

# Emotional Intelligence and Resilience of High School Teachers in Diocesan Schools in Antique

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**Introduction.** In our globalized society, understanding emotions and developing resilience can help us move adeptly through the current challenges and future ones. Emotional intelligence is the capacity of individuals to understand their emotions and those of other people. It is an ability to label and adjust emotions appropriately, use and manage behavior and relationships, and help them adapt to environments. On the other hand, resilience refers to an individual's capacity to maintain and renew themselves, particularly in the presence of stressors; that is, they can withstand stressors without manifesting psychological dysfunction. Teaching is regarded as among the most stressful jobs today. Knowing how to cope despite setbacks or barriers, or limited resources is a must for teachers; otherwise, they will easily quit or

give up. Hence, the paper describes the level of emotional intelligence and resilience of high school teachers of a Diocesan Catholic School in Antique during the School Year 2019-2020. Additionally, it measures the differences in the level of emotional intelligence and resilience when grouped according to demographic variables. The study also explores the relationship between emotional intelligence and resilience of teachers.

**Methods.** A descriptive-comparative and correlational research design was used to assess, compare, and correlate emotional intelligence and the resilience of high school teachers. There were 92 teachers selected using stratified random sampling and participated in the study. The data was gathered using the standardized questionnaires, namely: Emotional Intelligence (EI) Questionnaire (2014) by the corporate creators of Leading across London and the Adult Personal Resilience by Taormina (2015). Mean, Standard Deviation, and Pearson product-moment correlation were used to analyze the data.

**Results.** The study's findings revealed that the level of emotional intelligence and level of resilience of high school teachers is generally high regardless of age, sex, and teaching experience. On the other hand, male teachers, the younger group, and those with shorter teaching experience in teaching had a somewhat higher level of emotional intelligence and resilience than the female group, the older ones, and those with long teaching experience. Additionally, there was no significant difference in teachers' emotional intelligence when grouped according to age, sex, and length of teaching experience. The strong correlation between emotional intelligence and resilience among high school teachers indicates that the higher is the emotional intelligence, the more resilient they are. It means that an increase in the level of emotional intelligence enhances the resilience of high school teachers of the Diocesan Catholic School in Antique.

**Conclusion.** The teachers' high level of emotional intelligence implies that they can manage their emotions and recognize their students' emotions, those of their co-workers, and those in authority. They can deal with stressful situations brought by high job demands, pupil misbehavior, poor working conditions, poor relationships at work, and other factors. Their high resiliency level enables them to find ways of shielding themselves from unanticipated overwhelming experiences. This ability to bounce back from difficulties makes them balance their lives during difficult or stressful periods and shield them from developing mental health difficulties and issues. The strong relationship between emotional intelligence and resilience among teachers implies that this psychological strength can empower them to face the adversities in the teaching job, enable them to form a healthier relationship

with their students and other school stakeholders and lead a fulfilling life. The diocesan schools have effectively provided an environment for teachers wherein cordial and communitarian spirit prevails that aid them in facing most of the challenges the teaching profession may bring. when needed and learn not to feel helpless when necessary for they face challenges head-on.

**Practical Value of the Paper.** The study significantly contributes to the few existing literature on Catholic schools' emotional intelligence and resilience. Also, the findings of the study provided baseline information to school administrators and teachers in formulating a comprehensive proposed faculty wellness development activity to enhance and develop the personal and mental health of teachers.

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