher Social- Emotional Competence

Teacher social-emotional competence social-emotional competence is crucial in shaping the social, emotional, and academic development of students.

The concept of social-emotional competence encompasses a teacher's ability to recognize and manage their own emotions, develop empathy, establish positive relationships, make responsible decisions, and constructively handle challenging situations. These skills not only enhance teachers' professional effectiveness but also significantly impact the learning environment, ultimately influencing students' academic resilience. Mingming Zhou and Jessie Ee (2022) emphasized in their development and validation of the Social Emotional Competence Questionnaire (SECQ) that social-emotional competence is a multifaceted construct, consisting of self-awareness, social awareness, self-management, relationship management, and responsible decision-making. These dimensions enable teachers to foster positive relationships with students, thereby creating a supportive learning environment that nurtures academic resilience.

Self-awareness is the foundational component of social-emotional competence. It involves the ability to recognize one's emotions, strengths, and limitations. Teachers with strong self-awareness can reflect on their emotional states, understanding how these emotions influence their interactions with students and their overall teaching practice. According to Zhou and Ee (2022), self- awareness enables teachers to self-regulate their behaviors and adopt a metacognitive approach to their emotions, allowing them to manage classroom dynamics more effectively. A teacher who is attuned to their emotional responses can model emotional intelligence for their students, thereby promoting a classroom culture that encourages emotional expression and empathy. Self-awareness has been linked to improved decision-making and stress management, both of which are essential for creating a learning environment where students feel safe to engage and persevere through academic challenges.

Social awareness, another key component of social-emotional competence, refers to the ability to empathize with others and understand social cues. Teachers who demonstrate strong social awareness are better equipped to recognize the emotional and social needs of their students, fostering a supportive environment that is conducive to learning. Zhou and Ee (2022) noted that empathy allows teachers to respond appropriately to students' emotional states, which is critical for building trust and rapport. Socially aware teachers can identify when students are struggling emotionally or socially, and they can provide the necessary support to help students navigate these challenges. This competence is particularly important in fostering academic resilience, as students who feel understood and supported by their teachers are more likely to exhibit perseverance and adaptive help-seeking behaviors, which are critical components of resilience (Cassidy, 2019).

Self-management, or the ability to regulate one's emotions and behaviors in various contexts, is crucial for maintaining a positive classroom environment. Teachers who can manage their emotions effectively are better able to remain calm and composed during stressful situations, which directly impacts the emotional climate of the classroom. As Zhou and Ee (2022) highlighted, teachers who possess strong self-management skills are more likely to develop positive relationships with students and handle classroom disruptions constructively. Effective self-management also allows teachers to model emotional regulation for their students, demonstrating how to handle frustration, anger, or anxiety in a healthy manner. This modeling is critical for students, as they learn to emulate their teachers' emotional regulation strategies, which can enhance their own academic resilience by helping them manage stress and maintain focus on their academic goals.

Relationship management is another critical component of teacher social- emotional competence. This involves the ability to build and maintain positive relationships with students, colleagues, and parents. Strong relationship management skills enable teachers to create a collaborative and supportive classroom environment, where students feel valued and understood. Zhou and Ee (2022) emphasized the importance of teachers' ability to manage conflicts, provide emotional support, and foster a sense of belonging among students. When students feel connected to their teachers and peers, they are more likely to engage in the learning process and persevere through academic difficulties. Research has shown that students who have strong relationships with their teachers are more likely to develop academic resilience, as these relationships provide a source of emotional and social support that helps students navigate academic challenges (Lavy & Naama-Ghanayim, 2020). Responsible decision-making, the final component of social-emotional competence, involves the ability to make ethical and constructive decisions in the classroom, considering the well-being of students and the broader school community. Teachers who excel in responsible decision-making are able to weigh the consequences of their actions and make choices that promote a positive learning environment. Zhou and Ee (2022) noted that responsible decision-making is closely linked to the development of social responsibility and ethical reasoning, both of which are essential for creating a classroom culture that values fairness, respect, and cooperation. Teachers who model responsible decision-making encourage students to adopt similar behaviors, which can enhance their ability to make thoughtful and responsible choices in their own academic and social lives. This skill is particularly important for fostering academic resilience, as students who make

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responsible decisions are more likely to engage in behaviors that support their academic success, such as seeking help when needed and persisting through challenges.

The significance of teacher social-emotional competence in promoting student academic resilience is supported by a growing body of research. Studies have shown that teachers who possess high levels of social-emotional competence are more effective in creating supportive and inclusive learning environments that promote student engagement, motivation, and resilience (Schonert-Reichl, 2019). In a meta-analysis conducted by Durlak et al. (2021), it was found that social-emotional learning programs that focus on enhancing teachers' social-emotional competence have a significant positive impact on student academic outcomes. These programs help teachers develop the skills necessary to support students' emotional and social development, which in turn enhances students' ability to cope with academic stress and persevere through challenges.

Locally, in the context of the Division of Panabo City, the emphasis on developing teachers' social-emotional competence is critical for addressing the challenges faced by students in the region. The educational landscape in Panabo City is shaped by various socio-economic factors that impact students' academic resilience, including poverty, family instability, and limited access to resources. Teachers in Panabo City play a vital role in providing the emotional and social support that students need to overcome these challenges and succeed academically. By developing their social-emotional competence, teachers can create a nurturing and supportive learning environment that fosters student academic resilience, helping students to persevere in the face of adversity and achieve their academic goals.
Teacher social-emotional competence is a critical factor in promoting student academic resilience. The five core components of social-emotional competence, self-awareness, social awareness, self-management, relationship management, and responsible decision-making, enable teachers to create supportive learning environments that nurture students' emotional and social development. By fostering strong relationships with students, managing their own emotions effectively, and modeling responsible decision-making, teachers can help students develop the resilience they need to succeed academically. As research continues to highlight the importance of social-emotional competence in education, it is essential for schools to invest in professional development programs that enhance teachers' social-emotional skills, ultimately benefiting both teachers and students.

STATEMENT OF THE PROBLEM

This study determined the relationship between the teacher social- emotional competence and student academic resilience. More specifically, it sought to answer the following questions:

1. What is the extent of teacher social-emotional competence in terms of:
    - 1.1. Self- Awareness;
    - 1.2. Social Awareness;
    - 1.3. Self- Management;
    - 1.4. Relationship Management; and
    - 1.5. Responsible Decision-making?
2. What is the extent of student academic resilience in terms of:
    - 2.1. Perseverance;
    - 2.2. Reflecting and adoptive help-seeking; and
    - 2.3 Negative affect and emotional response?
3. Is there a significant relationship between the teacher social-emotional competence and student academic resilience?
4. Which of the domains of the teacher social-emotional competence significantly influence student academic resilience

METHODOLOGY

This chapter introduces the methodological aspect of the study. This covers the research design, research respondents, research instruments, data gathering procedure, and data analysis employed in this investigation.

Research Design

This study employed a quantitative research approach, specifically utilizing a descriptive correlational design. Quantitative research involves the systematic collection and analysis of numerical data to explain relationships among variables and test hypotheses through statistical techniques (Creswell & Creswell, 2018). The descriptive correlational technique is particularly useful for identifying the relationships between variables in their natural settings, without any manipulation from the researcher (Davis, 2021). This approach is ideal for investigating how teacher social-emotional competence relates to student academic resilience, as it allows for the exploration of these variables as they naturally occur in the educational context.

The descriptive aspect of the design focuses on capturing and describing the key features of teacher social-emotional competence and student academic resilience, giving insight into how teachers' emotional skills and student resilience

manifest in real classroom environments. Meanwhile, the correlational component seeks to identify whether a relationship exists between these two variables and, if so, the nature of this relationship, whether positive or negative (Kabir, 2019). This design is appropriate for this study, as it helps establish the strength and direction of the relationship between teacher behaviors and student outcomes without interfering with the teaching or learning processes.

By utilizing a descriptive correlational design, this study is able to provide valuable insights into the potential influence of teacher social-emotional competence on student academic resilience. The choice of this design aligns with the objective of understanding associations between teacher emotional skills and students' ability to cope with academic challenges, offering a robust methodological foundation for the analysis (Apuke, 2017). This design helps in identifying key areas where teacher interventions might be developed to enhance student resilience and academic success.

Research Respondents

The respondents of this study will be 218 teachers from the Division of Panabo City, chosen to represent the population of educators in this area. These teachers will be purposively selected from both elementary and secondary levels, ensuring a diverse range of teaching experiences and backgrounds, which is crucial for gathering comprehensive data on teacher social-emotional competence and its relationship to student academic resilience. The teachers' participation will offer valuable insights into how their social-emotional skills influence their students' ability to persevere, adapt, and cope with academic challenges.

Selecting teachers as respondents is integral because educators play a pivotal role in shaping students' academic experiences. Teachers' self-awareness, relationship management, and responsible decision-making can significantly impact the classroom environment and, consequently, student outcomes (Brackett, 2019). Since this study seeks to explore how teachers' social-emotional competence influences student resilience, focusing on teachers allows the research to pinpoint specific competencies that enhance student success in dealing with academic adversity (Jennings & Greenberg, 2019). Given the demanding nature of the teaching profession, assessing teachers' emotional and interpersonal skills can also highlight areas for professional development and emotional support.

Moreover, the use of a sample size of 218, derived from statistical sampling methods, ensures that the data collected will be both valid and reliable. This sample size allows for a robust analysis of the correlational relationship between the independent variable and the dependent variable without overburdening the research process or introducing sampling bias (Creswell & Creswell, 2018). Teachers' responses to surveys or assessments regarding their social-emotional skills and perceptions of student resilience will provide the data necessary for the study, contributing to a more profound understanding of how teacher competence affects student outcomes in the Panabo City Division.

Research Instruments

The primary instrument for data collection was a structured questionnaire designed to measure both, teacher social-emotional competence and student academic resilience. The questionnaire consisted of closed-ended questions with Likert-scale items to quantify perceptions and experiences.

For data collection, this study utilized an adapted survey questionnaire. The questionnaire that was employed in this undertaking was divided into two sets. The first set focused on the extent of teacher social- emotional competence. The second set focused on the extent of student academic resilience.

Data Analysis

The data analysis for this study will employ various statistical tools to address the specific research questions and hypotheses outlined in the Statement of the Problem. The following statistical tools will be utilized:

Weighted Mean: To answer the first two research questions regarding the extent of teacher social-emotional competence and student academic resilience, descriptive statistics will be calculated. Mean will be used to summarize and describe the characteristics of the data related to self-awareness, social awareness, self-management, relationship management, responsible decision- making, perseverance, reflecting and adaptive help-seeking, and negative affect and emotional response.

Pearson Product-Moment Correlation Coefficient (r): To investigate the third research question regarding the significant relationship between teacher social-emotional competence and student academic resilience, Pearson correlation analysis will be conducted. This statistical test will help determine the strength and direction of the linear relationship between the two variables. Additionally, to test the null hypothesis (Ho1), a significance level (alpha) of 0.05 will be set, and the results will be interpreted accordingly.

Multiple Regression Analysis: To answer the fourth research question concerning which domains of teacher social-emotional competence significantly influence student academic resilience, multiple regression analysis will be conducted.

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This analysis will assess the individual contributions of the domains (self-awareness, social awareness, self-management, relationship management, and responsible decision-making) in predicting student academic resilience. The results will provide insight into the significance and impact of each domain on academic resilience, allowing for a more comprehensive understanding of the relationship between these variables.

RESULTS AND DISCUSSIONS

This chapter presents the results of the study. These are the findings of the problems in the previous chapter. These are presented both in textual and tabular form.

The Extent of Teacher Social-Emotional Competence in terms of Self-Awareness

Table 1 reflects the extent of teacher social-emotional competence in terms of self-awareness. It shows that the overall mean is 4.05, at an extensive level. This means that the teacher social-emotional competence in terms of self- awareness is oftentimes evident. It can be gleaned from the data that all statements reveal an extensive result. Of these, the three (3) items that have the highest mean score are as follows: the extent to which the teacher understands their moods and feelings (4.10), knows when they are moody (4.06), and can read people's faces when they are angry (4.04). These items prove that the teacher social-emotional competence in terms of self-awareness is oftentimes evident.

The findings of this study imply that teachers in the Division of Panabo City possess a strong level of self-awareness, allowing them to recognize and manage their emotions effectively. Such self-awareness is crucial in maintaining a positive classroom climate and responding appropriately to students' emotional needs. It also enables teachers to regulate their own behavior, which is essential in modeling emotional intelligence and fostering academic resilience among students. These results underscore the importance of nurturing self-awareness in teachers as a foundational skill for social-emotional competence.

The findings of this study align with the notion of the Collaborative for Academic, Social, and Emotional Learning, which emphasizes self-awareness as a key component of social-emotional competence. The results revealed that teachers demonstrated a high level of awareness of their emotions, thoughts, and behaviors, showing an understanding of their moods and the reasons behind their actions. This supports CASEL's (2021) definition of self-awareness as the ability to recognize one's emotions and thoughts and understand how they influence actions. Teachers who possess this awareness are better able to evaluate their emotional states and act accordingly, leading to more effective teaching and healthier interactions with students and colleagues.

These findings also align with the ideas presented by Dweck (2020), particularly her concept of a "growth mindset." Teachers who can identify and reflect on their own feelings and behaviors are more likely to embrace self- improvement and view challenges as opportunities for growth. Recognizing emotional patterns and reactions enables them to regulate their behavior and adopt more productive responses, which is essential in maintaining an emotionally safe and supportive classroom environment. The ability to recognize moods and emotions also reflects an accurate self-perception, which, as Berman (2019) notes, is critical for behavior management and personal development.

Furthermore, the study resonates with George's (2019) discussion on the relationship between self-awareness and self-efficacy. Teachers who understand their strengths and emotions are more confident in their professional roles, which enhances their capacity to support student learning. This self-recognition boosts their belief in their ability to manage classroom challenges and influence student success. As educators build and rely on this confidence, they model self-efficacy to students, thereby reinforcing positive emotional habits and encouraging resilience.

The study supports Goleman's (2018) assertion that self-awareness is fundamental to personal and professional success. Teachers who are aware of their emotional states and can interpret social cues are better positioned to guide students in developing their own social-emotional skills. According to Kagan (2019), such awareness not only enhances the educator's teaching capacity but also allows them to involve students more meaningfully in their learning process. By fostering open discussions on strengths and areas for growth, teachers create a culture of reflection and shared growth, which is vital for nurturing emotionally intelligent learners.

CONCLUSION AND RECOMMENDATIONS

Presented in this chapter are the findings based on the results of the data, the conclusions drawn from the findings, and the recommendations for consideration.

The main focus of the study was to determine the significance of the relationship between teacher social-emotional competence and student academic resilience. The study was conducted with the selected teachers from the Division of Panabo City. There were two hundred eighteen (218) teachers who participated in this study. A descriptive correlational method of research was used in utilizing adopted research instruments. The said instruments were validated by the panel of experts and subjected to pilot testing before it was made ready for administration. Weighted mean, Pearson product

moment correlation, and regression analysis were statistical tools used in analyzing the data. The hypotheses in this study were tested at a 0.05 level of significance.

The major findings of the study were the following: the extent of the teacher social-emotional competence of the teachers is extensive. Meanwhile, the extent of the student academic resilience of the teachers is also extensive. It was found that there is a significant relationship between teacher social-emotional competence and the student academic resilience. The hypotheses of no significant relationship between teacher social-emotional competence and student academic resilience and none of the domains of teacher social-emotional competence significantly influence the student academic resilience were rejected.

Conclusions

Based on the findings of this study, the following conclusions were offered: The extent of teacher social-emotional competence is extensive, which implies that it is oftentimes evident. All dimensions of teacher social-emotional competence which include self-awareness, social awareness, self-management, relationship management, and responsible decision-making, are at an extensive level, which means it is oftentimes evident. Meanwhile, the extent of student academic resilience is also extensive, which means that it is oftentimes evident. All dimensions of student academic resilience are oftentimes evident. Both variables call for all school members to work hand in hand to strengthen the existing status of the teacher social-emotional competence and student academic resilience.

Based on the findings, teacher social-emotional competence, and student academic resilience are correlated. Also, teacher social-emotional competence significantly influences student academic resilience. All domains of teacher social- emotional competence, namely, self-awareness, social awareness, self- management, relationship management, and responsible decision-making significantly influence student academic resilience by registering a p-value of .000 which is less than .05 in the level of significance. This leads to the rejection of the null hypotheses. Further, the result indicates that for every unit increase in the five domains of teacher social-emotional competence, student academic resilience also increases.

Recommendations

The following suggestions were offered based on the conclusions of the study: For Higher Officials in the Department of Education, it is recommended that national policies and training frameworks prioritize social-emotional learning as an essential component of professional development for teachers. Given the significant influence of teacher social-emotional competence on student academic resilience, it is imperative that the Department institutionalize regular capacity- building programs focused on self-awareness, emotional regulation, empathy, and decision-making. These initiatives will equip teachers with the necessary emotional intelligence to create supportive learning environments that foster resilience in students.

For School Principals, it is highly recommended to create a school culture that actively supports the development of teacher social-emotional competence through sustained professional learning communities and wellness initiatives. Principals should lead by example by modeling emotionally intelligent leadership and offering coaching or mentoring opportunities to staff. Regular school-based workshops, peer observation, and reflective practices should be instituted to ensure continuous growth in social-emotional domains. In addition, principals must recognize and reward emotionally competent teaching behaviors, as these practices directly contribute to enhancing student resilience, academic perseverance, and overall well-being.

For Teachers, this study affirms the importance of cultivating one's social- emotional competencies not only for personal growth but also for the betterment of students' academic and emotional development. Teachers are encouraged to engage in self-reflection and seek feedback to improve their emotional regulation, empathy, and interpersonal skills. Teachers must also become intentional in modeling resilience and emotional strength in the classroom, by demonstrating perseverance, managing stress effectively, and showing care and concern for students' emotional states. These behaviors, will serve as powerful models for students who are developing their own coping strategies and self-beliefs.

For Future Researchers, this study opens avenues for further exploration into the dynamic between social-emotional learning and academic outcomes. Future studies may investigate the mediating role of teacher self-efficacy, classroom climate, or student motivation in the relationship between teacher emotional competence and student resilience. It is also recommended to expand the scope of the study by including different educational levels, such as elementary and senior high school, and incorporating qualitative methods such as interviews or focus group discussions to gain deeper insights into the lived experiences of both teachers and students. Longitudinal studies could also be conducted to assess how sustained improvements in teacher social-emotional learning impact student resilience over time.

This study reinforces the value of emotionally intelligent teaching in building resilient learners. Through collaborative and systemic efforts among education stakeholders, we can ensure that both teachers and students are equipped not just academically, but emotionally, to thrive in the evolving landscape of education.

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