

# Talaghay-Karamay: Relationship Between the Emotional Support of Teachers and Academic Resilience of Senior High School Students of the University of La Salette, Incorporated

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*Abstract – Academic resilience is one of the necessary skills to combat the school workloads, and teachers are viewed as a vital source of support. The study determined the level of teachers' emotional support and students' academic resilience and explored its relationship from the 287 senior high school students through the adapted questionnaires from the studies of Romano et al. (2020) and Cassidy (2016) known as the Teacher's Emotional Support Scale (TESS) and Academic Resilience Scale (ARS-30), respectively. Findings revealed that teachers mostly provide emotional support to students (3.23), while students are likely (2.98) to deal effectively with their academic adversity. Furthermore, there is a moderate positive relationship ( $r=0.47$ ) between teachers' emotional support and students' academic resilience. Researchers recommend future studies to explore parents' emotional support to their children and in wider population and wider cultural background.*

*Keywords—academic resilience, emotional support*

## I. INTRODUCTION

Students often struggle with completing school assignments and projects, relying on their resilience to push through. Emotional support from teachers plays a crucial role in shaping students' academic experiences. Determining the

relationship between the teacher's emotional support and students' academic resilience is essential for creating an effective learning environment.

Teachers have been regarded as persons who are in loco parentis (in the place of a parent) of students during school hours, making them pivotal in the overall development of the children. The state recognizes the rights of the youth in nation-building, under Article 14, Section 2, (1), the state shall establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and the society, this is supported by the responsibility of the state to protect the rights of the youth in holistic well-being; as the youth is necessary for nation-building, the school serves as their training ground.

In the global age, the education sector is growing more dynamic. The education system in the Philippines is spontaneously developed to provide quality education (Bernal et al., 2017). This comes with requiring students to meet educational demands which may cause anticipated stress. However, the majority of them are experiencing difficulty in dealing with teachers, requirements, and completion of tasks. Most learners admitted that academic stress caused them to become tired as well as lose their confidence and unpredictable mood (Austria-Cruz, 2019).

Amid the pressure of the modern world, students face several challenges in the academe. In the Philippines, 96.2 percent of the students have been confirmed via machine learning or computerized information to be having symptoms of stress due to academics (Geronimo et al., 2023). Austria-Cruz (2019) suggests that teachers may support the students all the time to establish a harmonious and professional relationship.

To put it into context, resilience refers to the psychological construct observed in some individuals that accounts for success despite adversity, which is also considered as an asset in human characteristic terms. In layman's terms, it reflects the ability to "bounce back" from challenges (Cassidy, 2016). Resilience, being correlated with academic success and the ability of adaptability, has been widely studied for years (Dwiastuti et al., 2022; Rojas, 2015; Tamannaefar & Shahmirzaei, 2019).

When affixed with the word "Academic", Ye (2020) defines academic resilience as students' capacity to perform highly despite a disadvantaged background. Further, Edwards et al. (2016) view academic resilience as relevant since as time changes so do the challenges students experience (Edwards et al., 2016).

For instance, the study of Burns et. al (2021) which, unlike the other research claims, contradicts the conclusion of the other studies that academic achievement is related to academic resilience specifically the academic performance of the first-year pharmacy students in the Mathematics subject determined by their test scores. Academic success was defined in the study as achieving a passing grade in a Pharmacy Math course.

The studies providing the connections of the factors connected with academic resilience, it is mostly focused on the academic achievement of the students. While emotional support is deemed to be a determinant to the student's motivation (Ruzek et al., 2016), its effect on the student's academic resilience needs attention in the body of knowledge to assess the relationship of the two different variables.

Notably, studies have highlighted the critical importance of people working as teachers, supervisors, and mentors in assisting students to improve their academic behaviors and outcomes (Ahmed et al., 2017).

Proceeding to the second variable, teachers' emotional support is the mental and emotional aid provided by educators to the students. It is formed by the demonstration of genuine concern for and care regarding their students, respect for them, and willingness to understand their feelings and their point of views (Ruzek et al., 2016). Such aspects of support influences the learner's personal motivation, perceptions of the teacher towards his or her students, observation of students in

their previous classroom, and external observations of the educator's bias and unfriendliness (Schenke et al, 2018). This motivation also affects the importance of within-classroom variance of students' perceptions along with other factors in their academic development along with the emotional support they receive.

Many educational researchers measured the emotional support provided by teachers. In the case of Jensen et al. (2019), the researchers measured the responsiveness and awareness of teachers for the needs in academic and emotional pursuits of the students. Various conclusions were derived from the research, specifically, the relationship between perceived teacher emotional support and reader self-concept, the belief of having the proper ability to read, which was positively associated with reading achievement.

However, there are only a few studies that correlated the emotional support of teachers and the academic resilience of students. On a study conducted by Romano et. al (2021), it showed that academic resilience was associated with perceived teacher emotional support, and both of them were related to school engagement. Further, most researches dealt with students' motivation and achievement, while few to none focused on assessing their level of academic resilience, as well as in determining the level of emotional support they received in their teachers.

In the Philippines, Lobo (2023) correlated perceived emotional support from Physical Education (PE) teachers and students' academic resilience. It found that the support they receive from their PE teachers is determinant of academic resilience within the students. However, the previous study discussed its correlation to a college student, while the present study determined the study in a senior high school institution which has a curriculum with different lessons and topics.

Considering the above data, this study determined the relationship between the academic resilience of the students and the teachers' emotional support. Furthermore, this study will be conducted among senior high school learners as they experience a high stress level (Gerente et al., 2019). Unlike other researches, this study sought to solely study the correlation or parallel relationship between teacher's emotional support and academic resilience. This study intends to determine how students achieve academic resilience while dealing with academic issues and how teachers motivate them to achieve good academic results.

## **Research Problems**

This study determined the relationship between the teacher's emotional support and the academic resilience of the Senior High School students of the University of La Salette, in the school year 2023 to 2024.

Specifically, this study answered the following questions:

1. What is the level of the teachers' emotional support to the Senior High School students of the University of La Salette, Incorporated?
2. What is the level of academic resilience of the Senior High School students of University of La Salette, Incorporated?
3. What is the significant relationship between the teachers' emotional support and the academic resilience among Senior High School students?

## Hypothesis

H0: There is no significant relationship between the emotional support of teachers and the academic resilience of the students of the University of La Salette, Incorporated.

## Significance of the Study

The results of this study greatly benefit the following individuals and groups:

**TO THE EDUCATORS.** The present research assists teachers in determining the level of emotional support they provide and the academic resilience of their students. Through this, the results imply that they would need more interventions to improve the service and emotional care they exhibit. Moreover, they can utilize the results and implications of this study in crafting teaching strategies that integrate emotional support;

**TO THE STUDENTS.** This study helps the students understand the nature and significance of academic resilience which will help them in their academic endeavors. Moreover, the study aids them in realizing their capability to cope with their activities in school with the help of the teachers as well. This study assists them in realizing the importance of receiving the emotional support they have for them to improve their abilities to address academic adversities;

**TO THE ADMINISTRATORS.** This study helps school administrators, through the Guidance and Counseling Center, in crafting programs and strategies that would improve the emotional support of teachers and consequently, the relationship between students and educators.

**TO THE FUTURE RESEARCHERS.** This study can be used as a basis for further research in the field of education and psychology by identifying the relationship between the emotional support of teachers and academic resilience, concentrating either in a single or various academic institutions. Moreover, this also opens new ideas for new research related to the variables of this study.

## Research Paradigm



Figure 1. Conceptual Framework

Figure 1 presents the Double-Headed Arrow conceptual framework of this quantitative descriptive-correlational study. The researchers measured the emotional support of teachers using the Teacher's Emotional Support Scale (TESS) used by Romano et al. (2020) and determined the level of academic resilience among students using the ARS-30 from Cassidy (2016), measuring these two variables through descriptive research. Afterwards, the group identified the significant relationship of the two variables using the Pearson Correlation Coefficient (Pearson R).

## II. METHODS

### A. Research Design

The study utilized a quantitative, descriptive-correlational research design to determine the relationship between the emotional support of teachers and the academic resilience of the senior high school students of the University of La Salette, Incorporated. According to McCombes (2023), Descriptive research intends to accurately and systematically describe a population, situation or phenomenon. Further, according to the Center for Innovation in Research on Teaching (2019), correlation is when the relationships between two variables are explored without causation or manipulation to the constructs. It determines the strength of the relationship of the variables being studied and it can fall under negative, positive, or zero relationship (Bhandari, 2023).

Therefore, the utilization of correlational research design helped assess the relationship between two variables which may not have direct linear effects toward each other but have influences for one another. Moreover, the research design did not manipulate the variables by the respondents, making this research more accurate.

### B. Locale of the Study

The study was conducted at the University of La Salette, Incorporated - Senior High School Department, Dubinan East, Santiago City, Philippines.

### C. Respondents of the Study

The participants of the study are the Senior High School students currently enrolled for the School Year 2023-2024. They are the participants of the study after statistics revealed that high school students spent most of their times feeling "bored", "stressed", and "tired" due to their school works (Belli, 2020). The study has a sample of 287 students from the population of 1117 students of the University of La Salette, Incorporated — Senior High School Department. The researchers identified the sample through the use of Sample Size Calculator by Raosoft. Moreover, the sample was determined through Random Sampling.

after the study has been conducted to 532 undergraduate students (Cassidy, 2016).

*Table 1. Distribution of the Demographic Profile of the Respondents*

Demographic Profile as to Grade Level		
Grade Level	Frequency	Percentage
Grade 11	187	65.16%
Grade 12	100	34.84%

The sampling technique is a type of Probability Sampling where every member of the subsets has equal opportunities to be chosen, creating a balanced representation of the group (Hayes, 2023). In the case of the present study, the subsets are the classes of Accountancy and Business Management (ABM), Humanities and Social Sciences (HUMSS), and Science, Technology, Engineering, and Mathematics (STEM) strands in both grade levels 11 and 12 where the researchers proceeded room-to-room to ask for responses to their Google Forms survey.

#### *D. Instrument*

The instrument that is utilized in this study is a survey questionnaire. The survey questionnaire is a combination of the instruments utilized by Cassidy (2016) and Romano et al. (2020) in their separate studies. Researchers sought permission from the authors for the use of the instruments.

##### **Teacher's Emotional Support Scale**

Part I of the questionnaire measured the emotional support received by students from their teachers. The teacher's emotional support scale consists of 15 items on a 5-point Likert scale (1= "Not at all true", 5= "Very true"). However, the researchers modified the instrument into a 4-point Likert scale, measuring students' perception of the teacher's emotional support. Cronbach's alpha values were tested and it gained 0.83 (Romano et al., 2020).

##### **Academic Resilience Scale**

Part II of the questionnaire measured the Academic Resilience of the students. The 30-item Academic Resilience Scale (ARS-30) is a self-report questionnaire-based designed to explore process—as opposed to outcome—aspects of resilience, providing a measure of academic resilience based on students' specific adaptive cognitive-affective and behavioral responses to academic adversity (Cassidy, 2016). Responses in the instrument lies on a 5-point Likert scale (1 = "Not at all likely", 5 = "Very Likely"). Item analysis exceeds levels normally considered acceptable for the internal consistency reliability of the scale, with the reported Cronbach's alpha of 0.90

#### *E. Data Gathering Procedure*

To facilitate the data collection process, the following procedures served as the guide for the researchers in conducting the study: First, researchers sought permission and approval from the research adviser and the school administrator of the university for the conduct of the study by providing them with a formal letter signed by all members of the group. Subsequently, subject area coordinators are provided with a request letter to notify teachers of possible class disruption when floating the research instruments. Afterward, before each participant signs the informed consent letter, the respondents are assured and informed of the anonymity and confidentiality of their participation and response under the Data Privacy Act of 2012, otherwise known as Republic Act No. 10173, and the ethical concerns of the research. Furthermore, the objective, instrument, and variables measured in the study are explained to the participants beforehand. After obtaining permission, the researchers distributed the research questionnaires to the respondents, and were given thirty (30) minutes to answer the research questionnaires. Moreover, the researchers gathered the questionnaires for tallying, organization, analysis, and presentation of data through the GNU descriptive statistics application PSPP (2.0.1). Lastly, to preserve the integrity of the data, the questionnaires that were gathered are stored in a secure location. Respondents were not given any incentives.

#### *F. Data Analysis*

Statistical tools were used in this research to determine and interpret the data. To answer Research Questions 1 and 2, the researchers determined the average score to describe the level of academic resilience of the participants and the emotional support of teachers as perceived by the participants using descriptive statistics, such as mean. The analysis and interpretation of the data will also utilize the use of Pearson Correlation Coefficient (r) to answer Research Question 3.

This tool is used to measure the strength and determine the relationship between the two variables which ranges from -1 to 1 (Schober, 2018). The Pearson Correlation Coefficient is used to determine the correlation between the Teacher's Emotional Support and the Academic Resilience of the students. The collected data was determined using PSPP to run statistical tests.

The following rating scales were used in determining the level of the two constructs:

Table 2. Teachers' Emotional Support Scale	
Range	Qualitative Interpretation
3.25-4.00	Very true
2.50-3.24	Mostly true
1.75-2.49	Slightly true
1.00-1.74	Not at all true

Table 3. Academic Resilience Scale-30	
Range	Qualitative Interpretation
3.25-4.00	Very likely
2.50-3.24	Likely
1.75-2.49	Unlikely
1.00-1.74	Not at all likely

Tables 2 and 3. Rating Scales for Interpretation of Result

### III. RESULTS

This section provides the findings yielded in this study as gathered and determined from the responses of the senior high school students. The problems and hypotheses of this research guided the interpretations of each result. There were a total two-hundred eighty-seven (287) respondents in this study.

Table 4. Level of Teacher's Emotional Support of Respondents		
Domains	Mean	Verbal Interpretation
Our teachers want students in this class to respect each other's idea.	3.59	Very True
Our teachers treat everyone in this class fairly.	3.15	Mostly True
Our teachers want the students in this class to work well together.	3.56	Very True
Our teachers do not allow students to make fun of other students' ideas in class.	3.27	Very True
Our teachers want all students to feel respected.	3.51	Very True
Our teachers care about how we feel.	3.00	Mostly True
We can count on our teachers for help when we need it.	3.10	Mostly True
Our teachers consider students' feelings.	2.95	Mostly True
Our teachers take a personal interest in students.	2.86	Mostly True
Our teachers are available to help students when we have questions.	3.28	Very True
Our teachers take the time to completely answer our question.	3.22	Mostly True
Our teachers encourage us to help other students with their works.	3.23	Mostly True
Our teachers allow us to discuss our work with classmates.	3.20	Mostly True
My teachers listen to what I have to said.	3.19	Mostly True
Our teachers encourage us to share ideas with one another in class.	3.31	Very True
<b>Overall score</b>	<b>3.23</b>	<b>Mostly True</b>

Table 4 presents the level of teacher's emotional support as perceived by respondents. Findings revealed that teachers provide emotional support to their students inside the classroom (M=3.23). Further, analysis revealed that students perceived that their teachers want their students to respect each other's ideas (M=3.59), receiving the highest mean. Moreover, students feel that when teachers take a personal interest in them, they receive emotional support (M=2.86), receiving the lowest mean. This implies that when they feel that their educators are providing them with sufficient attention, they receive more emotional support.

Table 5. Level of Academic Resilience of Respondents		
Domains	Mean	Verbal Interpretation
I would not accept the teachers' feedback.	2.43	Unlikely
I would use the feedback to improve my work.	3.51	Very Likely
I would just give up.	2.17	Unlikely
I would use the situation to motivate myself.	3.30	Very Likely
I would change my career plans.	2.57	Likely
I would probably get annoyed.	2.46	Unlikely
I would begin to think my chances of success at university were poor.	2.57	Likely
I would begin to see the situation as a challenge.	3.14	Likely
I would do my best to stop thinking negative thoughts.	3.16	Likely
I would see the situation temporary.	2.86	Likely
I would work harder.	3.44	Very likely
I would probably get depressed.	2.49	Unlikely
I would try to think of new solutions.	3.28	Very likely
I would be very disappointed.	2.58	Likely
I would blame my teachers.	1.98	Unlikely
I would keep trying.	3.36	Very likely
I would not change my long-term goals and ambitions.	3.01	Likely
I would use my past success to help motivate myself.	3.29	Very likely
I would begin to think my chances of getting the job I want were poor.	2.67	Likely
I would start to monitor and evaluate my achievements and effort.	3.28	Very likely
I would seek help from my teachers.	3.17	Likely
I would give myself encouragement.	3.36	Very likely
I would stop myself from panicking.	3.10	Likely
I would try different ways to study.	3.37	Very likely
I would set my own goals for achievement.	3.39	Very likely
I would seek encouragement from my family and friends.	3.24	Likely
I would try to think more about my strengths and weaknesses to help me work better.	3.35	Very likely
I would feel like everything was ruined and was going wrong.	2.64	Likely
I would start to self-impose rewards and punishments depending on mt performance.	2.94	Likely
I would look forward to showing that I can improve my grades.	3.43	Very likely
<b>Overall Score</b>	<b>2.98</b>	<b>Likely</b>

Table 5 presents the level of academic resilience of learners. It was found that, in general, students are likely (M=2.98) to deal with unfavorable conditions effectively, and manage the stress and pressure in the academic settings. Furthermore, analysis revealed that students are very likely to work harder in academics (M= 3.44), and set their goals for achievement (M=3.39). On the other hand, it also shows that respondents are unlikely to blame their teachers (M= 1.98) when they face academic adversity and would not easily give up (M=2.17) due to the stress brought about by their academics. The results for this portion suggest that students are motivated by emotional support from their teachers to continue learning.

Table 6. Pearson's Correlation between

Variables		Academic Resilience of the Senior High School Students at the University of La Salette
Teacher's Emotional Support	Pearson's <i>r</i>	<b>+0.47</b>
	<i>p</i> -value	<b>0.01</b>

$N = 287$

Table 6 summarizes the findings of the correlation between the teacher's emotional support and the academic resilience of the senior high students at the University of La Salette, Incorporated using the Pearson Product Moment Correlation. When an association was determined between the two variables, a moderate positive relationship was found ( $r = 0.47$ ,  $p = 0.01$ ). The null hypothesis which states that there is no significant relationship between the variables is therefore rejected.

This implies that the students are likely to be capable of surviving academic adversities when they receive sufficient emotional support from the teachers. However, the results also indicate that the teacher's emotional support is not the main contributing factor to academic resilience. Nevertheless, the results suggest that implementing educational methods and techniques that enhance the emotional support received by students, learners are empowered to continue learning amid academic challenges.

#### IV. DISCUSSION

Teacher's Emotional Support refers to the emotional support received by the students from their educators. Meanwhile, academic resilience pertains to the capability of the students to step forward toward academic success despite adversities. This study aimed to discover the relationship between the teacher's emotional support and the academic resilience of the Senior High School students at the University of La Salette, Incorporated.

The findings in the emotional support of teachers were found to provide emotional support towards the students as "mostly true." The positive findings on the emotional support provided by the educators supported the idea of Monash University (n.d.) and the studies of Salvacion et al. (2018), Valentin et al. (2023), Ahmed et al. (2020), and Romano et al. (2020). This implies that the senior high school students perceive the emotionally-supportive interactions formed by their teachers the best when there is an established teacher-student relationship, and teachers pay attention to the students' points of view (Romano et al., 2020). The domain with the highest mean is "Our teachers want students in this class to respect each other's idea" (3.59), which was marked Very True. This showed that teachers want students to respect all ideas in one class which helps in understanding their feelings and perspectives (Ruzek et al., 2016). Meanwhile, another domain with a high mean is "Our teachers want the students in this class to work together" being Very True

(3.56), which harmonizes with the study of Labo (n.d.) and Lobo (2023) who discovered the connection between teachers' emotional support and their level of engagement.

On the other hand, the findings of the study regarding academic resilience accord with the studies of Buhay (2020) on which the variable is affected by how they handle their emotions through the perceptions of emotional support from their teachers. This is further emphasized by the research of Covell et al. (2015), Sandoval-Hernandez and Bialowolski (2016), and Li and Yeung (2017) which includes caring relationships with other people, including their educators, as a factor affecting academic resilience. Thus, high academic resilience means that students can bounce back or recover challenges of academic adversity and nurture the students' academic performance (Cassidy, 2016). Having a high academic resilience level is important in maintaining other aspects of learning such as academic achievement and school engagement. Moreover, the domain with the highest mean is "I would use the feedback to improve my work", interpreted as Very Likely. This highlights the interest of the students in taking the feedback of their teachers positively (Ahmed et al., 2018).

Furthermore, the analysis revealed a moderate positive relationship between the teachers' emotional support and the student's academic resilience. Such finding concurs with the research of Lobo (2023) and Salvacion et al. (2018), emphasizing the important role of the students' perception of how emotionally supportive their teachers are in improving their academic performance through a positive climate in the classroom. It strengthens the findings of Ahmed et al. (2017) that assisting students to improve their academic behavior and outcomes is critically essential to keep them afloat in accomplishing their school loads and surviving academic problems. This implies that when teachers create a positive climate in the classroom and respond to the students' emotional and social needs, students will be able to perform better in their academics, as well as an increased sense of relief for having their teachers amid their academic challenges. However, it contradicts the findings of Taberdo (2018) who presented academic resilience as wholly unaffected by teachers' emotional support.

Finally, the findings of the study support the previous study of Lobo (2023) who found a significant positive relationship between teacher's emotional support and students' academic resilience, signifying that as teachers provide more emotional support, students tend to exhibit higher level of academic resilience. However, the present study only found a moderate positive relationship between the two variables being studied. Hence, teachers' emotional support to learners is just one contributing factors which results to the increase level of academic resilience of learners. Other factors might still be considered as contributory factors in this phenomenon.

## V. CONCLUSION

This current study determined the relationship between emotional support provided by teachers as well as the academic resilience of the senior high school students of the University of La Salette, Incorporated to contribute to the literature of the topic being studied. It found that teachers mostly provide emotional support to students, while students expressed that they likely deal effectively with their academic adversities. Finally, the study revealed a “moderate positive” relationship between the emotional support provided by the teachers and the academic resilience exhibited by the students at the institution. This implies that educators’ emotional support is one, but not the main, contributing factor to the academic resilience of the students. While this emphasizes that teachers should enhance the emotional support provided to the students, it also indicates that other correlational variables must also be considered. Thus, it highlights the need for the study to be applied in the academic and professional fields as well as be replicated in other institutions for more inclusive results.

## VI. RECOMMENDATION

Findings presented in this study can be utilized by the teachers in providing more emotional support to enhance classroom climate, self-concept, and overall emotional well-being. Moreover, the school administration, through the Guidance and Counseling Center, may conduct seminars and workshops that will enhance the knowledge of teachers in responding to the emotional and social needs of learners, as well as in nurturing them better by establishing rapport. It would help them maintain healthy and professional connections in promoting a positive climate in the school to have a healthy environment where personal, academic, emotional, and social needs are validated. Moreover, based on the findings, the same office may also improve career guidance seminars to help learners acquire a job despite the adversities facing them.

Students may consider enhancing their consultation time with the teachers for them to regularly receive emotional support from their educators which would help them consider the students’ feelings and make the learners feel their interest in educating them. By spending more time with the teachers, the students will be able to acquire sufficient feedback from them which would help them improve their performance. However, educators must convey these critiques in proper and considerate manner for the learners to accept their comments.

Future researchers may replicate the study, however, it is suggested that they also include the connection of other correlational variables to academic resilience within a variety of contexts. Further, to avoid the generalizability of this findings, other institutions, with a wider population and a varied cultural background, may conduct the same study for more inclusive results and possible comparison. Additionally,

future studies may consider conducting qualitative research to explore further the in-depth correlation and possible effect of teacher’s emotional support to the academic resilience of students. Finally, other researchers may also study the correlation of parents’ emotional support to the academic resilience of students as the variable can also be affected by the family’s dedication for the learner’s education.

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