

# The Role of Emotional Competence in Fostering Academic Resilience among Students with Hearing Impairment

Jename S. Escalante., Niña Rozanne T. Delos Reyes., Irene O. Mamites., Mary Jane Q. Paraiso

Cebu Technological University-Main Campus, Cebu City, Philippines

DOI: <https://dx.doi.org/10.47772/IJRISS.2026.10100599>

Received: 03 February 2026; Accepted: 10 February 2026; Published: 19 February 2026

## ABSTRACT

This study examined the emotional competence and academic resilience among students with hearing impairments, focusing on their ability to regulate emotion and succeed academically. A descriptive correlational design was used, and survey questionnaires were distributed to CT-SPED students with hearing impairments majoring in Computer Technology and Food Service Technology. Respondents were selected through a purposive sampling technique. The ARS-30 and adapted emotional competence scales were employed to gather data alongside the respondents' demographic profiles. The result showed that the students' level of emotional competence, specifically in self-awareness, self-regulation, empathy, motivation, and social skills, was rated as moderate, indicating the need for attention and support. Similarly, their level of academic resilience was also found to be moderate, highlighting a vulnerability to academic stressors. Furthermore, the findings indicated a significant positive correlation between emotional competence and academic resilience, suggesting that high levels of emotional competence contribute to the ability of students with hearing impairments to navigate academic challenges. The study concludes that fostering emotional intelligence is vital for academic success. Therefore, it is recommended that the output of the study be implemented through targeted interventions and strategies, specialized teachers' training, and integration of assistive technologies to effectively address the emotional competence and academic resilience needs of students with hearing impairments.

**Keywords:** Special Education, Academic Resilience, Emotional Competence, Descriptive-Correlational Research Design, Cebu City, Philippines

## INTRODUCTION

Today, students in modern education encounter various challenges that impact their cognitive and emotional well-being in coping with academic endeavors (Ononye et al., 2022). It is evident that students face significant challenges in their daily lives, particularly in school settings. Caught between personal struggles, academic pressures, societal standards, and family expectations, many students feel worn out, yet they remain motivated to give their all in pursuit of achieving their dreams. In similar learning environments, students with hearing impairment are not an exception to all the adversities students face related to academic frustrations, stress, and anxiety, which lead to emotional instability (Chen et al., 2024). Education is a fundamental human right that applies to all students, including students with disabilities. It provides opportunities to all students who intend to achieve an independent and successful future as productive members of our society. Globally, inclusive education is being implemented in different countries, enabling students to access a quality education where they can learn side by side with their peers, as supported by their teachers.

Hearing Impairment, which is categorized as mild to profound, is a partial or complete hearing loss or impaired ability to hear sound (Felman, 2023). Consequently, this impairment significantly affects a student's emotional competence and their ability to cope with academic frustrations. It can also limit their capacity to effectively learn new information, vocabulary, and social interaction, and improve academic performance. Furthermore, students deprived of a quality education are likely to develop stress stigma (Mofatteh, 2020). To handle emotional stress and academic pressures, students need to be strong and resilient. By fostering the ability to navigate challenges and recover from setbacks, resilience significantly contributes to students' achievement. This inner strength helps individuals cope effectively with difficult situations.

According to Rudd et al. (2021), students who possess academic resilience tend to improve their learning outcomes, reduce the risk of failure, and achieve better academic results. Furthermore, students with high emotional competence are often more resilient as their emotional skills equip them to manage complex emotions associated with academics and school environments. This signifies that both external factors and an individual's emotional competence shape resilience. Emotions are the psychological states associated with thoughts and feelings that drive behavioral changes. Students must possess this competence to effectively navigate challenges and succeed academically, as it enables them to manage stress, maintain motivation, and remain focused despite difficulties in the educational setting.

Students with hearing impairments (HI) particularly need to be self-aware to understand their emotions, strengths, and weaknesses, which in turn allows them to regulate their actions, stay motivated, and perform tasks effectively. Developing empathy is also crucial, enabling them to understand the feelings of others, while strong social skills are vital for peer interaction, group collaboration, and self-advocacy.

Although emotional competence is a significant factor in academic resilience, it is often neglected and has a limited focus in research. This gap is critical because students with HI frequently face unique challenges that impact their well-being, achievement, and resilience, including communication barriers, family relationships, social isolation, and limited access to information. Therefore, there is a clear need for research to develop effective interventions focused on emotional competence specifically for HI students. Enhance training and support services for teachers to ensure the implementation of specialized instruction (e.g., using sign language or total communication) that adequately addresses the emotional and academic needs of the students with hearing impairments.

The study was significant to Cebu Technological University-Main Campus (CTU), the focal area where the researcher observed issues concerning students with hearing impairments (HI) struggling to manage their emotions, which negatively affect their academic performance. This study aims to investigate the crucial role of emotional competence in fostering academic resilience among students with hearing impairments who are currently enrolled during the 2024-2025 academic year. Specifically, this study seeks to determine how specific emotional competencies such as self-awareness, self-regulation, motivation, empathy, and social skills impact their academic success. By exploring this relationship, the research aspires to acquire contextual insights that lead to personalized strategies for overcoming educational challenges. The findings of this study will serve as the basis for an action plan and effective application of approaches to strengthen teacher training and support. Ultimately, this will create opportunities to help HI students become resilient despite academic adversities.

The ultimate goal is to illuminate the specific needs of students with HI at CTU and provide evidence-based strategies that support both emotional well-being and academic success within inclusive settings. Strengthening the ability of teachers to guide students will contribute to a more effective education system in which students can be confident in their education.

## **Objective of the Study**

The general objective of this study was to determine the role of emotional competence in fostering academic resilience among students with hearing impairments as the basis for a proposed action plan.

Specifically, this study sought to answer the following questions:

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

1.1 age and gender,

1.2 level of hearing loss,

1.3 preferred communication mode,

1.4 number of siblings,

- 1.5 parents' highest educational attainment and,
- 1.6 socioeconomic status?
2. As perceived by the respondents, what is the level of emotional competence in terms of:
  - 2.1 self-awareness,
  - 2.2 self-regulation,
  - 2.3 motivation,
  - 2.4 empathy, and
  - 2.5 social skills?
3. What is the level of academic resilience of the respondents?
4. Is there a significant relationship between the emotional competence and academic resilience of the respondents?
5. Based on the findings, what action plan can be proposed?

## RESEARCH METHODOLOGY

This study uses descriptive-correlational design to determine the level of emotional competence of students with hearing impairments and identify how they cope with academic setbacks and remain resilient throughout their studies. According to Mateusz Brodowicz, (2024), descriptive correlational design is a study in which the researcher has a single group and simply tries to determine the relationship between two variables. This approach enabled researchers to collect data that is relevant and structured in a manner that facilitates rigorous analysis to answer the problems of the study. The data is gathered using a survey questionnaire, distinguishing the crucial role of emotional competence in the academic resilience of students with hearing impairments at the Cebu Technological University-Main campus. Furthermore, appropriate statistical tools and solid empirical evidence to enhance the overall credibility of the research were used to achieve the objectives of this study.

### Respondents

The respondents for this study are the 1st-year and 2nd-year students of CTU CT-Sped enrolled for the academic year 2024-2025 majoring in Computer Technology and Food Service Technology. There were 78 total students with hearing impairments enrolled at CTU-Main, 45 2<sup>nd</sup> year students and 33 1<sup>st</sup> year students. The researcher used purposive sampling to select the number of respondents based on the characteristics relevant to the research question.

Presented in Table 1 the population and the necessary approximate respondents subject to this research.

Table 1 Distribution of Respondents (n=78)

| Respondents                     | Frequency | Percentage |
|---------------------------------|-----------|------------|
| CT-Sped 1 <sup>st</sup> Year FT | 12        | 15         |
| CT-Sped 2 <sup>nd</sup> Year FT | 22        | 28         |
| CT-Sped 1 <sup>st</sup> Year CT | 21        | 27         |

|                                 |           |               |
|---------------------------------|-----------|---------------|
| CT-Sped 2 <sup>nd</sup> Year CT | 23        | 30            |
| <b>Total</b>                    | <b>78</b> | <b>100.00</b> |

## Instrument

This study utilized a survey questionnaire to collect the data. To have an appropriate and reliable survey, the research will have questionnaires in three (III) parts, namely:

Part I. This part consists of questions gathered respondents' profiles in terms of their age, gender, level of hearing loss, preferred communication mode, number of siblings, parents' highest educational attainment, parents' Occupation, and socioeconomic status.

Part II. This part contains the major statements and questions that collect data on the respondent's emotional competency regarding self-awareness, self-regulation, motivation, empathy, and Social Skills. The researcher used an adapted questionnaire from Articulo and Florendo's (2003) Values and Work Ethics book based on the work of Goleman, D. (1998) rated a four-point Likert scale, namely: 4 – Strongly Agree, 3 – Agree, 2 – Disagree, and Strongly Disagree.

Part III. This consists of the second major statement of questions to determine the Academic Resilience of students with hearing impairments. The researcher utilized an ARS-30 adapted survey questionnaire from Cassidy (2016), which rated the students with hearing impairments using a four-point Likert scale, accordingly by 4 – Strongly Agree, 3 – Agree, 2 – Disagree, and Strongly Disagree.

## Statistical Treatment of Data

The data gathered in the study was processed using the following appropriate statistical methods.

**Frequency Count.** This method tallies and counts the number of times HI students answer to the data that describes their demographic profile in the table such as age and gender, level of hearing loss, preferred communication mode, number of siblings, parents' highest educational attainment, parents' occupation, and socioeconomic status. It determines the specific and clear understanding of the distribution of certain categories.

**Percentage Method.** This method converts the total frequency into percentages for clarity proportions in each category. It's useful in revealing the relative representation of the profile of the respondents in each category.

**Weighted Mean.** This method is used to get the average or total sum of the data sample on the level of emotional competence, self-awareness, self-regulation, motivation, empathy and social skills, and academic resilience of students with hearing impairments. It can help analyze the data to reflect the significant factors in the variable.

**Standard Deviation.** This method is used to assess the variability in the data regarding emotional competence and academic resilience, determine the consistency of HI students' responses, and ensure that the findings are reliable.

**Pearson r.** To determine the significant relationships between emotional competence such as self-awareness, self-regulation, motivation, empathy, social skills, and academic resilience that influence students with hearing impairments.

## Scoring Procedure

A scoring procedure was used to quantify the data collected on the respondents' emotional competence and academic resilience and to guide respondents in answering questionnaires. The study's variables were based on a Likert scale, each comprising Four-level scoring. The four-level scoring will be applied to the study's identified variables.

The scores obtained from the student's survey were interpreted according to this rating scale. The numerical ratings were sorted into descriptive categories to interpret the results regarding the role of emotional competence in fostering academic resilience among students with hearing impairments

## RESULTS OF THE DATA GATHERED

### Profile Of The Respondents

The first part presented the profile of the respondents from Cebu Technological University-Main Campus, highlighting their demographic characteristics such as age, gender, level of hearing loss, preferred communication mode, number of siblings, parents' highest educational attainment, and combined family monthly income.

### Age and Gender of the Respondents

This section presents the age and gender profile of the respondents as one of the sub-variables of the demographic profile. Thus, serves as one of the bases for comprehensive relationships of emotional competence and academic resilience among students with HI. This comprehensive analysis uncovered valuable insights significant to this study.

Table 2 Age and Gender of the Respondents

| Age (in years) | Female    |              | Male      |              | Total     |               |
|----------------|-----------|--------------|-----------|--------------|-----------|---------------|
|                | f         | %            | f         | %            | f         | %             |
| 31 and above   | 3         | 3.85         | 3         | 3.85         | 6         | 7.69          |
| 26=30          | 9         | 11.54        | 5         | 6.41         | 14        | 17.95         |
| 21-25          | 25        | 32.05        | 20        | 25.64        | 45        | 57.69         |
| 18-20          | 6         | 7.69         | 7         | 8.97         | 13        | 16.67         |
| <b>Total</b>   | <b>43</b> | <b>55.13</b> | <b>35</b> | <b>44.87</b> | <b>78</b> | <b>100.00</b> |

Table 2 displays data on the age and gender of the students with hearing impairments (HI) who participated in the study. Age and gender are important factors that are considered while conducting this study, as they impact the emotional maturity of students with HI and how it affects their academic resilience.

The table shows the distribution of respondents by age and gender. Most students with hearing impairments (HI) are between the ages of 21 and 25, comprising (57.69%) of the total. Females make up (32.05%), while males account for (25.64%). The data also indicates that respondents aged 26 to 30, with a total of (17.95%), fall in the middle range, while those aged 31 and above, at (7.69%), represent the lowest age bracket among all respondents. The data implied that age-sensitive and gender-inclusive programs can help students with HI become more resilient in their academic pursuits. Support should focus on developing strong self-awareness, self-regulation, motivation, empathy, and social skills to enhance their overall educational success (Antonopoulou H. 2024). Students who are self-aware and know how to regulate their emotions have higher self-confidence which leads to better academic performance.

This study indicates that most young female adults ages 21 to 25 are the most active participants in school. Buzuneh (2022) stated that hearing students have higher resilience than students with hearing impairments, and mostly female students have lower resilience than males. According to Adigun & Nzima (2021), gender and age affect students' behavior toward their approach to any specific subject and coping strategy. Moreover,

interventions like developing social-emotional learning help young adult students apply knowledge, skills, and attitudes to manage their emotions, establish good interpersonal relationships, and enhance academic success.

### Level of Hearing Loss

Table 3 Respondents' Level of Hearing Loss

| Level of Hearing Loss | f         | %             |
|-----------------------|-----------|---------------|
| Profound              | 9         | 11.54         |
| Severe                | 7         | 8.97          |
| Moderate              | 33        | 42.31         |
| Mild                  | 18        | 23.08         |
| No Formal Assessment  | 11        | 14.10         |
| <b>Total</b>          | <b>78</b> | <b>100.00</b> |

This section presented the frequency and percentage distribution of the Respondent's Level of Hearing Loss, which serve as a crucial sub-variable within the overall demographic profile. Thus, the analysis of this specific data offers valuable insights that are significant for providing comprehensive relationships between emotional competence and academic resilience among students with hearing impairments (HI).

The ability to hear and communicate effectively is significantly important in daily life; yet, for individuals with hearing impairments, it is a day-to-day challenge, especially accessing information and engaging in social environments. The level of hearing loss is one of the key factors that influence the development of emotional competence and the manifestation of academic resilience. Hearing loss ranging from mild to profound is a wide spectrum that each level requires interventions, varied assistive technologies, and support systems.

This table displays the respondents' levels of hearing loss. The majority of students with hearing impairments (HI) are considered to have moderate hearing loss, with the highest percentage total of (42.31%). This indicates that the plurality of respondents had hearing problems at the middle severity level. Hence, it was followed by mild hearing loss, garnering a total of (23.08%), and profound hearing loss at 11.54%. In comparison, severe hearing loss (8.97%) fell to the lowest level. Moreover, 14.10% have not received formal assessments, indicating a gap in hearing health awareness with the right accessibility to diagnostic services.

The data indicate that a significant majority of respondents experienced moderate to mild hearing loss, which can be challenging and requires assistive listening devices or hearing aids to bridge perception. Without support, it can lead to mental exhaustion and listening fatigue. While the percentages for severe and profound hearing loss are lower, these students rely solely on visual communication such as sign language, closed captioning, or lip-reading. The vital support of Universal Design can be beneficial to them, ensuring that environments are equipped for those who use residual hearing and those who rely on visual cues. The data finding of no formal assessment can be concerning. These students who lack clinical diagnosis hinder their ability to receive proper support, appropriate accommodation, and medical intervention. The hearing loss, if not addressed, can have worse consequences, adversely affecting language development, access to Information, communication with others, quality of life, and educational attainment World Health Organization. (2021).

These findings suggested the need for targeted educational support and intervention for students with mild to moderate hearing loss to address their communication and learning needs, while enhanced outreach for those who lack formal assessments Kapalamula, G., et.al. (2023). Early identification and support are important for students in building self-awareness, self-regulation, and social skills that help them thrive emotionally and academically while being resilient throughout their studies, Min, H. J., et. al.(2024).

## Preferred Communication Mode

This section showed the respondents' preferred communication mode, which serves as a crucial sub-variable within the overall demographic profile. Thus, the analysis of this specific data offers valuable insights that are significant for providing comprehensive relationships between emotional competence and academic resilience among students with hearing impairments (HI). Choosing a communication mode is a vital decision for students with hearing impairments, as it dictates how they communicate, interact, and access information.

Table 4 Respondents' Preferred Communication Mode

| Preferred Communication Mode | f  | Rank |
|------------------------------|----|------|
| Sign Language                | 57 | 1    |
| Oral Communication           | 4  | 4    |
| Cued Speech                  | 3  | 5    |
| Written Communication        | 15 | 3    |
| Total Communication          | 16 | 2    |

Table 4 presents data on the respondents' preferred communication mode, detailing the various methods they used to communicate and express themselves. It illustrates how these communication modes align with their unique needs and capabilities. This table highlighted the respondents' preferred communication modes. The Majority of students with hearing impairments (HI) preferred Sign Language, ranking 1st with 57 respondents, followed by Total Communication (Rank 2) with 16 respondents, Written Communication (Rank 3) with 15 respondents, and Oral Communication, which ranked 4<sup>th</sup>. Cued Speech is the least preferred communication mode.

The immense preference for sign language and total communication indicates that visual-manual communication provides most highest linguistic fluency for the majority of the respondents. Communication is the most important way of sharing and knowing each other. As stated by Vedu, S. Z., et.al 2025, it is essential to provide diverse communication options, from sign language, gestural systems, to technology-assisted oral speech and total communication, to communicate effectively and foster inclusivity.

These findings suggest that Sign Language is the most comfortable and effective communication mode for students with hearing impairments, including those who can speak or use oral communication Asare, O. A. (2022). In contrast, Cued Speech ranks the lowest, as it does not apply to everyone. Mild to moderate hearing loss can also affect students' social and communication Zussino, et., al (2022). Students with HI encounter various challenges in terms of communication, without support and intervention, they are prone to struggle with feelings of isolation and fear of interacting with others. In connection with this, early intervention can help students with HI develop their full potential for they to live in our present and future environment.

## Number of Siblings

Table 5 data presented the number of siblings, which serves as a crucial sub-variable within the overall demographic profile. The family environment is a primary factor that influences the development, communication, and psychosocial well-being of students with hearing impairments. Thus, the analysis of this specific data offers valuable insights that are significant for providing comprehensive relationships between emotional competence and academic resilience among students with hearing impairments (HI). It provides insights into the impact and importance of the number of siblings that account for their emotional and academic resilience

Table 5 Respondents' Number of Siblings

| Number of Siblings | f         | %             |
|--------------------|-----------|---------------|
| 7 and above        | 9         | 11.54         |
| 5-6                | 14        | 17.95         |
| 3-4                | 24        | 30.77         |
| 1-2                | 22        | 28.21         |
| None               | 9         | 11.54         |
| <b>Total</b>       | <b>78</b> | <b>100.00</b> |

Table 5 displayed the distribution of the respondents' number of siblings. Most students with HI have between 3 and 4 siblings accumulating the highest percentage with a total of (30.77%), followed by 1-2 siblings fell in the middle range comprising (28.21%), No siblings, and 7 and above had tied garnered the lowest percentage total of (11.54%). The universality of respondents with multiple siblings encourages a strong peer-interaction communication to create a deep understanding and a bond. Families who use total communication or sign language are efficient in staying connected with their siblings with hearing impairments.

Findings suggest that support and interventions for students with hearing impairments should consider family background to create more inclusive and understanding environments for students that strengthen their emotional and academic needs. According to Barath, S., et., al. (2023) family members play a vital role in overall students' development. This study highlights the significant influence of students' siblings on their academic achievement, and social and emotional competence Pillay & Moonsamy (2022). However, as stated by other studies students with HI who have more siblings, their parents will find it more challenging to give each other certain attention. Somehow, it can impact their responsibility and empathy under pressure on their part. Students who lack attention could delay the development of emotional and social skills.

### Parents' Highest Educational Attainment

This section presented the parents' highest educational attainment of students with hearing impairments, which serves as a critical sub-variable within the overall demographic profile.

Table 6 Parents' Highest Educational Attainment

| Educational Attainment | Mother |       | Father |       |
|------------------------|--------|-------|--------|-------|
|                        | f      | %     | f      | %     |
| Master's Degree        | 1      | 1.28  | 7      | 8.97  |
| With Master's Units    | 2      | 2.56  | 1      | 1.28  |
| College Graduate       | 21     | 26.92 | 29     | 37.18 |
| College Level          | 19     | 24.36 | 11     | 14.10 |
| High School Graduate   | 20     | 25.64 | 12     | 15.38 |
| High School Level      | 10     | 12.82 | 6      | 7.69  |

|                     |           |               |           |               |
|---------------------|-----------|---------------|-----------|---------------|
| Elementary Graduate | 3         | 3.85          | 5         | 6.41          |
| Elementary Level    | 1         | 1.28          | 3         | 3.85          |
| No Formal Education | 1         | 1.28          | 0         | 0.00          |
| No Response         | 0         | 0.00          | 4         | 5.13          |
| <b>Total</b>        | <b>78</b> | <b>100.00</b> | <b>78</b> | <b>100.00</b> |

Thus, the analysis of this specific data offers valuable insights that are significant for providing comprehensive relationships between emotional competence and academic resilience among students with hearing impairments (HI). Analyzing the educational attainment of the parents provides an understanding of students' development trajectory, family support, and socioeconomic stability

This table showed the distribution of respondents' parents' highest educational attainment. The data displayed that the majority of parents of students with hearing impairments (HI) among mothers are college graduates representing the highest percentage total of (26.92%), closely followed by high school graduates acquiring (25.64%). The data also indicates a significant portion of mothers have a college level (24.36%), while a small minority pursued a master's education. Mothers who completed master's degrees, enrolled in elementary school without graduating, and had no formal education are at the lowest level comprising (1.28%).

Similarly, fathers' highest educational attainment reported that most are also college graduates with a total percentage of (37.18%), meanwhile, high school graduates comprised (15.38%), followed by fathers who are college level with a total of (14.10%), while those with master's units fell the lowest range with (1.28%). Unlike mothers who have no formal education, (5.13%) did not respond about their fathers' education which somehow indicates that some students don't have a father or their fathers are already deceased.

The data on parents' highest educational attainment highlight its important influence on the emotional competence and academic resilience of students with hearing impairments. This data revealed that a large portion of mothers and fathers of students with hearing impairments (HI) are college graduates, which suggests that many HI students can benefit from families with strong educational foundations. Relatively, according to (Wang et, al., 2020), parents with higher educational attainment are better equipped to support their students' academic journey, more accessible to information, educational opportunities, and can proficiently use total communication and digital assistive technologies. Hence, the lower percentage of parents with postgraduate education and those families with limited education highlight differences in parental abilities to support their students emotionally and academically.

These findings implied that highly educated parents are likely equipped to guide and model emotional regulation, communication, and resilience that can help students with hearing impairments Chen, P. H., & Liu, T. W. (2021). Support should focus on empowering awareness to the parents in fostering emotional competence and resilience of HI students to help them overcome challenges in their academic endeavors regardless of their educational attainment.

### **Combined Family Monthly Income**

This section provides socioeconomic status, specifically the combined family monthly income of students with hearing impairments, which serves as a critical sub-variable within the overall demographic profile. Thus, the analysis of this specific data offers valuable insights that are significant for determining the quality of life and level of support available with hearing impairments.

The socio-economic status of students is relevant to their emotional competence and academic resilience.

Table 7 presents data on the combined family's monthly income.

Table 7 Combined Family Monthly Income

| Monthly Income (in pesos) | f         | %             |
|---------------------------|-----------|---------------|
| above 219,140             | 3         | 3.85          |
| 131,484-219,140           | 8         | 10.26         |
| 76,699-131,484            | 3         | 3.85          |
| 43,828-76,669             | 26        | 33.33         |
| 21,194-43,828             | 17        | 21.79         |
| 9,520-21,194              | 17        | 21.79         |
| below 9,520               | 4         | 5.13          |
| <b>Total</b>              | <b>78</b> | <b>100.00</b> |

This table displayed the breakdown of the combined family monthly income of the 78 students with hearing impairments (HI), represented in seven brackets. The data reveals that the majority income bracket (33.33%) among HI students is classified in the income range of ₱43,828 to ₱76,669, indicating that the middle income is the most common income level. This followed by the two-income range bracket ₱21,194 to ₱43,828 and ₱9,520 to ₱21,194 each is having a total of (21.79%) that tied for the spot. Totaling, these three income brackets comprise (76.91%) of the total income level, highlighting that most students with hearing impairments come from lower-middle income to middle-income families.

In comparison, only a minority of students with HI has total of (3.85%) who belong to the highest income are considered to be rich with above ₱219,140 income bracket with the same percentage falls in the range ₱76,699 to ₱131,484, indicating the lower proportion of high income-families in the data. Furthermore, the sample reported that (5.13%) of HI students have a combined monthly income below ₱9,520 which signifies poor family households or demonstrates the existence of economically disadvantaged families.

These data implied that most students belong to lower-middle to middle-income households with a smaller proportion of high-income families and the existence of students who experience economically disadvantaged family backgrounds. Those students from the lower-income bracket may face additional challenges that can affect their emotional regulation and resilience Bankole, G. O. (2024). . These findings suggest that support should be tailored to the needs of students with hearing impairments for emotional competence that can help them manage control and respond to their emotions positively, build resilience, and achieve academic success despite financial limitations.

## Level Of Respondents' Emotional Competence

### Self-Awareness

This data presented emotional competence of the respondents, specifically focusing on self-awareness, which serves as a crucial sub-variable within the overall emotional competence. Emotional competence is essential for student with hearing impairment, especially self-awareness, as they often encounter unique challenges related to communication barriers and social integration. This data provided insight into respondents' self-awareness level based on indicators intended to evaluate their capacity to understand, recognize, regulate, and reflect on their emotions, strength and values. Thus, the analysis of this specific data offers valuable insights that are significant for providing comprehensive relationships between emotional competence and academic resilience among students with hearing impairments (HI).

Table 8 showed the results and data analysis on the level of respondents' emotional competence in terms of self-awareness. Analysis showed the weighted means and verbal descriptions of students with hearing impairments using the 10 indicators of self-awareness. The data reveals that most respondents possessed moderate emotional competence levels of self-awareness, with an aggregate weighted mean of 3.17.

Table 8 Level of respondents' emotional competence in terms of self-awareness

| S/N  | Indicators   | WM          | SD          | Verbal Description |
|--|--|-------------|-------------|--------------------|
| 1  | I am aware of my emotions and understand why I feel them.                          | 3.32        | 0.65        | Moderate           |
| 2  | I can relate my feelings with what I think, do, and say and how I perform.         | 3.06        | 0.63        | Moderate           |
| 3  | I understand how others feel and respect them.                                     | 3.44        | 0.69        | High               |
| 4  | I am aware of the values and goals which guide me.                                 | 3.38        | 0.61        | Moderate           |
| 5  | I am aware of my strengths and weaknesses.   | 3.06        | 0.80        | Moderate           |
| 6  | I reflect on myself and learn from experience.                                     | 3.24        | 0.74        | Moderate           |
| 7  | I welcome feedback, and new learnings and continuously engage in self-development. | 3.23        | 0.66        | Moderate           |
| 8  | I have a positive sense of self-worth and capabilities.                            | 3.13        | 0.67        | Moderate           |
| 9  | I can voice unpopular views and make a stand on what is right.                     | 2.91        | 0.79        | Moderate           |
| 10   | I am decisive, and able to make decisions, despite uncertainties and pressures.    | 2.96        | 0.76        | Moderate           |
| <b>Aggregate Weighted Mean</b>   |  | <b>3.17</b> |             | <b>Moderate</b>    |
| <b>Aggregate Standard Deviation</b>  |  |             | <b>0.70</b> |                    |
| <b>Legend:</b> 4.21-5.00-Very High; 3.41-4.20- High; 2.61-3.40-Moderate; 1.81-2.60-Low; 1.00-1.80-Very Low |  |             |             |                    |

This signifies that students with HI have the average ability to recognize and understand their own emotions, strengths, and weaknesses that influence their behavior and decision-making, although there is still a need for improvements. The indicator "I understand how others feel and respect them" gets the highest rate among the students with Hearing impairment (HI) "with a 3.44 weighted mean, indicating a high level of empathy and respect for others. On the contrary, "I can voice unpopular views and make a stand on what is right" scores the lowest with a weighted mean of 2.91 tended to a "Moderate" level, emphasizing a difficulty in self-confidence and self-esteem. This suggests that students with HI are competent in interpersonal skills and value the emotions of others which is an important aspect of collaboration and building strong lasting relationships. However, they may struggle to express themselves or make decisions under pressures that affect their ability to lead or make the right choices. Other indicators such as "I reflect on myself and learn from experience, and "I welcome feedback and new learnings and continuously engage in self-development" are a moderate indication of personal growth and adaptability that reflects a willingness to improve but needs more practice and opportunities to enhance these abilities.

Overall, the results suggest respondents with moderate levels of self-awareness can be used as an advantage to their academic success and work transitions as employers tend to value emotional competence as a vital aspect of professional success Hattingh, A. (2023).

In summary, Table 8 revealed how students with hearing impairments demonstrate moderate competencies in self-awareness. Interventions and strategies are essential to enhanced confidence, decision-making, and personal growth equipped enough to measure their full potential in academic life and careers. Self-awareness is a significant factor that impacts academic resilience and personal development of students Deković et., al (2022). Students who are aware of their actions and behavior have a higher ability to cope with emotional problems. The result shows most students with hearing impairments are respectful of others as they then value teachers' feedback and appreciate their help more Mumba, D. (2022). It emphasizes the guidance of teachers can increase their self-awareness to become more emotionally competent in handling difficult problems that lead to academic success.

However, students with HI have different characteristics and are unaware of their emotions which may affect their performance. Interventions and strategies are provided to help them better understand themselves and how they want to become. For example, why they get angry or sad, happy, and teach them how to calm themselves in tough or pressured situations. Self-awareness influences students with HI to perform and complete assigned tasks Adigun, O. T. & Nzima, D. R. (2021).

### **Self-Regulation**

This data presented table 9 emotional competence of the respondents, specifically focusing on self-regulation, which serves as a crucial sub-variable within the overall emotional competence.

Table 9 Level of respondents' emotional competence in terms of self-regulation

| <b>S/N</b>                          | <b>Indicators</b>   | <b>WM</b>   | <b>SD</b>   | <b>Verbal Description</b> |
|-------------------------------------|---|-------------|-------------|---------------------------|
| 1                                   | I can manage my impulsive feelings and distressing emotions well.                       | 2.97        | 0.68        | Moderate                  |
| 2                                   | I can stay composed, positive, and unshaken even in trying moments.                     | 3.08        | 0.77        | Moderate                  |
| 3                                   | I can think clearly and stay focused under pressure.                                    | 3.35        | 0.55        | Moderate                  |
| 4                                   | I have gained the trust of others through authenticity, integrity, and reliability.     | 3.15        | 0.70        | Moderate                  |
| 5                                   | I am honest and loyal to others.  | 3.49        | 0.62        | High                      |
| 6                                   | I am responsible and dependable in completing my work/tasks.                            | 3.47        | 0.57        | High                      |
| 7                                   | I admit the mistake that I commit and I'm able to confront unethical actions in others. | 3.09        | 0.76        | Moderate                  |
| 8                                   | I fulfill the obligations and promises I make.  | 3.04        | 0.71        | Moderate                  |
| 9                                   | I am flexible, organized, and careful in my work.                                       | 3.24        | 0.72        | Moderate                  |
| 10                                  | I take risks, seek out new ideas and easily adapt to change to solve my problems.       | 3.01        | 0.76        | Moderate                  |
| <b>Aggregate Weighted Mean</b>      |   | <b>3.19</b> |             | <b>Moderate</b>           |
| <b>Aggregate Standard Deviation</b> |   |             | <b>0.69</b> |                           |

**Legend:** 4.21-5.00-Very High; 3.41-4.20- High; 2.61-3.40-Moderate; 1.81-2.60-Low; 1.00-1.80-Very Low

Self-regulation is the ability to monitor and manage one's states of emotions, thoughts, and behavior that can result in positive outcomes such as making friends, into loving relationships, learning, and well-being. Thus, the analysis of this specific data offers valuable insights that are significant for providing comprehensive

relationships between emotional competence and academic resilience among students with hearing impairments (HI).

Analysis revealed weighted means ranking from 2.97 to 3.49 for all 10 indicators. Specifically, two indicators both fall in the “High” level category “honest and loyal to others” with a weighted mean of 3.49, and “responsible and dependable in completing my work/tasks” with a weighted mean of 3.47 respectively. The remaining indicators scored a “moderate” ranging from 2.97 to 3.01. The indicator that falls in the lowest range was “managing impulsive feelings and distressing emotions” comprising a weighted mean of 2.97. The aggregated weighted mean was 3.19, classified as an overall “moderate” level of self-regulation.

The data implied that most students with hearing impairments have moderate self-regulation levels indicating even if they are dependable, responsible, and honest hence they may struggle to manage stress and adapt to innovation. The data suggest that support should focus on their strength such as integrity and dependability while addressing areas for improvement offering educational training and workshops on emotional management, strategies for problem-solving, and risk-taking that help respondents to become equipped and well-rounded individuals to excel in challenging situations, especially in a smooth transition into a dynamic work environment.

In summary, findings show that students with hearing impairments are reliable, honest, and can remain focused under pressure. However, most indicators have moderate ratings suggesting the need to focus on interventions to strengthen emotional control, adaptability, and willingness to take risks which are essential for effectively managing difficulties in their academic, social, personal, and professional lives. Self-regulation is significant in fostering emotional competence for students with hearing impairments helping them manage their emotions, maintain focus despite challenges, adapt easily to situations, and become resilient in their academic and professional lives Adibsereshki et., al (2021). Several studies have highlighted the importance of emotional or self-regulation to enhance emotional competence, especially for students with HI. Emotional regulation is a crucial skill for students with hearing impairments to help them successfully navigate daily living activities. To address the needs of students who have lower self-regulation programs like emotion management are needed to help them regulate or adjust to their emotions Ashori M & Rashidi A (2020).

## **Motivation**

This data displays the respondents’ emotional competence in terms of motivation. Motivation inspires students with HI to achieve goals, do their best with perseverance through challenges, despite setbacks they remain resilient, and find the purpose of their actions. It plays a vital role in achieving academic success, and personal and professional growth that can help them during their transitions to greater responsibilities or the workplace. Thus, the analysis of this specific data offers valuable insights that are significant for providing comprehensive relationships between emotional competence and academic resilience among students with hearing impairments (HI).

Analysis showed an aggregate weighted mean of 3.14, indicating a “Moderate” level of motivation. Every indicator received weighted means from 2.96 to 3.33, classified as “moderate.” Practically, students with hearing impairments have basic foundation skills, yet there are areas for improvement. This includes finding purpose in a larger mission, being ready to seize opportunities hoping for success rather than failure, seeking out opportunities to fulfill group missions, being result-oriented with drives to meet their objectives, setting challenging goals and risks, being ready to make sacrifices, seeking goals despite of setbacks, pursue goals beyond what is expected, pursue information to improve performance.

Table 10 Level of respondents’ emotional competence in terms of motivation

| <b>S/N</b> | <b>Indicators</b>   | <b>WM</b> | <b>SD</b> | <b>Verbal Description</b> |
|------------|---|-----------|-----------|---------------------------|
| 1          | I am results-oriented and with a drive to meet my objectives and standards. | 3.10      | 0.62      | Moderate                  |
| 2          | I set challenging goals and take calculated risks.                          | 3.13      | 0.63      | Moderate                  |

|                                     |   |             |             |                 |
|-------------------------------------|---|-------------|-------------|-----------------|
| 3                                   | I pursue information and ways to do better as well as improve my performance.           | 3.23        | 0.58        | Moderate        |
| 4                                   | I could find a sense of purpose in the larger mission.                                  | 2.96        | 0.67        | Moderate        |
| 5                                   | I could readily make sacrifices to meet a larger group/ organizational goal.            | 3.18        | 0.66        | Moderate        |
| 6                                   | I actively seek out opportunities to fulfill the group's mission.                       | 3.00        | 0.66        | Moderate        |
| 7                                   | I am ready to seize opportunities and have hope of success rather than fear of failure. | 3.05        | 0.77        | Moderate        |
| 8                                   | I find different ways to get the job done.  | 3.33        | 0.60        | Moderate        |
| 9                                   | I pursue goals beyond what is required or expected of me.                               | 3.19        | 0.65        | Moderate        |
| 10                                  | I seek my goals despite obstacles and setbacks rather than a personal flaw.             | 3.18        | 0.66        | Moderate        |
| <b>Aggregate Weighted Mean</b>      |   | <b>3.14</b> |             | <b>Moderate</b> |
| <b>Aggregate Standard Deviation</b> |   |             | <b>0.65</b> |                 |

**Legend:** 4.21-5.00-Very High; 3.41-4.20- High; 2.61-3.40-Moderate; 1.81-2.60-Low; 1.00-1.80-Very Low

Finding different ways to get the job done scored highest with a weighted mean of 3.33, which indicates students' creative ability to explore alternative ways to complete their tasks. Students with hearing impairments are resourceful and natural problem solvers; when a standard communication fails, they can shift to alternative communication like written notes, gestures, or visual aids to achieve their goals. That's why being cognitively flexible and motivated can help them succeed academically. However, finding a sense of purpose in the larger mission accumulated the lowest rate with a weighted mean of 2.96, reflecting that students with HI struggle with personal goals aligned with a larger mission, highlighting the need to help them find purpose and appreciate their efforts to maintain motivation. This may indicate social detachment; that if the students with hearing impairments feel that the larger mission of an organization does not include them or accommodate them, they will feel neglected and will struggle to find a personal connection to it. This shows the need for an inclusive setting in both the educational environment and workplace to boost their confidence and motivation.

In summary, the findings implied that students with hearing impairments need greater engagement and commitment in achieving goals despite challenges whether in personal or larger missions that keep them motivated and boost resilience. Support programs and interventions should be tailored to strengthen their resilience and determination and boost motivation using their strength in addressing the gaps which help them thrive in academic and professional settings Deci, E. L., & Ryan, R. M. (2020). Just like any other person students with HI need motivation to keep moving and pursue certain goals. According to Reeve, J. (2024). Motivation and emotion help students to have better life outcomes whether on their academic track or to work transition. Motivation is important for students with hearing impairments with proper support from their teachers and parents they can excel academically Ismail, S. (2022).

### **Empathy**

This data presents emotional competence of the respondents, specifically focusing on empathy, which serves as a crucial sub-variable within the overall emotional competence. Thus, the analysis of this specific data offers valuable insights that are significant for providing comprehensive relationships between emotional competence and academic resilience among students with hearing impairments (HI).

Table 11 revealed the respondents' level of emotional competence in terms of empathy. This highlights how students with hearing impairments connect and interact with others by understanding their emotions, feelings, and needs.

Table 11 Level of respondents' emotional competence in terms of empathy

| S/N                                 | Indicators  | WM          | SD          | Verbal Description |
|-------------------------------------|---|-------------|-------------|--------------------|
| 1                                   | I sense emotional cues and listen well.   | 3.12        | 0.93        | Moderate           |
| 2                                   | I understand and am sensitive to the perspectives of others.  | 3.09        | 0.61        | Moderate           |
| 3                                   | I help others based on an understanding of their needs and feelings.                                | 3.42        | 0.59        | High               |
| 4                                   | I could identify and acknowledge people's strengths and need areas for further growth.              | 3.29        | 0.70        | Moderate           |
| 5                                   | I offer useful feedback to promote growth in others.  | 2.97        | 0.76        | Moderate           |
| 6                                   | I undertake activities that challenge or foster other people's skills.                              | 3.06        | 0.69        | Moderate           |
| 7                                   | I willingly offer appropriate assistance when called for.   | 3.00        | 0.77        | Moderate           |
| 8                                   | I offer help or assistance based on the needs of the people concerned.                              | 3.18        | 0.64        | Moderate           |
| 9                                   | I respect and understand people from different backgrounds or viewpoints and relate well with them. | 3.47        | 0.57        | High               |
| 10                                  | I see opportunity in diversity and in promoting an environment where diverse people can prosper.    | 3.15        | 0.67        | Moderate           |
| <b>Aggregate Weighted Mean</b>      |   | <b>3.18</b> |             | <b>Moderate</b>    |
| <b>Aggregate Standard Deviation</b> |   |             | <b>0.69</b> |                    |

**Legend:** 4.21-5.00-Very High; 3.41-4.20- High; 2.61-3.40-Moderate; 1.81-2.60-Low; 1.00-1.80-Very Low

Analysis results found two indicators were rated as "high" levels of empathy scoring from 3.42 to 3.47: Helping others based on understanding their needs and feelings, respecting and understanding people from different backgrounds while relating with them. This indicates that students with HI can understand and respect others' feelings and emotions, being emphatic in responding to their needs even if they have different backgrounds. The remaining indicators scored as "moderate" from 2.97 to 3.29. Specifically, this revealed areas for improvement include: Providing useful feedback, willingly offering appropriate assistance, undertaking challenges to foster people skills, understanding and sensitive to the perspective of others, listening well to others, seeing an opportunity in diversity where people can prosper, being willing to help people based on their concern needs, and can identify other people's strength that subject for further growth. With the reflected aggregated mean of 3.18, overall emotional competence in terms of empathy fell in the "moderate" category.

In summary, the findings show that students with hearing impairments have a solid foundation in empathy and a strong understanding of others' emotions but need to enhance active listening, offer useful feedback, and support others' growth through engaging in activities that help them enrich their relationships and communication skills, create an inclusive, collaborative environment with respect Ikeze, G. (2020).

This data implied that while students with HI demonstrate a commendable level of emotional competence, specifically in empathy, there is potential for them to enhance in areas that influence more active and good interpersonal skills which is significant in fostering overall academic and social resilience that can benefit to their present and future lives. Empathy highlights the capacity to understand your own emotions similar to others. Trentini, C., et., al (2021). Students with HI develop foundational empathy showing how they can relate with their peers and help other people without expecting in return.

Moreover, since they communicate through sign language, in inclusive education, they have faced countless challenges communicating with hearing people who don't know sign language. Kompara, M., et., at (2021). Communication Challenges in Inclusive Education Faced by Deaf and Non-deaf People. However, it didn't stop them from showing compassion for others, and being a good listener while forming bonds and trust. They can relate to their peers' feelings especially if they experience it. Moreover, empathy is an important factor in emotional competence that helps students with HI develop interpersonal skills making it easy to adapt or adjust to different types of environments or organizations when meeting diverse people Chernis, C., & Adler, M. (2023).

## Social Skills

This data presented emotional competence of the respondents, specifically focusing on social skills, which serves as a crucial sub-variable within the overall emotional competence. Thus, the analysis of this specific data offers valuable insights that are significant for providing comprehensive relationships between emotional competence and academic resilience among students with hearing impairments (HI).

Table 12 displays the respondents' levels of emotional competence in terms of social skills, focusing on their capacity to interact effectively with others, manage relationships and provide assistance to achieve shared goals.

Table 12 Level of respondents' emotional competence in terms of social skills

| S/N | Indicators  | WM   | SD   | Verbal Description |
|-----|---|------|------|--------------------|
| 1   | I make effective appeals and win people over  | 3.13 | 0.67 | Moderate           |
| 2   | I can inspire and guide individuals and groups.   | 3.15 | 0.65 | Moderate           |
| 3   | I get attuned to emotional cues and stay receptive to bad news as well as good news                                   | 2.97 | 0.81 | Moderate           |
| 4   | I am a good communicator by being open, actively listening, and sending clear understandable messages.                | 3.32 | 0.73 | Moderate           |
| 5   | I am straightforward in dealing with difficult issues   | 2.83 | 0.67 | Moderate           |
| 6   | I handle difficult people and tense situations with calmness and guide the performance while holding them accountable | 3.04 | 0.65 | Moderate           |
| 7   | I have good conflict management skills and can negotiate and resolve disagreements.                                   | 3.04 | 0.78 | Moderate           |
| 8   | I model the change expected and lead others as needed, regardless of position   | 3.05 | 0.82 | Moderate           |
| 9   | I am good at teamwork and can create synergy and pursue collective goals.   | 3.40 | 0.67 | Moderate           |

|                                     |   |             |             |                 |
|-------------------------------------|---|-------------|-------------|-----------------|
| 10                                  | I am cooperative and collaborative, often working with others concerning shared goals and I can arouse enthusiasm for a shared vision and purpose | 3.28        | 0.56        | Moderate        |
| <b>Aggregate Weighted Mean</b>      |   | <b>3.12</b> |             | <b>Moderate</b> |
| <b>Aggregate Standard Deviation</b> |   |             | <b>0.70</b> |                 |

**Legend:** 4.21-5.00-Very High; 3.41-4.20- High; 2.61-3.40-Moderate; 1.81-2.60-Low; 1.00-1.80-Very Low

Social skills are vital for students with HI as they need to navigate the complex society of the hearing world. Therefore, having the ability to socialize, collaborate, lead, and resolve conflicts is crucial in preventing social isolation associated with deafness. Mastering social skills can transform them into a better person with a great sense of self-regulation and social integration.

Analysis revealed that all ten indicators received weighted means from 2.83 to 3.40, falling under the “moderate” level of social skills. The indicators with the highest scores reflect respondents’ ability to work well in teams, create synergy, and pursue collective goals with a weighted mean score of 3.40. followed by the ability to communicate, listen, and understand clear messages with a weighted mean of 3.32, and the ability to be cooperative and collaborative, working with others toward shared goals with a weighted mean of 3.28 indicates that students with hearing impairments excel in teamwork and cooperation, showing their ability for good collaboration in group set up. Thus, the indicator with the lowest score relates to being straightforward in dealing with difficult issues, highlighting the need for growth in facing challenges directly and assertively. With an aggregated weighted mean of 3.12, students with hearing impairment level of social skills fell into the “moderate” category.

In summary, students with hearing impairments showed strength in teamwork and collaboration but there are areas for improvement based on the various scores of each indicator such as being resilient in addressing challenges, managing conflict, and being receptive to emotional clues can help students be an advantage for their future endeavors in both academic and work settings for building stronger relationships and navigate social environment more effectively Chatterjee & Mehta (2021).

These findings suggest that students with hearing impairments should receive more training and program strategies focused on social skills or group-based, especially to manage conflict, leadership, and active interaction with others where they can fully express themselves McGee, L., & Davidson, S. (2020).. Having good social skills students with hearing impairments establish cooperative relationships with others through social interaction to improve their emotional and psychological well-being Naraswari, et., (2023) According to the study of Tenerife., et. al (2021) students with HI with higher social interaction with their peers, teachers, and parents likely perform better at school.

### **Summary Level of Respondents’ Emotional Competence**

Table 13 presented a comprehensive summary based on the overall level of respondents’ emotional competence assessed through the five components: self-awareness, self-regulation, motivation, empathy, and social skills. For students with hearing impairments, emotional competence is crucial in managing and understanding their own emotions as well as others, and encouraging positive interactions. The results are carefully analyzed to provide an understanding of their current emotional abilities and areas for improvement.

Table 13 Summary on the level of respondents’ emotional competence

| Components     | WM   | SD   | Verbal Description |
|----------------|------|------|--------------------|
| Self-awareness | 3.17 | 0.70 | Moderate           |

|                                 |             |             |                 |
|---------------------------------|-------------|-------------|-----------------|
| Self-regulation                 | 3.19        | 0.69        | Moderate        |
| Motivation                      | 3.14        | 0.65        | Moderate        |
| Empathy                         | 3.18        | 0.69        | Moderate        |
| Social Skills                   | 3.12        | 0.70        | Moderate        |
| <b>Grand Mean</b>               | <b>3.16</b> |             | <b>Moderate</b> |
| <b>Grand Standard Deviation</b> |             | <b>0.69</b> |                 |

The table showed that all components of emotional competence reflecting students' level and abilities rated as "moderate" with a weighted mean ranging from 3.12 to 3.19. Among all the components self-regulation achieved the highest scores with a weighted mean of 3.19, closely followed by empathy with a 3.18 weighted mean, self-awareness comprising a 3.17 weighted mean, and motivation scored a 3.14 weighted mean. Social skills received the lowest score with a weighted mean of 3.12. Notably, the grand means indicated an overall "moderate" emotional competence of students with hearing impairments.

In summary, the data confirmed that students with hearing impairment possess commendable emotional skills but with room for improvement in all components. Results demonstrated a balanced level of emotional competence, without any standout as significantly strong or weak. Data implied the need for comprehensive strategies to enhance emotional competence across all components Luckner, J. L., & Ayantoye, C. (2020) such as peer mentoring, mindfulness exercise, and role-playing scenarios integrating support networks including guidance counselors, teachers, parents, and peers that can encourage personal growth and resilience that help them develop stronger emotional and social abilities, enabling them to conquer academic and social challenges that can be essential to their work transitions. Emotion. Furthermore, Salovey, P., & Mayer, J. D. (2021) stated that emotional competence predictor of students' resilience and success especially for students with hearing impairments, and higher emotional competence show better academic resilience and persistence in achieving their goals. Adequate knowledge for expressing and understanding their emotions has higher social interactions Tsou, T., et., al (2021).

### **Academic Resilience of Students with Hearing Impairments**

Table 14 examined the level of academic resilience among students with hearing impairment, highlighting their ability to adapt to challenges and remain positive in overcoming adversities with strong mindsets and perseverance to achieve academic success.

Table 14 Level of academic resilience of the students with hearing impairments

| S/N | Indicators   | WM   | SD   | Verbal Description |
|-----|--|------|------|--------------------|
| 1   | I would accept the teachers' feedback.                           | 3.46 | 0.57 | High               |
| 2   | I would use the feedback to improve my work.                     | 3.46 | 0.53 | High               |
| 3   | I would always try my best.                                      | 3.56 | 0.55 | High               |
| 4   | I would use situations to motivate myself.                       | 3.42 | 0.57 | High               |
| 5   | I would use my strategies to study my lessons.                   | 3.33 | 0.57 | Moderate           |
| 6   | I would be patient in dealing with my activities and schoolwork. | 3.47 | 0.73 | High               |

|                                |   |             |      |                 |
|--------------------------------|---|-------------|------|-----------------|
| 7                              | I would always think of better success.   | 3.33        | 0.64 | Moderate        |
| 8                              | I would see the situation as an opportunity to become better.                       | 3.29        | 0.63 | Moderate        |
| 9                              | I would try my best to think only positive thoughts.                                | 3.35        | 0.66 | Moderate        |
| 10                             | I would see the situation as temporary and the days ahead are good.                 | 3.24        | 0.61 | Moderate        |
| 11                             | I would work harder.  | 3.38        | 0.63 | Moderate        |
| 12                             | I would think of good days and not be depressed.                                    | 3.10        | 0.78 | Moderate        |
| 13                             | I would try to think of new solutions.  | 3.06        | 0.65 | Moderate        |
| 14                             | I would be thankful to my classmates for their help if I become confused.           | 3.42        | 0.69 | High            |
| 15                             | I would appreciate my teacher's help.   | 3.60        | 0.52 | High            |
| 16                             | I would keep trying in my studies.  | 3.49        | 0.55 | High            |
| 17                             | I would keep chasing my dreams and reach my goals.                                  | 3.55        | 0.55 | High            |
| 18                             | I would use my past successes to help motivate myself.                              | 3.38        | 0.65 | Moderate        |
| 19                             | I would think that if I finish my studies I have a high chance of finding a job.    | 3.44        | 0.52 | High            |
| 20                             | I would start to monitor and evaluate my achievements and efforts.                  | 3.29        | 0.65 | Moderate        |
| 21                             | I would seek help from my teachers.   | 3.49        | 0.58 | High            |
| 22                             | I would encourage myself.   | 3.41        | 0.59 | High            |
| 23                             | I would make myself calm in any situation.  | 3.31        | 0.57 | Moderate        |
| 24                             | I would try different ways to study.  | 3.35        | 0.60 | Moderate        |
| 25                             | I would set my own goals for achievement.   | 3.50        | 0.62 | High            |
| 26                             | I would seek encouragement from my family and friends.                              | 3.55        | 0.55 | High            |
| 27                             | I would try to think more about my strengths and weaknesses to help me work better. | 3.31        | 0.59 | Moderate        |
| 28                             | I would feel like everything is going well and I can do it.                         | 3.44        | 0.66 | High            |
| 29                             | I would start to self-impose rewards and punishments depending on my performance.   | 3.10        | 0.68 | Moderate        |
| 30                             | I would look forward to showing that I can improve my grades.                       | 3.40        | 0.63 | Moderate        |
| <b>Aggregate Weighted Mean</b> |   | <b>3.38</b> |      | <b>Moderate</b> |

| Aggregate Standard Deviation  |  | 0.61 |  |
|---|--|------|--|
| Legend: 4.21-5.00-Very High; 3.41-4.20- High; 2.61-3.40-Moderate; 1.81-2.60-Low; 1.00-1.80-Very Low |  |      |  |

Analysis found that fifteen indicators were rated “high” ranging from 3.41 to 3.60. Specifically, these several indicators indicate that the students with HI demonstrate strong resilience including: Trying to encourage themselves, Being thankful for their classmates' help when confused, Using situations to be motivated, Feeling that everything is going well and they can do it, High chance of finding a job if can their finish studies, Accepting teachers' feedback, Using teachers' feedback for improvement, Remaining patient with activities and schoolwork, Keep trying in studies, Seeking teachers guidance, Setting goals for achievement, Maintaining a focus on achieving personal goals and dreams, Seeking encouragement from family and friends and Appreciating teacher help. All remaining indicators received weighted means from 3.06 to 3.40, qualifying them as “moderate”, highlighting areas where students could develop stronger adaptive strategies including: Trying to think of new solutions, Imposed self-rewards and punishments based on performance, Not being depressed by thinking the good days, See situations as temporary, Seeing the situation as an opportunity to become better, Monitoring and evaluating achievements, Thinking of strength and weaknesses to work better, Staying calm in any situation, Using strategies in studying, Trying new study methods, thinking positively, Work harder, Using pass success to become motivated, and looking forward for grades to improve.

Overall, the aggregated weighted mean was 3.38, classifying academic resilience levels among students with hearing impairments as “moderate” according to the scale. In summary, students with HI demonstrate an average level of academic resilience, especially in maintaining motivation and seeking support, strategies were applied to improve their capability to view challenges constructively, think creatively, and self-evaluate progress.

Findings implied that teachers' support, guidance and feedback, family and peer involvement, designed programs, and resilience training strategies can encourage students to remain motivated and focused on their goals with a positive outlook toward success in academic or future endeavors. These findings emphasize the importance of emotional competence as a systemic factor in fostering academic resilience among students with hearing impairments Freitas., (2022).

According to Ononye et al. (2022), academic resilience is associated with successful academic performance. With high resilience students with HI will be able to navigate and adapt to challenges effectively. However, the moderate range specified a focus on a certain area needed for improvement to have better academic success. The results further show that the teachers' help provides a strong stance that students can improve with the help and guidance of the teachers. A study by Chen, et., al (2024) proves that academic engagement represents positive outcomes of their emotions and disregards stress to achieve their goals. Students with hearing impairments with higher resilience to every challenge with strong coping mechanisms stress and emotional struggles will likely achieve academically. Given students with HI rights inclusive education facilitates greater success throughout their studies Zong, S. Y., and Ma, J. (2023).

### Test Of Significant Relationship Between Emotional Competence And Academic Resilience Among Students With Hearing Impairments

Table 15 examined the relationship between emotional competence and academic resilience among students with hearing impairments. Using correlation analysis, the study reveals whether emotional competence significantly influences academic resilience which can be crucial in understanding the role of emotional factors in fostering academic success for students who encounter unique challenges.

Table 15 Test of relationship between emotional competence and academic resilience among students with hearing impairments

| Variables | r-value | Strength of Correlation | p - value | Decision | Remarks |
|-----------|---------|-------------------------|-----------|----------|---------|
|           |         |                         |           |          |         |

|  |        |                 |       |           |             |
|--|--------|-----------------|-------|-----------|-------------|
| Emotional Competence and Academic Resilience | 0.789* | Strong Positive | 0.000 | Reject Ho | Significant |
| *significant at $p < 0.05$ (two-tailed)      |        |                 |       |           |             |

Emotional Competence and Academic Resilience. There is strong positive correlation between emotional competence and academic resilience among students with hearing impairments with an r-value of 0.789 and a p-value of 0.000. Since this p-value is less than a predetermined level of significance of 0.05, hence, rejecting the null hypothesis and concluding that there is indeed a significant difference in emotional competence which is linked to higher academic resilience among students with hearing impairments that means if emotional competence increases, the academic resilience increases too.

The findings revealed a strong positive correlation, implying that students with higher levels of emotional competence are better equipped with academic resilience. This allows them to understand and manage their emotions effectively, relate to others, and persevere through adversity. Consequently, support systems should focus on integrating emotional competence into the school curriculum. Programs should specifically target the enhancement of self-awareness, self-regulation, motivation, empathy, and social skills within an inclusive environment. Such an environment enables students to reach their full potential and thrive both emotionally and academically throughout their lives. These results further highlight that emotional competence and academic resilience are significant determinants of success in school settings. This relationship is supported by Ononye et al. (2022), who confirmed that students tend to strengthen their emotional competence to adapt positively to challenging situations.

Furthermore, to establish academic resilience in students with HI, they need to develop their emotional skills first. Students with HI experience a lot of emotional distress, especially if they can't express their emotions well with the people around them. Emotions are the fundamental elements of emotional competence that can change students' behavior or actions toward maintaining goals or personal interests (Viljoen, 2021). Academic resilience is achieved if a student possesses strong emotional competence, which drives their interest to face any challenges without fear of failure. According to Radovanovic et.al (2020), students with HI encounter unique challenges due to their disability, but it is not a factor in lower academic achievement. It proves that students with HI can excel to their highest potential and achieve academic success just like hearing students if given enough resources and a support system that encourages them to stay motivated.

Moreover, Students with hearing impairments face diverse challenges most commonly communication barriers that can negatively affect their emotional and social development Cole, E. B., & Flexer, C. (2019). Thus, family backgrounds should be considered when providing intervention to students with hearing impairments in developing emotional competence since they are the primary source of student's motivation and the ones who know them best and can assist them outside the premise in transition planning to achieve better outcomes Eseadi, C., & Diale, B. M. (2024). Schools should be the center of learning enhancement with equipped teachers who can cater to the needs of the students in a more conducive, inclusive classroom environment where everyone is given the chance to develop their full potential to achieve their goals while teaching resilience for them to navigate challenges in the real world.

## FINDINGS

The findings provided insights into the profile of students with hearing impairment (HI). The 78 CT-SPED students with HI evaluated by the researcher represented a diverse age range, though it was predominantly composed of young adults and leaned slightly toward female respondents. Examining the severity of hearing loss, the majority of students experienced a moderate impairment. This highlights how essential early and consistent intervention is, particularly in the areas that support communication and learning, which are foundational for developing emotional competence and academic resilience. In terms of communication, there was an overwhelming preference for Sign Language, which emerged as the most comfortable and effective mode of interaction for nearly every student. This finding underscores the communication barriers these students face, particularly when navigating the hearing world.

The Family background of the students also provides an important context. Most respondents came from larger families with many siblings. It is notable that the educational attainment of their parents, both mothers and fathers, was frequently at the college level. Despite this, most of the students were situated in lower-middle to middle-income families. This creates a critical challenge: while the family plays a vital role in emotional and academic development, parents often face significant hurdles in providing the specialized resources and tailored educational support their child needs. Access to these vital resources is key for helping students manage their emotions effectively and succeed academically despite financial and structural obstacles.

When assessing the students' emotional competence, which includes self-awareness, self-regulation, motivation, empathy, and social skills, the overall level was found to be moderate. This indicates that while students possess foundational emotional skills, there is a clear and pressing need for development and targeted intervention.

Similarly, the students' overall level of academic resilience was also moderate. A powerful insight from this data is the students' immense value for teacher support; they consistently emphasized that teachers' help is paramount to their academic success. Although these students displayed basic coping mechanisms, they repeatedly reported struggling with crucial executive skills like assertiveness and making sound decisions under pressure.

Overall, the data establishes a strong, positive, significant relationship between a student's emotional competence and their academic resilience. This finding is conclusive: students with higher emotional awareness and more developed self-regulation skills are demonstrably the ones who perform better and persist longer in their academic endeavors.

## CONCLUSION

This study showed a clear, significant relationship between emotional competence and academic resilience for students with hearing impairments (HI). The result revealed that emotional strength is definitely the backbone of academic resilience, proving that when students have greater emotional capacity, they are equipped to face tough tasks, bounce back from setbacks, and stick with their goals.

Researchers discovered exciting things in the data that these students are excellent collaborators, dependable team members, and show a genuine understanding of others' emotions. However, the findings also show a vital struggle point, specifically around self-management. The support system is falling short when it comes to helping students with HI maintain self-confidence, manage stress, and make effective decisions under pressure. Ignoring these core emotional gaps directly hinders their ability to fully engage, build strong peer relationships, and ultimately achieve real-world success.

Researchers demand a strategic shift, calling the attention of all the professionals and educators that we cannot focus on academic accommodation anymore; instead, our professional practice has to get laser-focused on emotionally targeted intervention. This means that designing and implementing a curricula that specifically build self-confidence and provide an action plan for stress management and self-regulation. By equipping them with these foundational emotional skills, we are preparing them with the resilience and persistence necessary to succeed in their current studies and thrive in their future careers.

## RECOMMENDATION

In light of the conclusions and findings derived from the data gathered, the researcher advises that the monitored matrix action plan be implemented to provide students with hearing impairments (HI) the help and support they need for their personal and professional growth, particularly those with low emotional competence and academic resilience. Workshops on self-awareness, self-regulation, and social skills should be given top priority in an all-encompassing approach, coupled with the utilization of accessible materials and adapted, diversified teaching methodologies to boost student confidence. Additionally, the plan has to foster cooperative networks among educators, counselors, and families, and provide specialized teacher training in all forms of communication, specifically in sign language. Educational institutions may ensure that these interventions successfully enable students with HI to overcome adversities and reach their full potential in an inclusive setting by incorporating assistive technologies and conducting frequent assessments to track progress.

## REFERENCES

1. Adigun, O. T. & Nzima, D. R. (2021). The predictive influence of gender, onset of deafness and academic self-efficacy on attitude of deaf students towards Biology. *South African Journal of Education*, 41(2), 1-11. <https://doi.org/10.15700/saje.v41n2a1894>
2. Adigun, O., & Ndwendwe, N. (2022). Academic Resilience Among Deaf Learners During E-Learning in the COVID-19 Era. *Research in Social Sciences and Technology*, 7(2), 27-48. <https://doi.org/10.46303/ressat.2022.8>
3. Antonopoulou, H. (2024). The Value of Emotional Intelligence: Self-Awareness, Self Regulation, Motivation, and Empathy as Key Components. *Technium Education and Humanities*, 8, 78–92. <https://doi.org/10.47577/teh.v8i.9719>.
4. Articulo, A. C., & Florendo, G. G. (2003). Values and work ethics. *Trinitas Publishing*
5. Asare, O. A. (2022). Sign language as a medium of instruction in Koforidua school for the deaf (Doctoral dissertation, University of Education Winneba).
6. Barath, S., et al. (2023). Influence of hearing loss on sibling relationships: Perspectives of the normal hearing sibling. *The South African Journal of Communication Disorders*, 70(1), 939. <https://doi.org/10.4102/sajcd.v70i1.939>
7. Bizuneh, S. M. (2022) supported this account that hearing students have higher resilience than students with hearing impairments. *J Child Adolesc Trauma*. 2022 Jul 12;15(4):1145–1153. doi: 10.1007/s40653-022-00468-z
8. Brodowicz, M. (2024). Research methodology: Descriptive-correlational designs in social sciences. *Academic Press*.
9. Cassidy, S. (2016). The Academic Resilience Scale (ARS-30): A New Multidimensional Construct Measure. *Frontiers in Psychology*, 7, 222168. <https://doi.org/10.3389/fpsyg.2016.01787>
10. Chen, P. H., & Liu, T. W. (2021). Does parental education level matter? Dynamic effect of parents on family-centred early intervention for children with hearing loss. *International Journal of Disability, Development and Education*, 68(4), 457-478.
11. Chen, T., Xu, K., Luo, L., & Chen, Y. (2024). A longitudinal study on the impact of perceived stress on academic engagement among deaf college students: The moderating effect of positive emotions. *Frontiers*
12. Deci, E. L., & Ryan, R. M. (2020). Self-determination theory: A framework for motivation, development, and wellness. *Journal of Educational Psychology*, 89(1), 72-85. <https://doi.org/10.1037/edu0000512>
13. Felman, A. (2023). Hearing loss: Symptoms, causes, and types. *Medical News Today*.
14. Goleman, D. (1998). *Working with emotional intelligence*. Bantam Books.
15. Kapalamula, G., et.al Hearing Health Awareness and the Need for Educational Outreach Amongst Teachers in Malawi. DOI:10.3390/audiolres13020024
16. Min, H. J., et. al (2024). Building Resilience and Social-Emotional Competencies in Elementary School Students through a Short-Term Intervention Program Based on the SEE Learning Curriculum. *Behavioral sciences* (Basel, Switzerland), 14(6), 458. <https://doi.org/10.3390/bs14060458>
17. Mofatteh, M. (2020). Risk factors associated with stress, anxiety, and depression among university undergraduate students. *AIMS Public Health*, 8(1), 36. <https://doi.org/10.3934/publichealth.2021004>
18. Ononye, et al. (2022). Cognitive and emotional well-being in modern education: Challenges for the 21st-century learner. *Journal of Applied Learning*.
19. Pillay, D., & Moonsamy, J. (2022). Sibling influence on the social-emotional competence of children with hearing impairments. *Communication Disorders Quarterly*.
20. Rudd, G., Meissel, K., & Meyer, F. (2021). Measuring academic resilience in quantitative research: A systematic review of the literature. *Educational Research Review*, 34, 100402. <https://doi.org/10.1016/j.edurev.2021.100402>
21. Vedu, S. Z., et.al 2025 ALCTS—An Assistive Learning and Communicative Tool for Speech and Hearing Impaired Students.
22. Wang et. al., 2020 The Effect of Parents' Education on the Academic and Non-Cognitive Outcomes of their Children: Evidence from China, *Children and Youth Services Review* 117(1):105307 DOI:10.1016/j.childyouth.2020.105307.

---

23. World Health Organization. (2021). World report on hearing.  
<https://www.who.int/publications/i/item/world-report-on-hearing>.

24. Zussino, J., Zupan, B., & Preston, R. (2022). Speech, language, and literacy outcomes for children with mild to moderate hearing loss: A systematic review. *Journal of Communication Disorders*, 99, 106248.