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**EMOTIONAL EMPATHY AND PSYCHOLOGICAL RESILIENCE AMONG PUBLIC
SCHOOL TEACHERS**

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Abstract

This study examined the relationship between emotional empathy and psychological resilience in public school teachers and to better understand the relationship between these variables and teachers' well-being. A descriptive correlational research design was utilized. To measure the variables, the researcher adapted the Toronto Empathy Questionnaire and Teachers' Resilience Scale. The study involved 112 respondents, and data collection was conducted online through various social media platforms. The study used frequency and percentage distribution, Pearson's r correlation coefficient, and Multivariate Analysis of Variance (MANOVA) to determine the profile, the relationship, and the difference between variables. The study found that there are more female respondents compared to males and the years of teaching experience cluster in the range between 5 to 10 years. The study also explored various subscales to investigate this relationship and any differences that exist. The study revealed that there was a significant relationship between emotional empathy and psychological resilience in the subscale of personal competencies and emotional comprehension, sympathetic physiological arousal, and interpersonal sensitivity. The subscale spiritual influence is significantly correlated to prosocial helping behaviors and sympathetic physiological arousal. There is also a significant relationship between peer support and interpersonal sensitivity, emotional comprehension, and emotional contagion. Furthermore, the study found that there were no significant differences in emotional empathy and psychological resilience when participants were categorized by their sex and

years of teaching experience. These findings imply that regardless of sex or years of teaching experience, public school teachers displayed similar emotional empathy and psychological resilience profiles. This study contributes to the understanding of public school teachers' ability to adapt to the different adversities and their ability to understand and share the emotion of others emphasizes the need to maintain or improve emotional empathy and psychological resilience within the teaching profession.

Keywords: Emotional Empathy, Psychological Resilience, Public School Teacher



CHAPTER 1

THE PROBLEM AND ITS BACKGROUND

This chapter focused on the background of the study of emotional empathy and psychological resilience among public school teachers. This chapter contains the introduction, background of the study, statement of the problem, the scope and limitations of the study, the significance of the study, the conceptual framework, the hypothesis, the definition of terms, the review of related literature, and the synthesis.

Introduction

Public school teachers impart knowledge, educate and teach their students. These teachers plan class lessons, grade student work and offer feedback, manage the classroom, properly navigate the curriculum, and interact with other staff members. Public school teachers are also expected to achieve specific collective missions to promote the common good, such as preparing students to become responsible citizens, helping students meet the goals they set for themselves, and preparing them for meaningful work and successful lives. Public school teachers are responsible for a workload that extends beyond teaching, encompassing non-teaching activities. They act as moral supporters, encouragers, and boosters of values to prepare students for the future, allowing them to relate to their students' sentiments and get to know them better. The experiences provide an opportunity for the teacher to practice emotional empathy.

Emotional empathy among public school teachers refers to their ability to understand and share the emotions of their students. It involves teachers being aware of the emotional experiences of their students and being able to respond to those emotions in a compassionate and supportive manner. Teachers with emotional empathy can recognize when students are feeling sad, anxious, or stressed, and they strive to create a safe and supportive environment where students feel comfortable expressing their emotions. They listen attentively to their students' concerns, validate their feelings, and provide appropriate emotional support.

Emotional empathy helps a person to profoundly comprehend the feelings of others, leading to a deeper understanding of one's self and altruistic behaviors, which provide satisfaction and enjoyment from helping others. Mental health benefits from being able to recognize one's own emotions as well as being able to sense the emotions of others (Carnicer & Caterina, 2014). A person with emotional empathy can strongly sense or feel the emotion of other people and mirror what a person is feeling. It is a vital component that is useful in caring professionals such as teachers because it allows them to respond to their students' demands.

In a classroom setting, a teacher should be able to ensure that the discipline of the entire class is maintained and, at the same time, aware of how every child feels to address who needs to be taken care of. The role of a teacher does not just focus on being emotionally empathic toward a single child but on the class as a whole (Bouton, 2016). Aside from taking care of the well-being of

the children, teachers also have to prioritize their well-being as they also have their sentiments, values, and emotions. According to Gallant and Philip (2014), there are several hardships and major adjustments, particularly in their first five years of teaching, that lead public school teachers to phases like absenteeism, loss of motivation, and experiences stress, and mental exhaustion. With all the adversities that public school teachers are experiencing to adjust and control the challenging situations, Remedios, 2022 suggests that work resilience serves as one of the most important factors that enable teachers to deal with it. Psychological resilience in work is significant to ensure that an individual can succeed in life and to improve the performance of teaching.

Psychological resilience among public school teachers refers to their ability to adapt, cope, and bounce back from challenges, setbacks, and stressors in their professional lives. It is the capacity to maintain a positive and healthy mindset, emotional well-being, and job satisfaction despite the various pressures and demands they face in their teaching roles. Resilient teachers possess certain qualities and skills that help them navigate difficult situations effectively.

According to Waters (2019), individuals with high psychological resilience are more likely the ones who are engaged at work, satisfied in the job, and loyal to the organization. This is because they can easily bounce back from stressful situations, which is also applicable to how they would react when they encounter problems in their organization. The same principle applies to educational settings, Richards et al. (2016) indicate that psychological resilience creates a positive impact on how teachers perceive their work. It reduces stress and

burnout among teachers while also improving their commitment, job satisfaction, well-being, instructional quality, work enjoyment, motivation, professional identity, retention, agency, and self-efficacy.

Given that emotional empathy allows the teachers to share and or relate to the feelings of their students and psychological resilience helps them to bounce back from different adversities, this research aims to measure the relationship between emotional empathy and psychological resilience among public school teachers. Researching the relationship between emotional empathy and psychological resilience among public school teachers in the Philippines is essential for understanding the interplay between these two factors and their impact on teacher well-being and effectiveness. By examining how emotional empathy and psychological resilience are related, we can gain insights into how teachers' ability to understand and share the emotions of their students is related to their own resilience in the face of challenges. This research can provide valuable information for designing interventions and support programs that promotes both emotional empathy and psychological resilience among teachers. By enhancing these qualities, teachers can better manage stress, maintain their well-being, and establish positive connections with their students. Ultimately, this research can contribute to the overall improvement of the teaching profession and the quality of education provided to students in the Philippines

Rationale

This research aimed to determine the significant relationship between emotional empathy and psychological resilience among public school teachers. This research determined the profile of the public school teacher in terms of emotional empathy and psychological resilience. The researcher also tested the relationship and difference between these variables when grouped according to sex, and years of teaching experience. Studying emotional empathy and psychological resilience among public high school teachers is important for understanding the factors that contribute to effective teaching and positive student outcomes, and for identifying strategies for promoting teacher well-being and improving the quality of education for students. As a field, educational psychology can play an important role in advancing our understanding of these factors and developing evidence-based interventions to support teacher well-being and promote positive student outcomes.

Statement of the Problem

This study was focused on the relationship between emotional empathy and psychological resilience and answered the following questions:

1. What is the profile of the respondents in terms of
 - 1.1 The demographic profile: sex and years of teaching experience
 - 1.2 The variables: Emotional Empathy; and Psychological Resilience?

2. Is there a significant relationship between emotional empathy and psychological resilience?

3. Is there a significant difference between Emotional Empathy and Psychological resilience among public school teachers when grouped according to:

3.1 Sex

3.2 Years of Teaching Experience

Hypotheses

The researcher attempted to accept the formulated hypotheses:

Ha1: There is a significant relationship between emotional empathy and psychological resilience

Ha2: There is a significant difference between emotional empathy and psychological resilience when grouped according to Sex and Years of Teaching Experience

Conceptual Framework

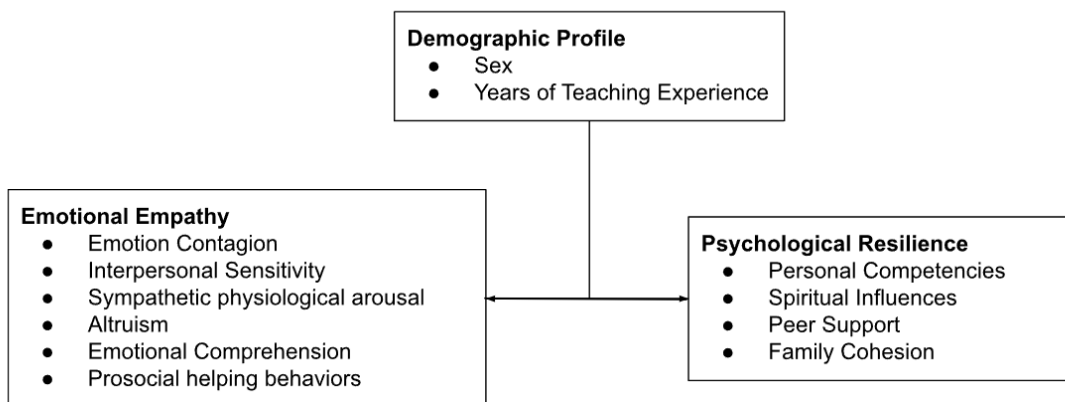


Figure 1: Conceptual Framework of Emotional Empathy and Psychological Resilience among Public School Teachers

The figure above shows the conceptual framework of the relationship between emotional empathy and psychological resilience and its link when compared to the demographic profiles among the respondents. The researcher aimed to know the profile of the respondents when grouped according to their sex and years of teaching experience and how these profiles are connected with the two variables, which are emotional empathy and psychological resilience.

Emotional empathy is the ability to understand and share the feelings and emotions of others. It involves putting oneself in another person's emotions and experiencing their emotional state as if it were one's own. Emotional empathy has six subscales; emotional contagion, interpersonal sensitivity, sympathetic physiological arousal, altruism, emotional comprehension, and prosocial helping behavior. Emotional contagion is the spread of emotions from one person to another through nonverbal communication, such as facial expressions, tone of voice, and body language. Interpersonal sensitivity is the ability to effectively feel and understand the emotions of others in social situations. It entails being aware of emotional cues and nonverbal communication and responding appropriately to other people. Sympathetic physiological arousal refers to the body responses that occur in response to experiencing or observing emotions in others. When we empathize with others, our bodies might react as if we are feeling the same feelings, causing changes in physiological reactions such as heart rate, blood pressure, and the production of stress hormones like cortisol. Altruism is defined as a selfless care for the well-being of others, motivated by a genuine desire to

assist and alleviate their suffering. Emotional comprehension is the ability to effectively recognize, interpret, and make sense of the emotions that we or others are feeling. It entails being able to perceive and discriminate between various emotions, as well as comprehending the origins and repercussions of such feelings. Prosocial helping behavior in emotional empathy refers to actions taken by emotionally empathetic individuals to help others who are experiencing emotional distress or difficulties.

The next variable, which is psychological resilience, has four subscales that involve personal competence and persistence, spiritual influences, family cohesion, social skills, and peer support. Personal competencies and persistence are defined by the qualities of a person that influences their resilience. Spiritual influences are about seeking guidance from a higher being to cope with adversities. Family cohesion refers to an individual's relationship with their family. Social skills and Peer Support refer to the relationship of an individual towards their peers and colleagues in their social and professional environment. The arrow that connects two variables indicated that there is a significant relationship and their significant differences when grouped according to their demographic profiles. The demographic profile of this research is based on the study of Üzar-Özçetin et al. (2020), with demographic sex and years of professional experience. The study also indicated in their limitation that the resiliency of a teacher depends on the experience and sex. Burić & Moè (2020) also uses both years and teaching experience in their studies indicating that sex and years of teaching experience were unrelated to positive emotion and self-efficacy. The

findings across studies are not consistent, and more research is needed to better understand the relationship between these factors and teacher well-being. Thus, this study digs deeper into understanding these demographics.

CHAPTER 2

METHODOLOGY

This chapter contains the research design, respondents of the study, research instrument, validation of the tools, ethical considerations, and statistical treatment of data.

Research Design

The study described and determined the relationship between emotional empathy and psychological resilience among public school teachers; thus, a descriptive correlational research design was utilized. Descriptive correlational research design is used to determine the relationship between two or more variables but does not focus on whether one variable affects or causes another variable to change (Benjamin, N. 2021). The descriptive part of this research was utilized in the study to describe the profiles of public-school teachers, and the correlational part was utilized to investigate the relationship between emotional empathy and psychological resilience among public school teachers utilizing different statistical tools.

Respondents of the Study

The respondents for this study were public school teachers. Purposive and snowball sampling was utilized as the sampling technique. Purposive sampling was used as there were certain criteria for choosing the respondents. The respondents were currently working or have teaching experience in public schools within the Philippines. Based on the results of Slovin's, the required sample size for this study is 400 however, the total number of respondents in the study is 161 but only 112 were qualified to be the respondents of this study. The study only acquired 112 respondents which is equivalent to 28.00% of the required sample size. The respondents were public high school teachers and are full-time teachers during the academic year 2022 – 2023 in the Philippines. Has at least one year of teaching experience and no other roles except for teaching. The respondents were removed if they are teaching in private institutions and those who were teaching in elementary and or college degree. The respondents with incomplete data were also removed in this study. Snowball sampling was used to reach out to more respondents by asking the participants to share the Google Form to anyone they know who are qualified in this study.

This chapter imparted the tabulation of data that was gathered, the statistical analysis, and the interpretation of the data. This chapter entailed the discussion of the problems by means of data analysis and interpretations

1. What is the profile of the respondents in terms of:

1.1.The demographic profile: (a.)sex, and (b.)years of teaching experience.

Table 1.1.a. Demographic Profile of the Respondents according to Sex:

SEX	FREQUENCY	PERCENTAGE
Female	86	76.79%
Male	26	23.21%
TOTAL	112	100.00%

Table 1.1.a shows the profile of the respondents according to their sex. The study includes a total of 112 public high school teachers (See Appendix A). Among these, 26 (23.21%) are male, with 16 holding a bachelor's degree and 10 holding a master's degree. In terms of marital status, 16 are single and 10 are married. Additionally, 11 teachers reside in rural areas, while 15 live in urban areas. On the other hand, there are 86 (76.79%) female respondents, out of which 53 have a bachelor's degree, 32 hold a master's degree, and 1 has a PhD. In terms of marital status, 34 are single, 50 are married, 1 is divorced, and 1 is widowed. Furthermore, 36 of these teachers come from rural areas, while 50 reside in urban areas. The disparity in the number of male and female

respondents shows that female public school teachers outnumber males in the country. One possible reason for the gender disparity in the teaching profession in public high schools in the Philippines is the perception that teaching is a female-dominated profession. In the Philippines, teaching is often seen as a nurturing and caring profession that is more suited for women than men. This perception may discourage men from pursuing a career in teaching, leading to a gender imbalance in the profession. This was further supported by the study of Bongco & Ancho (2020) which indicated that although positive discrimination exists in the teaching profession despite the feminization of teaching, it also uncovers instances where male teachers face inner conflicts as they strive to establish connections with their students while conforming to societal expectations of masculinity. Some male teachers are restricted from teaching due to assumptions that they lack the ability to provide care and nurturing. Moreover, male teachers' unique qualities are often overlooked instead of being acknowledged as valuable aspects of diversity.

Another reason for the gender disparity in public high schools in the Philippines is the social and cultural expectations placed on men and women. In the Philippines, men are expected to be working in fields that require strength, power, and competitiveness and less openly display emotion-related jobs, while women are expected to take on domestic responsibilities, thus they are more inclined to a caring profession such as teaching. In a research study, LeQuire (2016) provided an analysis regarding the apparent prevalence of women in the teaching profession, attributing it to historical economic circumstances and

gender-related beliefs. According to LeQuire's findings, prior to the 1850s, men predominantly occupied teaching positions. However, significant changes occurred in the 19th century due to industrialization, which led men towards alternative career paths such as business, offering higher financial prospects. This shift resulted in a surplus of vacant teaching positions, subsequently filled by women who were willing to accept lower salaries. Based on the interview, one respondent stated that "Teaching is seen as a low-paying profession, which may not be attractive to men who are expected to support their families financially". Meanwhile, women are encouraged to take up teaching as a career option, as it is seen as a stable and respectable profession that allows them to fulfill their domestic responsibilities. Furthermore, the gender disparity in the teaching profession in public high schools may also be attributed to the preference of female students for female teachers. Studies have shown that female students tend to perform better in the presence of female teachers as they feel more comfortable and can relate better to them. This preference may result in more female students enrolling in schools with female teachers, leading to more demand for female teachers in public high schools. Teaching has become a feminine profession, considered "women's work." Concerns over the "extinction" of men in the field prompted calls for more male educators. The feminization of teaching reflects perceptions of teaching as "women's work" (Kelleher et al., 2011; Martino W. J., 2008). This is especially true in the Philippines where, according to World Bank data, 65.73% of teachers are female as of 2017.

According to the respondents who were interviewed, there are more female teachers compared to male teachers because of the stereotype that here in the Philippines, men should be working to support their families while women should be left at home, doing chores, taking care of the children, and teaching them. So it becomes the norm even before that, since teaching is a caring profession, it becomes "feminine" work that women are inclined to take. Another respondent stated that women are more caring and compassionate towards children, which leads them to choose a career path that is closed to caring professions.

Table 1.1.b Demographic Profile of the Respondents according to Years of Teaching Experience.

YEARS OF TEACHING EXPERIENCE	FREQUENCY	PERCENTAGE
5 to 10 Years	41	36.61%
2 to 4 Years	28	25.00%
More than 10 Years	28	25.00%
Less than 2 Years	14	13.39%
TOTAL	112	100.00%

Table 1.1.b shows the demographic profile of the respondents according to years of teaching experience (See Appendix A). The division of years of teaching experience is based on the theory of career development among teachers developed by Lilian Katz (1972), which was further used in the study of Huang et al. (2020) in their study about the relationship between empathy and

mental health among teachers in terms of the role of teaching experience. It is divided into four groups: less than 2 years of teaching experience, 2–4 years of teaching experience, 5–10 years of teaching experience, and more than 10 years of teaching experience. The study shows that the sample consists of teachers with varying levels of experience. Among the respondents, 15 (13.39%) have less than 2 years of teaching experience. Out of these, 2 are male and 13 are female. There were 28 respondents (25.00%) who had teaching experience ranging from 2 to 4 years, with 7 males and 21 females included in this range. There were 41 respondents (36.61%) had teaching experience ranging from 5 to 10 years. Among them, 10 are male and 31 are female. Additionally, 28 respondents (25.00%) have more than 10 years of teaching experience, with 7 males and 21 females falling into this range. The data consistently shows that regardless of the years of teaching experience, there is a higher representation of female public school teachers compared to their male counterparts.

The data tend to cluster in the ranges between five and ten years of teaching experience, with a frequency of 41 out of the 112 respondents. This is opposed to the study of Huang et al. (2020), which had the least number of respondents in their study in the range of 5–10 years of teaching experience. The increase in the number of public school teachers in the Philippines with 5-10 years of teaching experience can be attributed to the implementation of the K to 12 education system in the Philippines. The expanded education system under K to 12 led to a higher demand for teachers, creating more teaching positions available to educators with 5-10 years of experience. Early adopters of the K to

12 curriculum may have had a head start, allowing them to accumulate the desired experience by the time the new system was fully implemented. According to the article in FutureLearn (2020), the implementation of K to 12 has been facilitated by a significant rise in funding, following a period of inadequate investment. According to the World Bank, there was a noteworthy 60% real-term increase in government public spending in the Philippines from 2010 to 2015. This financial boost has enabled the recruitment of additional teachers and a reduction in the student-to-teacher ratio. Another possible reasons for this is a lack of familiarity with technology. Since the data gathering was held online using Google Forms and disseminated using social media, teachers who have been teaching for a longer time may be less familiar with digital tools like Google Forms and therefore may not be comfortable using them. This may be particularly true for teachers who have not received recent technology training or who work in schools with limited access to technology. One of the respondents during the interview stated that she is happy and motivated to work because she was able to share her knowledge and skills not just with the students but also with her colleagues especially when it comes to using technology as the older colleagues have just limited knowledge with this aspect. Teachers with more years of experience have the advantage of having a deeper understanding of the curriculum, teaching methods, and student behavior. They are also better equipped to handle classroom management and student discipline issues.

Moreover, experienced teachers can serve as mentors to new and less experienced teachers, providing guidance and support in their professional

development. They can also share best practices, innovative teaching strategies, and practical advice to their colleagues, contributing to the overall improvement of the quality of education in public high schools. However, it is important to note that years of teaching experience alone does not necessarily guarantee teaching effectiveness. Teachers need to continuously improve their teaching skills and stay up-to-date with the latest teaching methodologies and techniques to ensure that they are providing quality education to their students.

1.2. The variables: (a.) Emotional Empathy; and (b.) Psychological Resilience?

Table 1.2.a Profile of the respondents according to Emotional Empathy

VARIABLE	ARITHMETIC MEAN	STANDARD DEVIATION	INTERPRETATION
Sympathetic Physiological Arousal	3.23	0.41	Very High
Altruism	3.33	0.52	Very High
Emotional Contagion	2.75	0.66	High
Prosocial Helping Behaviors	3.16	0.80	High
Emotional Comprehension	3.15	0.83	High
Interpersonal Sensitivity	2.38	0.88	Average (High)
TOTAL	3.00	0.68	High

Table 1.2.a shows the profile of the Emotional Empathy of the respondents across sex and years of teaching experience. The variable emotional empathy has a total of six subscales which are Emotion Contagion, Interpersonal Sensitivity, Sympathetic physiological arousal, Altruism, Emotional Comprehension, and Prosocial helping behaviors. The data shows that the overall profile of the respondents has scored an arithmetic mean of 3.00 which then leads to a high interpretation (See Appendix A.1). These would suggest that the respondents have high emotional empathy. A high in emotional empathy would indicate that public school teachers in the Philippines are more likely to demonstrate a strong capacity to understand and share the emotions of their students and colleagues which can positively impact their interactions and relationships within the educational environment. Teachers are expected to have high emotional empathy mainly because teaching is considered a caring profession which requires values of compassion, concern for others, and empathy which includes the cognitive and emotional aspect among the students. The Philippine Professional Standards for Teachers (PPST) emphasizes the importance of teachers' social and emotional intelligence, which includes their ability to empathize with their students (Llego, 2017). Through their pre-service and in-service training, public high school teachers are taught to be sensitive to the emotional needs of their students, to provide emotional support when needed, and to foster a positive classroom environment. Pre-service training refers to the education and training programs that individuals undergo before they become licensed teachers. It typically includes undergraduate or graduate

degree programs in education or teacher training institutions. In-service training, also known as professional development, is provided to practicing teachers who are already employed in the education system. It is a continuous process that aims to enhance the knowledge, skills, and competencies of teachers to improve their teaching practice and keep up with current educational trends and standards. Additionally, public high school teachers in the Philippines are faced with various challenges that require emotional empathy. For instance, many students come from disadvantaged backgrounds and may be experiencing poverty, family problems, and social issues. Public high school teachers need to be able to understand and relate to their students' emotional struggles to help them overcome their difficulties and succeed in school. Teaching is not just a job but a calling for many teachers, and this dedication is reflected in their emotional empathy towards their students (Schonert-Reichl, 2017). They see their role as not just teaching academic subjects but also molding young minds and helping their students navigate the challenges of adolescence. The total standard deviation of emotional empathy is .68, which indicates that the data points are far from the mean or the data is more spread out. This result implies that the responses from the participants are close to unanimous or inconsistent, but the interpretation of their answers is still high.

Sympathetic Physiological Arousal has the lowest standard deviation (0.41) which would indicate that this is the subscale where respondents have unanimous or consistent answers. It is also the second-highest score among the subscales with a mean of 3.23 which is interpreted as very high. This would

indicate that teachers are getting upset when seeing other people being treated disrespectfully, they show concerned feelings towards people who are less fortunate than them, they feel well-adjusted and can easily adapt to the mood of other people, and sympathetic towards other people especially when someone is crying. When teachers witness someone being treated disrespectfully or less fortunate, they may experience a range of physiological and emotional responses. These responses can include sympathetic physiological arousals, such as increased heart rate and sweating. When teachers experience sympathetic physiological arousal in response to acts of disrespect towards their students, it can have both positive and negative effects. On the positive side, this response can motivate teachers to take action to address the situation and protect their students from harm. Teachers who possess a strong sense of empathy and a desire to protect their students are more likely to intervene when they witness acts of disrespect or injustice, which can help to create a safer and more supportive learning environment. However, on the negative side, experiencing sympathetic physiological arousal on a regular basis can be detrimental to the well-being of teachers. Teachers who are constantly exposed to stress and anxiety can experience burnout, which can lead to a range of physical and mental health problems. As a result, teachers who are burned out may also be less effective in their teaching, as they may have less energy and enthusiasm for their work. Research has shown that witnessing mistreatment or injustice can lead to increased sympathetic physiological arousal and emotional distress among individuals. For example, a study by Keltner and Haidt (2003)

found that individuals who witnessed someone being mistreated exhibited increased physiological arousal and negative emotional responses, such as anger, frustration, or sadness. Similarly, when teachers witness a student or colleague crying, they may also experience sympathetic physiological arousal and emotional empathy. The emotional distress of the crying individual may trigger a physiological response in the teacher's body, leading to increased heart rate, sweating, and other symptoms of sympathetic nervous system activation.

Based on the subscales, the table shows that Altruism has the highest mean with 3.33 and is interpreted as very high. This would indicate that the respondents enjoy making other people feel better, feel pity for someone being treated unfairly, and are protective towards someone being taken advantage of. Teachers with a high level of altruism have characteristics that demonstrate their dedication to achievement and well-being of their students. When teachers enjoy making other people feel better, they are more likely to create a positive and supportive learning environment for their students. Teachers who exhibit a sense of care and concern for their students are more likely to build strong relationships with them, which can lead to increased student engagement and motivation. Altruistic teachers are also more likely to be patient, understanding, and empathetic towards their students, which helps to create a safe and nurturing learning environment. One study conducted by Mico and Estrada (2018) surveyed public high school teachers in the Philippines and found that 68.8% of the respondents agreed with the statement, "I enjoy making other people feel better." This suggests that a significant number of public high school

teachers in the Philippines possess a strong sense of empathy and a desire to improve the well-being of others. This trait can have a significant impact on the learning experiences of their students. Furthermore, teachers who enjoy making other people feel better are more likely to promote equity and social justice in the classroom. Public high school teachers in the Philippines serve a diverse student population, and many of their students may come from disadvantaged backgrounds. Teachers who possess a strong sense of altruism are more likely to be aware of the needs of their students and to work towards creating a level playing field for all students, regardless of their socio-economic background. According to Wang, Teixeira, and Vasquez-Colina (2018), teachers have a strong sense of responsibility for the personal and academic progress of their students, placing a great importance on learning and development above grades and test scores. They are willing to go above and beyond to help their students, building relationships with them and creating a healthy classroom environment.

Subscales such as emotional contagion, prosocial helping behavior, and emotional comprehension, with a mean of 2.75, 3.16, and 3.15 respectively, are interpreted as high. High in emotional contagion indicates that when the respondents see someone else is excited, they tend to get excited too and they feel happy seeing someone close to them happy. This suggests that teachers are particularly susceptible to "catching" the positive emotions of their students, such as excitement and enthusiasm. The teachers are able to match the enthusiasm and excitement of their students, it can create a positive and supportive learning environment. This can lead to greater engagement and motivation among

students, which can lead to improved academic performance. Emotional contagion is the process by which emotions are transferred from one person to another through nonverbal cues, such as facial expressions, body language, and tone of voice. A study by Van Dessel et al. (2021) investigated the role of emotional contagion in teacher-student interactions. The researchers found that teachers' emotions were significantly influenced by the emotions of their students, suggesting that emotional contagion was at play. Specifically, when students expressed positive emotions, such as happiness or excitement, teachers were more likely to experience positive emotions themselves. The study also found that emotional contagion was stronger among teachers who were more empathetic and who had a more positive attitude toward their students. This suggests that individual factors, such as empathy and attitude, may influence the extent to which teachers experience emotional contagion.

High in prosocial helping behavior indicates that the prosocial helping behavior of teachers is high which indicates that teachers have a strong urge to help someone who is upset. The fact that teachers have a strong urge to help someone who is upset indicates that they have a high level of empathy and compassion for others. This is an important quality for teachers to have, as they are often in a position to provide emotional support to their students. When teachers are able to provide emotional support to their students, it can help to create a safe and supportive learning environment. This behavior may also promote a sense of efficacy and purpose in teachers and contribute to effective teaching practices that benefit student learning. Teachers are more likely to

engage in behaviors that facilitate student learning, such as providing constructive feedback and creating a positive classroom environment. A study by Tauer and Harackiewicz (2021) investigated the relationship between prosocial helping behavior and teacher efficacy or the belief in one's ability to make a positive difference in the lives of students. The researchers found that teachers who had higher levels of prosocial helping behavior were more likely to experience a sense of efficacy and purpose in their work.

High in emotional comprehension indicates that teachers can tell other people are sad even if it is not verbally uttered. Having a high level of emotional comprehension allows teachers to pick up on the emotional cues of their students, even when they are not explicitly communicated. This means that teachers can recognize when a student is feeling sad or upset, even if the student does not say anything about their emotions. This can be an important skill for teachers, as it allows them to provide emotional support to their students when they need it most. Furthermore, teachers with a high level of emotional comprehension can model healthy emotional behaviors for their students. By demonstrating how to recognize and manage emotions in a healthy way, teachers can help their students to develop their own emotional comprehension skills. This can lead to greater emotional resilience and well-being among students, which can have a positive impact on their academic performance and overall quality of life. The researchers found that teachers who had higher levels of emotional comprehension were better able to recognize emotional expressions, even when the expressions were subtle or not expressed verbally

(Ziv, Soroker, & Nissim, 2021). The study also found that teachers who had higher levels of emotion comprehension were better able to regulate their own emotional responses in response to the emotions of others. This suggests that emotion comprehension may play an important role in facilitating social and emotional competence in teachers.

Interpersonal sensitivity is the subscale with highest standard deviation (0.88) which would indicate that the response of the respondents in this subscales are scattered and inconsistent. This is also the subscale with the lowest arithmetic mean of 2.38 and is interpreted as average high. This suggests that while public high school teachers in the Philippines may possess some level of interpersonal sensitivity, they may not be as attuned to the emotional needs of others as they could be. It is also important to interpersonal sensitivity is the subscale with the highest standard deviation (0.88) which indicates the response from the respondents are away from one another. The dispersion of answers leads to an average score in the range of average high. This means some of the teachers steer the conversation toward something else when someone starts to talk to them about problems. By steering the conversation away from a student who is trying to discuss a problem, a teacher may be missing an opportunity to provide emotional support and help the student work through their issues. This behavior may be indicative of a teacher who is uncomfortable or unsure of how to handle emotional conversations, or who may not fully understand the importance of emotional support in the academic success and well-being of their students.

Table 1.2.b Demographic Profile of the Respondents according to Psychological Resilience

VARIABLE	ARITHMETIC MEAN	STANDARD DEVIATION	INTERPRETATION
Spiritual Influences	4.34	.49	Very High
Personal Competencies	4.11	.51	High
Peer Support	4.17	.62	High
Family Cohesion	4.41	.67	Very High
TOTAL	4.26	.42	Very High

Table 1.2.b shows the profile of the respondents in terms of psychological resilience across sex and years of teaching experience. Psychological resilience has four (4) subscales: personal competencies, spiritual influences, peer support, and family cohesion. The data shows that the overall profile of the respondents has scored an arithmetic mean of 4.26 which then leads to a very high interpretation. The total standard deviation is 0.42 indicates that the data points are close from the mean, this implies that the responses from the participants are close to each other and consistent and the interpretation of their answers are still very high (See Appendix A.2).

When looking at the subscales of psychological resilience, Spiritual influence has the lowest standard deviation (0.49) which would indicate that this is the subscale where the response of the respondents are consistent with each other. This subscale is also ranked as the second highest arithmetic means with

a value of 4.34 which was then interpreted also as very high. This would indicate that the respondents believe that God and fate help them overcome their challenges, they believe that things happen for a reason, and they rely more on gut feelings even if they are not sure what they believe is not existing. Filipinos have a strong belief in the power of Higher Being to provide strength and guidance during difficult times. This is supported by the study conducted by Catapang and de Guzman (2020) which explored the sources of resilience among Filipino teachers, and found that faith and spirituality were significant factors in helping teachers to overcome obstacles and cope with stress. Teachers reported that prayer and attending religious services provided them with a sense of peace and comfort, and helped them to maintain a positive outlook. Teachers often turn to God for guidance and strength when facing challenges in their personal and professional lives. Teachers reported that their faith gave them a sense of purpose and motivation, and helped them to stay focused on their goals.

Personal competencies is the second lowest standard deviation (.51) which means that the responses of the respondents are slightly close to each other and therefore it is still considered consistent and unanimous. It has an arithmetic mean value of 4.11 which is interpreted as high. High in personal competencies would indicate that teachers always believe that they can face challenges by believing in themselves. Teachers work hard to attain their goals and they are able to adapt to change. They are able to stay focused and think clearly under pressure, think of themselves as strong, not easily discouraged by

failure, and like challenges. This would suggest that the teachers have a strong desire for continuous improvement and growth in their profession. Teachers perceived their work as dynamic and unpredictable, which required them to work hard to attain and achieve the goal they set for themselves, adapt to changes, stay focused, and think creatively under pressure. They also reported a preference for taking a lead in solving problems and making decisions, which was linked to their sense of professional identity and responsibility. Bartley et al (2020) examined the perceptions and beliefs of teachers about their ability to cope with stress and adversity in their work. The study found that teachers reported a high level of self-efficacy in their ability to manage stress and adversity, which was linked to their professional training, experience, and exposure to diverse situations.

Peer support has an arithmetic mean of 4.17 interpreted as high and a standard deviation of .62. The peers support subscale would indicate that the respondents see themselves enjoying the accompaniment of their peers, they believe that forming relationships and establishing friendships helps them better cope with the demands at work. They also feel that they get support from their peers, they can freely express their sentiments with their peers and get support from them. This means that teachers often turn to their colleagues for emotional and instrumental support, including advice, encouragement, and help with the workload. Teachers reported that they felt more comfortable seeking support from their peers who understood the challenges and demands of their work, and who could provide practical strategies for coping. A study by Serrano et al,

(2021) explored the coping strategies of Filipino teachers and found that social support was a key factor in helping them manage job-related stress. The study found that social support from peers helped Filipino teachers to develop a sense of belonging and camaraderie, which contributed to their well-being and job satisfaction. Teachers reported that they valued the relationships they had with their colleagues and that these relationships helped to buffer the negative effects of stress.

Family cohesion has the highest arithmetic mean with a value of 4.41 equating to a very high interpretation and a standard deviation of 0.67. This would imply that respondents see their family as a primary source of protection for their psychological resilience. This suggests that the respondents have the same concept of what is essential in life as their family, that they are happy and have a tight connection with their family, and that they like doing activities together. The family is also one of the factors that keep respondents optimistic about the future, and loyalty to the family is an essential virtue when dealing with others. In the Philippines, teachers consider their family as the major factor to build psychological resilience due to the cultural value placed on strong familial ties and support systems. This belief is supported by a study by Catapang and de Guzman (2020) which explored the sources of resilience among Filipino teachers. The study found that Filipino teachers identified their families as the primary source of support and resilience during difficult times. Teachers reported that their families provided emotional support, motivation, and encouragement, which helped them to cope with stress and overcome challenges. Another study

further supports this claim which stated that Filipino teachers consider their family as a significant source of happiness and a better future due to the cultural emphasis on family values and interdependence. Reyes and Balanon (2021) examined the experiences of Filipino teachers regarding their family life and future aspirations. The study found that Filipino teachers strongly value their family as a source of happiness, emotional support, and motivation to succeed. Teachers reported that their families provide them with a sense of purpose and a reason to work hard in their careers.



2. Is there a significant relationship between emotional empathy and psychological resilience?

The tables below show the strength of the relationship between the emotional empathy and psychological resilience of the respondents and whether there exists a significant relationship between them.

Table 2.1 Significant relationship between Personal Competencies and Emotional Empathy of the Respondents

Psychological Resilience	Emotional Empathy	r	Strength	p-value	Interpretation	Decision
Personal competencies	Emotional Comprehension	0.286	Low correlation	0.002	Significant	Accept Ha
	Sympathetic Physiological Arousal	0.212	Low correlation	0.025	Significant	Accept Ha
	Interpersonal Sensitivity	-0.202	Low correlation	0.032	Significant	Accept Ha
	Prosocial Helping Behaviors	0.164	Negligible correlation	0.085	Not Significant	Reject Ha
	Emotional Contagion	0.110	Negligible correlation	0.249	Not Significant	Reject Ha
	Altruism	0.055	Negligible correlation	0.563	Not Significant	Reject Ha

Note: Statistical Significance is set to $p \leq 0.05$.

Table 2.1 presents the significant relationship between the Emotional Empathy and Psychological Resilience of the respondents. This also shows that Personal Competencies are significantly correlated with interpersonal sensitivity, sympathetic physiological arousal, and emotional comprehension. It is also found that personal competency is not significantly correlated to emotional contagion, altruism, and prosocial helping behavior.

In terms of personal competencies and emotional comprehension, it was found that there is a significant relationship between personal competencies and emotional comprehension ($p = 0.002$, $r = 0.286$). The value of r equal to 0.286 indicates a positive low correlation between Personal Competencies and Emotional Comprehension. The p -value equal to 0.002 which is less than the .05 significance level suggests that there is a significant relationship between the two variables (See Appendix G).

A low positive correlation between personal competencies and emotional comprehension shows that both variables move in the same direction; however, the relationship is not very strong. This may indicate that the respondents who have high personal competencies may have a low tendency of having a high emotional comprehension and vice versa. A low positive correlation between personal competencies and emotional comprehension among teachers may imply that, while personal competencies such as psychological resilience and adaptability are important in managing emotions and reactions of an individual, they may not always translate to a greater understanding and sensitivity to the

emotions of others. This might have an impact on how instructors connect with their students and colleagues since emotional understanding is critical in developing healthy relationships and cultivating empathy. When asked about how teachers deal with their problems one respondent stated:

"You should also read. I am searching on Facebook for groups of teachers who handle children like that. I am looking for their strategies so I can sometimes obtain strategies and modify them to match the level of the child I want to intervene with. That way, my activity can be appropriate in some way. That's really what should be done."

The same respondent finds it easier to determine someone feeling sad even if that person is not telling that stating "You see it, especially when you have seen a lot of people. You can differentiate when a person is happy or when a person is sad by looking at their eyes and their expression" Teachers with greater levels of emotional comprehension may be more situated to comprehend and handle the needs and emotions of their students, resulting in more positive academic and social-emotional results. This is supported by the study of Yunus et al, (2021) found that there is a low positive correlation between personal competencies and emotional comprehension among Malaysian school teachers.

In terms of personal competencies and sympathetic physiological arousal, it was found that there is a significant relationship between personal competencies and sympathetic physiological arousal ($p = 0.025$; $r = 0.212$). The value of r equal to 0.212 indicates a positive low correlation between Personal

Competencies and Sympathetic Physiological Arousal. The p-value is equal to 0.025 which is less than the .05 significance level. This suggests that there is a significant relationship between the two variables.

A low positive correlation between personal competencies and sympathetic physiological arousal shows that both variables move in the same direction; however, the relationship is not very strong. This may indicate that the respondents who have high personal competencies may have a low tendency of having high sympathetic physiological arousal and vice versa. One possible explanation for this low positive correlation is that public school teachers in the Philippines may have developed effective personal competencies to manage their stress levels and regulate their emotions. Teachers with strong emotional intelligence, for example, may be better able to recognize and manage their own emotions, which can help them avoid becoming overly stressed or anxious in response to challenging situations. Similarly, teachers with good problem-solving and communication skills may be more effective at addressing stressful situations and resolving conflicts, which can also help reduce physiological arousal. This is supported by Respondent 1 who stated that:

“I am really against disrespectfulness, in my class, for example, I immediately correct any simple disrespectful behavior. That's where it starts. If they get used to doing that while growing up, the child will get used to thinking it's okay to tease girls, to bully their classmates

unintentionally. It becomes a habit that they carry with them as they grow older."

Furthermore, it is possible that other factors, such as workplace culture and support, maybe more strongly related to sympathetic physiological arousal among public school teachers in the Philippines. For example, a supportive and collaborative workplace environment may help reduce stress and anxiety among teachers, leading to lower levels of physiological arousal. Conversely, a stressful and unsupportive workplace environment may increase physiological arousal, even among teachers with strong personal competencies. A study by Lee et al. (2021) found that among Korean teachers, there was a low positive correlation between personal competencies and sympathetic physiological arousal. This suggests that teachers who have higher levels of personal competencies, such as psychological resilience and emotional regulation, may be better able to regulate their physiological responses to emotional stimuli.

The findings on the relationship between personal competencies and interpersonal sensitivity show that there is a significant relationship ($p = 0.032$; $r = -0.202$). The value of r equal to -0.202 indicates a negative low correlation between Personal Competencies and Interpersonal Sensitivity. The p -value equals 0.032 which is less than the $.05$ significance level. This suggests that there is a significant relationship between the two variables.

A low negative correlation between personal competencies and interpersonal sensitivity likely indicates that the increased personal competencies

lead to a decrease in interpersonal sensitivity and vice versa. This may indicate that individuals who are high in personal competencies, such as self-confidence and assertiveness, may be low in interpersonal sensitivity, which includes abilities to read social cues and be empathetic towards others. This may be due to a greater focus on one's own abilities and strengths rather than others' emotional needs. On the other hand, individuals with higher levels of interpersonal sensitivity may be more attuned to the emotions and needs of others, potentially at the expense of their own personal competencies. This was supported by the study of Klassen & Chiu (2011), the study found a negative correlation between personal competence and interpersonal sensitivity, indicating that teachers with higher levels of personal competence tend to have lower levels of interpersonal sensitivity, and vice versa. This suggests that this may be due to the fact that teachers with high personal competence are more focused on achieving their goals and may be less attentive to the emotional needs of others. Conversely, teachers with high levels of interpersonal sensitivity may be more focused on the emotional needs of others and may neglect their own personal goals and competencies.

In terms of personal competencies and prosocial helping behavior, it was found that there is no significant relationship between personal competencies and prosocial helping behavior ($p = 0.085$; $r = 0.164$). The value of r equal to 0.164 indicates a positive negligible correlation between Personal Competencies and Prosocial Helping Behaviors. The p -value equal to 0.085 which is greater

than the .05 significance level suggests that there is no significant relationship between the two variables.

In terms of personal competencies and emotional contagion, it was found that there is no significant relationship between personal competencies and emotional contagion ($p = 0.249$; $r = 0.110$). The value of r equal to 0.11 indicates a positive negligible correlation between Personal Competencies and Emotional Contagion. The p -value equal to 0.249 which is greater than the .05 significance level suggests that there is no significant relationship between the two variables. If there is no significant relationship between personal competencies and emotional contagion, it suggests that a person's ability to regulate their own emotions and maintain psychological resilience does not necessarily affect their tendency to "absorb" the emotions of others.

In terms of personal competencies and altruism, it was found that there is no significant relationship between the personal competencies and altruism ($p = 0.563$; $r = 0.055$). The value of r equal to 0.055 indicates a positive negligible correlation between Personal Competencies and Altruism. The p -value equals 0.563 which is greater than the .05 significance level. This suggests that there is no significant relationship between the two variables.

Table 2.2: Significant relationship between Spiritual Influence and Emotional Empathy of the Respondents

Psychological Resilience	Emotional Empathy	r	Strength	p-value	Interpretation	Decision
Spiritual Influence	Prosocial Helping Behaviors	0.280	Low correlation	0.003	Significant	Accept Ha
	Sympathetic Physiological Arousal	0.264	Low correlation	0.005	Significant	Accept Ha
	Emotional Comprehension	0.185	Negligible correlation	0.051	Not Significant	Reject Ha
	Interpersonal Sensitivity	-0.135	Negligible correlation	0.157	Not Significant	Reject Ha
	Altruism	0.044	Negligible correlation	0.645	Not Significant	Reject Ha
	Emotional Contagion	-0.038	Negligible correlation	0.692	Not Significant	Reject Ha

Note: Statistical Significance is set to $p \leq 0.05$.

Table 2.2 presents the significant relationship between Emotional Empathy and Psychological Resilience of the respondents. This also shows that Spiritual Influence is significantly correlated with sympathetic physiological arousal and prosocial helping behavior. It is also found that spiritual influence is not significantly related to emotional contagion, interpersonal sensitivity, altruism, and emotional comprehension.

In terms of spiritual influence and prosocial helping behavior, it was found that there is a significant relationship between spiritual influence and prosocial helping behavior($p < 0.003$; $r = 0.28$). The value of r equal to 0.28 indicates a positive low correlation between Spiritual Influence and Prosocial Helping Behaviors. The p -value equals 0.003 which is less than the .05 significance level. This suggests that there is a significant relationship between the two variables (See Appendix G).

In terms of spiritual influence and sympathetic physiological arousal, it was found that there is a significant relationship between spiritual influence and sympathetic physiological arousal ($p = 0.005$; $r = 0.264$). The value of r equal to 0.264 indicates a positive low correlation between Spiritual Influence and Sympathetic Physiological Arousal. The p -value is equal to 0.005 which is less than the .05 significance level. This suggests that there is a significant relationship between the two variables.

A low positive correlation between spiritual influence and sympathetic physiological arousal shows that both variables move in the same direction; however, the relationship is not very strong. This may indicate that the respondents who have high spiritual influence may have a low tendency of having high sympathetic physiological arousal, and vice versa. Public school teachers often face high levels of stress, including heavy workloads, challenging student behaviors, and administrative pressures. This stress can trigger physiological responses, including sympathetic physiological arousal, which can

lead to feelings of anxiety, tension, or excitement. However, spirituality may play a role in regulating these responses. One explanation for the low positive correlation between spirituality and sympathetic physiological arousal among public school teachers is that spiritual practices, such as meditation or prayer, may help teachers to regulate their emotional responses to stressors. For example, research has shown that mindfulness-based practices can reduce stress and anxiety by activating the parasympathetic nervous system, which helps to counteract the effects of sympathetic arousal. This suggests that teachers who engage in spiritual practices may be better able to regulate their physiological response to stress, resulting in a lower positive correlation between spirituality and sympathetic physiological arousal. Another possible explanation is that spirituality may influence teachers' emotional responses to stressors in a way that is not directly related to physiological arousal. For example, teachers who are more spiritually inclined may have a greater sense of purpose and meaning in their work, which can provide a sense of resilience and help to mitigate the negative effects of stress. In this case, spirituality may not directly impact physiological arousal, but rather influence how teachers cope with stressors and their emotional responses to them.

A low positive correlation between spiritual influence and sympathetic physiological arousal shows that both variables move in the same direction; however, the relationship is not very strong. This may indicate that the respondents who have high spiritual influence may have a low tendency of having high sympathetic physiological arousal and vice versa. The low positive

correlation between spiritual influence and sympathetic physiological arousal among teachers may be explained by the fact that spirituality is often associated with a sense of calmness, peace, and tranquility, which may not necessarily elicit a strong physiological response.

The study published in the International Journal of Behavioral Medicine that found that spiritual practices such as meditation and prayer can lead to decreased sympathetic nervous system activity, which in turn leads to reduced physiological arousal. This may explain why there is only a low positive correlation between spiritual influence and sympathetic physiological arousal among teachers, as their spiritual practices may be helping to regulate their physiological response to stress and other stimuli. A study conducted by Yeh et al, (2020) examined the relationship between spirituality and physiological arousal among teachers in Taiwan. They found that while there was a positive correlation between spirituality and sympathetic physiological arousal, it was relatively weak. This suggests that spiritual practices such as meditation or prayer may not always lead to increased physiological arousal, which can have implications for how individuals incorporate spirituality into their daily lives.

In terms of spiritual influence and emotional comprehension, it was found that there is no significant relationship between spiritual influence and emotional comprehension ($p = 0.051$; $r = 0.185$). The value of r equal to 0.185 indicates a positive negligible correlation between Spiritual Influence and Emotional Comprehension. The p -value equal to 0.051 which is greater than the .05

significance level suggests that there is no significant relationship between the two variables.

In terms of spiritual influence and interpersonal sensitivity, it was found that there is no significant relationship between spiritual influence and interpersonal sensitivity ($p = 0.157$; $r = -0.135$). The value of r equal to -0.135 indicates a negative negligible correlation between Spiritual Influence and Interpersonal Sensitivity. The p -value is equal to 0.157 which is greater than the $.05$ significance level. This suggests that there is no significant relationship between the two variables.

In terms of spiritual influence and altruism, it was found that there is no significant relationship between spiritual influence and altruism ($p = 0.645$; $r = 0.044$). The value of r equal to 0.044 indicates a positive negligible correlation between Spiritual Influence and Altruism. The p -value is equal to 0.645 which is greater than the $.05$ significance level. This suggests that there is no significant relationship between the two variables.

In terms of spiritual influence and emotional contagion, it was found that there is no significant relationship between spiritual influence and emotional contagion ($p = 0.692$; $r = -0.038$). The value of r equal to -0.038 indicates a negative negligible correlation between Spiritual Influence and Emotional Contagion. The p -value equals 0.692 which is greater than the $.05$ significance level. This suggests that there is no significant relationship between the two variables.

Table 2.3: Significant Relationship between Peer Support and Emotional Empathy of the Respondents.

Psychological Resilience	Emotional Empathy	r	Strength	p-value	Interpretation	Decision
Peer Support	Interpersonal Sensitivity	-0.220	Low correlation	0.020	Significant	Accept Ha
	Emotional Comprehension	0.208	Low correlation	0.028	Significant	Accept Ha
	Emotional Contagion	0.195	Negligible correlation	0.039	Significant	Accept Ha
	Sympathetic Physiological Arousal	0.141	Negligible correlation	0.139	Not Significant	Reject Ha
	Altruism	0.083	Negligible correlation	0.385	Not Significant	Reject Ha
	Prosocial Helping Behaviors	0.051	Negligible correlation	0.597	Not Significant	Reject Ha

Note: Statistical Significance is set to $p \leq 0.05$

Table 2.3 presents the significant relationship between Emotional Empathy and Psychological Resilience of the respondents. This also shows that peer support is significantly correlated with emotional contagion, interpersonal sensitivity, and emotional comprehension.

In terms of peer support and interpersonal sensitivity, it was found that there is a significant relationship between peer support and interpersonal

sensitivity ($p = 0.02$; $r = -0.22$). The value of r equal to -0.22 indicates a negative low correlation between Peer Support and Interpersonal Sensitivity. The p -value is equal to 0.02 which is less than the $.05$ significance level. This suggests that there is a significant relationship between the two variables (See Appendix G).

One possible explanation for the low negative correlation between peer support and interpersonal sensitivity is that teachers who receive a lot of support from their peers may become less attuned to the emotions and needs of others. In other words, they may become less sensitive to the emotions of others because they are receiving so much support themselves. This may lead to a decrease in their interpersonal sensitivity. Conversely, teachers who receive less support from their peers may be more attuned to the emotions of others because they are not receiving as much support themselves. Another possible explanation for the low negative correlation between peer support and interpersonal sensitivity is that teachers who are more emotionally sensitive may be less likely to seek out peer support. This may be because they prefer to deal with their emotions on their own or because they do not want to burden their colleagues with their problems.

Conversely, teachers who are less emotionally sensitive may be more likely to seek out peer support because they do not have the same level of emotional awareness or coping skills. This is further supported by the study conducted by Guevara, et al. (2020) on the relationship between peer support and interpersonal sensitivity among public high school teachers in the

Philippines, there is a low negative correlation between the two variables. The study involved 200 teachers who completed self-report measures of peer support and interpersonal sensitivity. The findings of the study suggest that teachers who received high levels of peer support tended to have lower levels of interpersonal sensitivity. Conversely, teachers who received low levels of peer support tended to have higher levels of interpersonal sensitivity.

In terms of peer support and emotional comprehension, it was found that there is a significant relationship between peer support and emotional comprehension ($p = 0.028$; $r = 0.208$). The value of r equal to 0.208 indicates a positive low correlation between Peer Support and Emotional Comprehension. The p -value equal to 0.028 which is less than the .05 significance level suggests that there is a significant relationship between the two variables.

This suggests that teachers who engage in peer support are more likely to have a higher level of emotional comprehension. One possible explanation for this relationship is that engaging in peer support may provide teachers with opportunities to practice and enhance their emotional comprehension skills. When teachers engage in active listening and provide emotional support to their peers, they are exposed to a variety of emotional experiences and challenges that can help them develop a greater understanding of others' emotions. In turn, this increased emotional comprehension can benefit teachers in their interactions with students, leading to better communication and a more supportive classroom environment. Furthermore, peer support may also facilitate the development of

emotional intelligence, which is closely related to emotional comprehension. Emotional intelligence refers to the ability to recognize, understand, and manage one's own emotions, as well as the emotions of others. By engaging in peer support, teachers may be able to improve their emotional self-awareness and regulation, which can in turn enhance their ability to understand and empathize with others' emotions.

In terms of peer support and emotional contagion, it was found that there is a significant relationship between peer support and emotional contagion ($p = 0.039$; $r = 0.195$). The value of r equal to 0.195 indicates a positive negligible correlation between Peer Support and Emotional Contagion. The p -value is equal to 0.039 which is less than the .05 significance level. This suggests that there is a significant relationship between the two variables.

A positive negligible correlation in statistics indicates that there is a very weak correlation between the two variables. This means that there is little or no association between peer support and emotional contagion, in other words, having a high peer support does not predict whether the emotional contagion is also high or low and vice versa. A positive negligible correlation between peer support and emotional contagion among public school teachers could indicate that peer support may not have a significant impact on the level of emotional contagion experienced by teachers, or that other factors may have a greater influence.

In terms of peer support and sympathetic physiological arousal, it was found that there is no significant relationship between peer support and sympathetic physiological arousal ($p = 0.139$; $r = 0.141$). The value of r equal to 0.141 indicates a positive negligible correlation between Peer Support and Sympathetic Physiological Arousal. The p -value equal to 0.139 which is greater than the .05 significance level suggests that there is no significant relationship between the two variables.

In terms of peer support and altruism it was found that there is no significant relationship between peer support and altruism ($p = 0.385$; $r = 0.083$). The value of r equal to 0.083 indicates a positive negligible correlation between Peer Support and Altruism. The p -value equal to 0.385 which is greater than the .05 significance level suggests that there is no significant relationship between the two variables.

In terms of peer support and prosocial helping behavior, it was found that there is no significant relationship between peer support and prosocial helping behavior($p = 0.597$; $r = 0.051$). The value of r equal to 0.051 indicates a positive negligible correlation between Peer Support and Prosocial Helping Behaviors. The p -value equal to 0.597 which is greater than the .05 significance level suggests that there is no significant relationship between the two variables.

Table 2.4: Significant Relationship between Family Cohesion and Emotional Empathy of the Respondents.

Psychological Resilience	Emotional Empathy	r	Strength	p-value	Interpretation	Decision
Family Cohesion	Sympathetic Physiological Arousal	0.179	Negligible correlation	0.058	Not Significant	Reject Ha
	Interpersonal Sensitivity	-0.179	Negligible correlation	0.059	Not Significant	Reject Ha
	Prosocial Helping Behaviors	0.145	Negligible correlation	0.126	Not Significant	Reject Ha
	Emotional Comprehension	0.086	Negligible correlation	0.367	Not Significant	Reject Ha
	Emotional Contagion	0.065	Negligible correlation	0.493	Not Significant	Reject Ha
	Altruism	0.031	Negligible correlation	0.742	Not Significant	Reject Ha

Note: Statistical Significance is set to $p \leq 0.05$.

Table 2.4 presents the significant relationship between Emotional Empathy and Psychological Resilience of the respondents. This also shows that family cohesion is not significantly correlated with all of the subscales of psychological resilience.

In terms of family cohesion and sympathetic physiological arousal, it was found that there is no significant relationship between family cohesion and

sympathetic physiological arousal ($p = 0.058$; $r = 0.179$). The value of r equal to 0.179 indicates a positive negligible correlation between Family Cohesion and Sympathetic Physiological Arousal. The p -value equal to 0.058 which is greater than the .05 significance level suggests that there is no significant relationship between the two variables (See Appendix G).

In terms of family cohesion and interpersonal sensitivity it was found that there is no significant relationship between family cohesion and interpersonal sensitivity ($p = 0.059$; $r = -0.179$). The value of r equal to -0.179 indicates a negative negligible correlation between Family Cohesion and Interpersonal Sensitivity. The p -value equal to 0.059 which is greater than the .05 significance level suggests that there is no significant relationship between the two variables.

In terms of family cohesion and prosocial helping behavior, it was found that there is no significant relationship between family cohesion and prosocial helping behavior ($p = 0.126$; $r = 0.145$). The value of r equal to 0.145 indicates a positive negligible correlation between Family Cohesion and Prosocial Helping Behaviors. The p -value equal to 0.126 which is greater than the .05 significance level suggests that there is no significant relationship between the two variables.

In terms of family cohesion and emotional comprehension, it was found that there is no significant relationship between family cohesion and emotional comprehension ($p = 0.367$; $r = 0.086$). The value of r equal to 0.086 indicates a positive negligible correlation between Family Cohesion and Emotional Comprehension. The p -value equal to 0.367 which is greater than the .05

significance level suggests that there is no significant relationship between the two variables.

In terms of family cohesion and emotional contagion, it was found that there is no significant relationship between family cohesion and emotional contagion ($p = 0.493$; $r = 0.065$). The value of r equal to 0.065 indicates a positive negligible correlation between Family Cohesion and Emotional Contagion. The p -value equal to 0.493 which is greater than the .05 significance level suggests that there is no significant relationship between the two variables.

In terms of family cohesion and altruism, it was found that there is no significant relationship between family cohesion and altruism ($p = 0.742$; $r = 0.031$). The value of r equal to 0.031 indicates a positive negligible correlation between Family Cohesion and Altruism. The p -value equal to 0.742 which is greater than the .05 significance level suggests that there is no significant relationship between the two variables.

As indicated, family cohesion has no significant correlation with any of the subscales of psychological resilience. This would indicate that the relationship of a teacher to the family that allows him or her to cope with adversities by seeking help from them is not related to their ability to understand and share the feelings and emotions of others.

3. Is there a significant difference between Emotional Empathy and Psychological resilience among public school teachers when grouped according to:

The following tables show whether there is a significant difference between Emotional Empathy and Psychological Resilience of the respondents when grouped according to sex.

3.1 Sex

Table 3.1 Significant Difference between Emotional Empathy and Psychological Resilience of the Respondents when grouped according to Sex.

	Demographic profile	p value	Interpretation	Decision
Emotional Empathy	Sex	.263	Not Significant	Accept Ho
Psychological Resilience				

Note: Statistical significance is set to $p < .05$.

The p-value equal to .263 is greater than the .05 significance level. This suggests that there is no significant difference between emotional empathy and psychological resilience when respondents are grouped according to sex (See Appendix G).

If there is no significant difference in the level of emotional empathy and psychological resilience between male and female public school teachers in the Philippines, it suggests that both sex have similar levels of empathy and resilience when it comes to dealing with emotional and psychological challenges in the workplace. When looking at the overall profile of the respondents, it is

indicated that both males and females have high emotional empathy with the overall mean of 2.80 for male and 2.95 for female. It would indicate that emotional empathy is an important trait among teachers in this context. High emotional empathy suggests that teachers are able to understand and share the emotions of their students, which can help them to establish strong relationships with their students, be responsive to their needs, and provide support when necessary. This can be especially important in a high school setting where students may be going through a range of emotional experiences. Moreover, high emotional empathy among teachers can contribute to a positive and supportive classroom environment, which can enhance students' learning and well-being. When teachers are emotionally attuned to their students, they are better able to identify and address issues that may be affecting their students' academic performance, mental health, and overall well-being. It is also manifested in the subscales that both male and female respondents share the same profile in interpretations.

This is supported during the interview when asked about how they deal with the emotions of other people. Both males and females shared the same ways of handling the emotions of their respondents. Respondent 2, who is female, stated that:

"You can see it in their behavior. There are chances that some children are very active, but suddenly you will notice that they are very quiet one day. That is where you can see that they are going through something.

What I do is talk to them after class and ask what happened. In that way, the child becomes more open to you, and trust is built between the child and the teacher."

Based on Respondent 3, who is a male stated that:

"Maybe it depends on their emotion. For example, if they are quiet, you can ask them, but the way of asking should be done in a private place with just the two of you. You can talk to them and ask. Or sometimes, you can advise them. You need to ask because sometimes we do not see them outside the classroom and they might have some problems. The approach to them should be nice and always understanding."

Based on the interview, when teachers notice that their students are feeling sad or acting differently, both male and female teachers will talk to them and try to understand what the student is feeling. This indicates that regardless of sex, both males and females share the same ways of expressing emotional empathy towards their students.

In terms of the psychological resilience among the respondents, it indicates that there is no significant difference among male and females as they both have a very high profile of interpretation with male having the overall mean of 4.27 and female respondents having the overall mean of 4.21. If both males and females have very high psychological resilience among public high school teachers in the Philippines, it would indicate that these teachers are able to cope

with and recover from challenging situations in the workplace. High psychological resilience is an important trait among teachers because it can help them to manage stress, overcome obstacles, and adapt to changes in the educational landscape. Teachers who are psychologically resilient are better able to handle the demands of their job, including managing a heavy workload, dealing with difficult students, and addressing conflicts with colleagues or administrators. Moreover, high psychological resilience among teachers can have a positive impact on their students. When teachers are able to manage their own stress and emotions, they are better equipped to create a positive and supportive learning environment for their students. They are also more likely to model healthy coping strategies for their students, which can help students to develop their own resilience and coping skills. Therefore, if both male and female public high school teachers in the Philippines have very high levels of psychological resilience, it can be seen as a positive attribute that can benefit both teachers and students in this context. It suggests that these teachers are able to manage the challenges of their job and provide a supportive and positive learning environment for their students.

This was further supported by the interview when asked about how to deal with their problem. Respondent 2 who is female stated that "In my difficult times, it's my family that gives me strength. They are the ones who give or become my source of happiness. Even when I come home from school extremely tired, and I see my family, they make me happy." The same thought applies to Respondent 3 who is a male stating "When they (the family) call, that is when I share with them

what I am experiencing, because I am far away and I am always sad because I miss them. Of course, they give me advice and motivate me, which gives me strength to strive even more." Based on their response, we could conclude that regardless of sex, family is considered one of the major sources of motivation and strength among public school teachers in coping with their problems. During difficult times, teachers often find solace in their families, who became a source of happiness and encouragement. When teachers receive calls from their families, they share their experiences and struggles, which often leads to receiving advice and motivation from them. Family members serve as a constant reminder for teachers to keep going and to persevere despite the challenges they face in their teaching profession.

3.2 Years of Teaching Experience

Table 3.2 Significant Difference between Emotional Empathy and Psychological Resilience of the Respondents when grouped according to Years of teaching experience.

	Demographic profile	p value	Interpretation	Decision
Emotional Empathy	Years of Teaching Experience	.490	Not Significant	Accept Ho
Psychological Resilience				

Note: Statistical significance is set to $p < .05$.

The p-value equal to .490 is greater than the .05 significance level. This suggests that there is no significant difference between emotional empathy and psychological resilience when respondents are grouped according to years of teaching experience (See Appendix G).

The number of years of teaching experience that a teacher has does not significantly influence their level of emotional empathy or psychological resilience. This suggests that regardless of how long a teacher has been in the profession, they are likely to have similar levels of emotional empathy and psychological resilience. When looking at the profile of the respondents, it is observed that the overall mean of each range of years of teaching experience have a high interpretation with the mean of 2.90 for less than two years of teaching experience, 2.96 for both with 2 to 4 years of teaching experience and 5 to 10 years of teaching experience, and 2.82 for more than 10 years of teaching experience. This indicates that regardless of whether the teacher has just started working as a public school teacher or they have been working for several years, they already have high emotional empathy. Moreover, if emotional empathy is high among both new and experienced teachers, it could suggest that teacher education and professional development programs in the Philippines are effective in promoting and developing this trait. It could also suggest that emotional empathy is a trait that can be developed and improved through training and practice or already an innate trait among the public school teachers in the Philippines.

In terms of psychological resilience in terms of years of teaching experience. teacher on the range of 2 to 4 years of teaching experience have high psychological resilience with a mean of 4.14 while those who have less than 2 years of teaching experience, 5 to 10 years of teaching experience, and more than 10 years of teaching experience have a very high psychological resilience with a mean of 4.42, 4.21, and 4.21, respectively.

High psychological resilience among public school teachers regardless of their years of teaching experience could indicate that they have developed effective coping mechanisms and are able to manage the stress and challenges that come with their profession even if they are just starting to work as a public school teachers or even if they have been working for a longer period of time. This means that they have already established that strong sense of purpose and commitment to their work, and are able to maintain a positive attitude despite difficult circumstances. In turn, this could lead to improved job performance and job satisfaction among teachers, which could benefit both the teachers and their students. This finding suggests that the profession of teaching may be providing a conducive environment for the development of this trait. This could be due to the inherent nature of the job, such as the opportunities for personal growth and the sense of fulfillment that comes with making a difference in the lives of students. It could also be attributed to the support systems that are in place within the school community, including colleagues, administrators, and staff. Overall, a high level of psychological resilience among public school teachers

would indicate a positive and supportive working environment, which can benefit both the teachers and the students they serve.

CHAPTER 4

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of the research study, conclusions for each problem, and the recommendations for future researchers. This chapter entails the findings of this research study.

Summary

The study aimed to determine the demographic profile of the respondents in terms of emotional empathy and psychological resilience; the possible significant relationship between emotional empathy and psychological resilience of the public high school teachers; and the possible differences between the two variables when grouped according to the given demographic profile; sex and years of teaching experience. A Descriptive-Correlational research approach was utilized to determine the statistical relationship between emotional empathy and psychological resilience which were used as the variables for this study. It was designed to measure and assess the relationship between relevant variables to conclude whether there was a significant relationship and difference between emotional empathy and psychological resilience when grouped according to sex and years of teaching experience.

The respondents are employed during the data gathering or have teaching experience in public schools within the Philippines. Currently working as full-time public high school teachers with at least one year of teaching experience in the public school within the Philippines during the academic year 2021 - 2022. There were a total of 112 qualified respondents who participated in the study. The data gathering was accomplished through the use of an online platform known as the Google Forms. Two questionnaires were distributed to the respondents which were: The Toronto Empathy Questionnaire and Teacher's Resilience Scale. The researcher used a profile sheet, as well, to determine the following information from the respondents: sex and years of teaching experience all of which were also attached in the consent form. A combination of purposive convenience and snowball was used to reach out to the respondents and gather data.

In order to determine whether there was a significant relationship between Emotional Empathy and Psychological Resilience, the Pearson-r was utilized as the statistical treatment. On the other hand, the Multivariate Analysis of Variance (MANOVA) was used to determine the results of significant differences between Emotional Empathy and Psychological Resilience in terms of sex and years of teaching experience. Throughout the process of planning, down to the dissemination of instruments and interpretation of data, ethical considerations were prioritized.

Major Finding

1. There are more female respondents with a frequency of 86 (76.79%) than male respondents with a frequency of 26 (23.21%) out of the 112 total respondents.
2. The respondents have the highest frequency in the range between 5 and 10 years of teaching experience with a frequency of 41 (36.61%), followed by the range of 2–4 and more than 10 years of teaching experience with a frequency of 28 (25.00%), and the least frequency is less than 2 years of teaching experience with a frequency of 15 (13.39%).
3. The overall arithmetic mean of the facets of emotional empathy is 3.00, which is interpreted as high. Altruism and sympathetic physiological arousal were both very high; prosocial helping behavior, emotional comprehension, and emotional contagion were high; and interpersonal sensitivity was average high. These suggest that public school teachers who are teaching in high school can easily understand and share the feelings and emotions of others with respect to the profiles of the respondents.
4. The overall arithmetic mean of the facets of psychological resilience is 4.26 which is interpreted as very high. Family cohesion and spiritual influences were both very high, while peer support and personal

- competencies were both high. This suggests that public school teachers who are teaching in high school can easily adapt to the different adversities in life positively with respect to the profiles of the respondents.
5. Public school teachers who are teaching in high school exhibit altruism with the highest arithmetic mean of 3.33, which is very high. This suggests that public high school teachers have a selfless concern for the well-being of others, motivated by a genuine desire to help and alleviate their suffering.
 6. Public school teachers who are teaching in high school have family cohesion with the highest arithmetic mean of 3.33, which is very high. This suggests that teachers rely more on their families to deal with adversity by seeking help from them.

Conclusions

1. The hypothesis that there is a significant relationship between emotional empathy and psychological resilience was accepted for the subscales personal competencies and emotional comprehension, personal competencies and sympathetic physiological arousal, personal competencies and interpersonal sensitivity, spiritual influence and prosocial helping behaviors, spiritual influence and sympathetic physiological arousal, peer support and interpersonal sensitivity, peer support and emotional comprehension, and peer support and emotional contagion.

2. The hypothesis that there is a significant relationship between emotional empathy and psychological resilience was rejected for the subscales personal competencies and prosocial helping behavior, personal competencies and emotional contagion, personal competencies and altruism, spiritual influence and emotional comprehension, spiritual influence and interpersonal sensitivity, spiritual influence and altruism, spiritual and emotional contagion, peer support and sympathetic physiological arousal, peer support and altruism, peer support and prosocial helping behaviors, family cohesion and sympathetic physiological arousal, family cohesion and interpersonal sensitivity. family cohesion and prosocial helping behaviors; family cohesion and emotional comprehension; family cohesion and contagion; and family cohesion and altruism.
3. The hypothesis that there is a significant difference between emotional empathy and psychological resilience when grouped according to their sex and years of teaching experience was rejected. This suggests that regardless of your sex and years of teaching experience, the result of emotional empathy and psychological resilience would indicate almost the same profile.

Recommendations

Based on the results, the following are recommended:

1. The respondents scored very high on the altruism subscale of the emotional empathy. In order to maintain this level, the researcher suggests that public high school teachers continuously enjoy making other people feel better. It is recommended for teachers to create a safe and welcoming learning environment, offer emotional support, model positive behavior, encourage a growth mindset, and take care of their own well-being. Teachers who exhibit a sense of care and concern for their students are more likely to build strong relationships with them, which can lead to increased student engagement and motivation.
2. The respondents scored very high on the family cohesion subscale of psychological resilience. Therefore, the researcher recommends that public school teachers maintain strong relationships with their families and continuously value their families as a source of happiness, emotional support, motivation to succeed, a sense of purpose, and a reason to work hard in their profession. Maintaining a strong relationship can further enhanced by prioritizing family time, sharing experiences, seeking support, and recognizing the importance of family.
3. The respondents have scored lowest in interpersonal sensitivity on emotional empathy; therefore, the researcher suggests being more attuned to the emotional needs of others. It is recommended for public school teachers to practice active listening, nonverbal communication, and respect, which can help individuals develop this essential skill and

- enhance their ability to understand and connect with others, enhancing their interpersonal sensitivity.
4. The respondents have scored lowest in personal competencies on the psychological resilience scale; therefore, the researcher suggests public high school teachers should encourage themselves to aim for continuous improvement and growth in their profession. It is therefore recommended that teachers focus themselves on self-awareness, practice mindfulness, use positive self-talk, and build social support so they can enhance their resilience and thrive in their roles, thus helping them develop their personal competencies in psychological resilience.
 5. Government, educational institutions, school administrators are recommended to implement or plan programs that will foster the areas of emotional empathy and psychological resilience to the public high school. Implementing programs in developing these aspects can help teachers cope with their challenges, better cope with the emotional needs of their students, and improve their overall well-being.
 6. The researcher recommends equalizing or lessening the gap of between the demographic profile of the respondents such as their sex and years of teaching experience. This may have been the factor for variance in data and non-significance when finding the difference between emotional empathy and psychological resilience when grouped according to demographic profiles.

7. Future researchers who may find this study relevant or useful may utilize the same variables as with the study but may explore different sets of demographic profiles to have a wide range of results and to compare and contrast which profiles significantly influence emotional empathy and psychological resilience among public school teachers.

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