

Resilience as Predicted by Emotional Intelligence and Students' Attitudes: A Descriptive Correlational Study

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ABSTRACT

This study examined the influence of emotional intelligence and students' attitudes on the resilience of Grade 6 pupils from Rizal Memorial Elementary School, Macopa Elementary School, and Pasian Elementary School in Monkayo, Davao de Oro during School Year 2025–2026. Employing a quantitative descriptive-correlational research design, data were collected from 120 pupils using adapted and validated survey questionnaires measuring emotional intelligence, students' attitudes, and resilience. The data were analyzed through descriptive statistics, Pearson product-moment correlation, and multiple regression analysis. Results revealed that pupils generally agreed with statements reflecting emotional intelligence across all domains, including self-emotions, others' emotions, use of emotions, and emotion regulation. Similarly, students' attitudes in terms of self-confidence, value, enjoyment, and motivation were rated at the agree level. The pupils also demonstrated an agreement of resilience across the domains of confidence, emotional insight, negative cognition, social skills, and empathy. Correlational analysis showed a moderately strong and statistically significant relationship between emotional intelligence and resilience, as well as between students' attitudes and resilience. Further regression analysis indicated that among the emotional intelligence domains, use of emotions and emotion regulation were significant predictors of resilience. Likewise, among the attitude domains, value and motivation emerged as significant predictors of resilience. These findings suggest that pupils' resilience is strengthened when they are able to effectively manage and utilize their emotions, place value on learning, and sustain academic motivation. The study highlights the importance of emotional intelligence and positive learning attitudes in fostering resilience among elementary pupils and underscores the need to integrate social-emotional learning and motivational supports into school-based programs.

Keywords: elementary education, emotional intelligence, students' attitudes, resilience, descriptive correlational design

INTRODUCTION

Students' emotional intelligence and academic attitudes are significant predictors of resilience, as higher levels of emotional regulation, motivational orientation, and learning-related values are associated with greater adaptive capacity among elementary learners. In today's fast-evolving school settings, resilience has become an important factor for learners to grow beyond academic challenges and socio-emotional pressures. Resilience refers to the ability to recover from setbacks, adapt to change, and persist despite adversity. However, many students struggle to develop this skill, particularly in environments with limited support systems and high academic demands (Chu et al., 2024).

In China, students lack emotional regulation and empathy, and they often experience psychological and behavioral difficulties, which hinder their ability to cope with stress and maintain academic engagement. This highlights the importance of emotional intelligence as a foundation for resilience in educational contexts. Without these skills, students are more vulnerable to academic burnout, social isolation, and maladaptive coping strategies (Zhang et al., 2022).

In the Philippines, specifically in Metro Manila, Serrano et al. (2023) found that students experienced high levels of stress, anxiety, and depression, largely attributed to academic demands, family economic constraints, and limited access to mental health support systems. Similarly, in Central Luzon, Abellera et al. (2025) reported that students manifested moderate to high anxiety levels driven by examination pressure, heavy academic workload, and socio-economic stressors. In the Caraga Region, Cubillas et al. (2022) identified that learners experienced considerable academic stress aggravated by poverty-related concerns and insufficient psychosocial support.

In the Division of Davao de Oro, particularly in the Monkayo District, guidance office records and teacher referrals indicate a recurring pattern of pupil concerns related to emotional distress, poor stress management, withdrawal from classroom participation, and difficulty coping with academic setbacks and personal problems. These records reveal frequent incidents involving anxiety-related behaviors, low frustration tolerance, avoidance of challenging tasks, and reliance on maladaptive coping responses among elementary pupils. Despite ongoing instructional support, many learners continue to demonstrate limited capacity to recover from failure, regulate emotions, and sustain motivation during difficulties, suggesting that resilience development remains inadequately addressed through existing school-based guidance and classroom interventions.

Given these global, national, and local contexts, this study is significant as it addresses a clear empirical gap in the existing literature by focusing on rural elementary learners, a population that remains largely underrepresented in resilience research. While previous studies have extensively examined emotional intelligence, attitudes, and resilience among urban, secondary, and tertiary learners, there is a limited body of empirical evidence that explores how these psychosocial variables interact among elementary pupils in rural and socioeconomically challenged settings, particularly in Philippine public schools. Moreover, many existing studies examine emotional intelligence or attitudes in isolation, leaving a gap in understanding their combined influence on resilience among young learners.

Beyond its scholarly contribution, the study holds strong social value as it generates evidence that can inform teacher training, school-based interventions, and policy initiatives aimed at strengthening emotional skills and adaptive capacities among learners in marginalized communities. By identifying key emotional and attitudinal predictors of resilience, the findings support the development of programs that not only enhance academic outcomes but also promote learners' emotional well-being.

Statement of the Problem

The purpose of this study was to determine the influence of emotional intelligence to the resilience of elementary pupils. Specifically, this sought answers to the following questions:

1. What is the level of emotional intelligence in terms of:
 - 1.1 self-emotions;
 - 1.2 other's emotions;
 - 1.3 use of emotions; and
 - 1.4 emotion regulations?
2. What is the level of students' attitude in terms of:
 - 2.1 self-confidence
 - 2.2 value
 - 2.3 enjoyment; and
 - 2.4 motivation?
3. What is the level of students' resilience in terms of:
 - 3.1 confidence;
 - 3.2 emotional insight;
 - 3.3 negative cognition;
 - 3.4 social skills; and
 - 3.5 empathy?
4. Is there a significant relationship between emotional intelligence and attitude to the resilience of students?
5. What domain of emotional intelligence and attitude that significantly predicts the resilience of students?

Null Hypothesis

The null hypotheses of this study were tested at a 0.05 level of significance:

H0₁. There is no significant influence of emotional intelligence and attitude on the resilience of students.

H0₂. There is no domain of emotional intelligence and attitude that significantly predicts the resilience of students.

LITERATURE REVIEW

Emotional intelligence (EI) has been widely recognized as a foundational construct influencing students' capacity to adapt and thrive in academic environments. Defined as the ability to perceive, understand, regulate, and utilize emotions effectively, EI contributes significantly to learners' psychosocial development and resilience (Igbokwe et al., 2023). Empirical studies consistently demonstrate that pupils with higher levels of emotional intelligence exhibit stronger resilience when confronted with academic and personal challenges (Chen et al., 2024). Moreover, specific EI dimensions such as the use of emotions and emotion regulation have been identified as critical predictors of adaptive behavior, enabling learners to manage stress, sustain motivation, and recover from setbacks more effectively (Alrabai & Alamer, 2022). These findings suggest that beyond emotional awareness, functional emotional competence plays a crucial role in fostering resilience and enhancing academic engagement (Ikävalko et al., 2022).

Moreover, attitude is a multidimensional construct encompassing self-confidence, perceived value, enjoyment, and motivation, which collectively determine how learners respond to academic demands (Fuentes & Gono, 2023). Research indicates that positive attitudes are strongly associated with increased resilience, as students who perceive learning as meaningful and maintain high levels of motivation are more likely to persist despite difficulties (Radadiya et al., 2024). Notably, value orientation and motivation have been identified as stronger predictors of resilience compared to self-confidence and enjoyment, emphasizing the importance of purposeful engagement and intrinsic drive in overcoming challenges (Simion, 2023). While self-confidence and enjoyment contribute to positive learning experiences, they may not independently sustain resilience during adversity, highlighting the need to focus on deeper motivational constructs in educational interventions (Fitayanti et al., 2022).

Resilience, defined as the ability to recover from adversity and adapt positively to challenging circumstances, is influenced by both internal and external factors within the learning environment (Gupta, 2023). Literature consistently highlights the interplay between emotional intelligence and students' attitudes in strengthening resilience, as both serve as internal protective factors that enhance adaptive capacity (Li & Lv, 2022). Moreover, social competence, empathy, and emotional insight further reinforce resilience by enabling learners to establish supportive relationships and regulate negative cognition (Utomo et al., 2022; Wang et al., 2024).

Furthermore, this study is anchored in the Resilience Theory developed by Garmezy (1970), which emphasizes the capacity of individuals, particularly children, to thrive and adapt positively despite exposure to adversity by identifying key protective factors such as personal competence, supportive relationships, and adaptive systems that enable individuals to overcome challenges and maintain psychological well-being. In the context of this study, the theory highlights the interplay between emotional regulation and adaptive behavior, wherein emotional intelligence, which includes self-awareness, empathy, and emotion regulation, functions as an internal asset that strengthens resilience, enabling students to persevere through academic difficulties, maintain positive relationships, and recover from personal setbacks.

Similarly, students' attitudes toward learning, school, and themselves operate as cognitive and affective dispositions that shape resilience, as positive attitudes foster motivation, self-efficacy, and openness to support, all of which are essential in demonstrating resilient behavior; moreover, these attitudes are not fixed but can be developed through supportive environments and intentional interventions. From this perspective, resilience is understood as a developmental outcome shaped by the dynamic interaction between internal assets and

environmental influences, where emotional intelligence enhances resilience by enabling learners to regulate emotions, interpret challenges constructively, and sustain goal-directed behavior, while students' attitudes, manifested through motivation, value orientation, enjoyment, and self-confidence, function as mechanisms that influence how stressors are perceived and managed; consequently, Resilience Theory posits that these attributes can be intentionally cultivated through supportive school contexts, positive teacher–student interactions, and structured guidance interventions.

While existing studies consistently demonstrate positive relationships among emotional intelligence, attitudes, and resilience, there remains limited consensus regarding the distinct boundaries of these constructs, particularly among younger learners. This highlights the need for more integrative and critically grounded research approaches.

METHODOLOGY

Research Design

This study utilized a quantitative descriptive-correlational research design to examine the relationship between emotional intelligence and resilience among elementary pupils. This design helped the researcher to observe and analyze naturally occurring variables without manipulation and identify patterns and associations that may inform future educational practices and interventions (Creswell, 2014). According to Fraenkel et al. (2012), correlational research is suited for educational settings where variables cannot be ethically or practically manipulated and where the goal is to establish associations among psychological and behavioral constructs.

This design was appropriate for the present study as it enabled the investigation of how different domains of students' attitudes and emotions influence their resilience. By examining these variables within the natural school environment, the study found how different factors of emotional intelligence and students' attitudes affected students' resilience.

Respondents of the Study

The study employed universal sampling within the selected schools, wherein all eligible Grade 6 pupils who met the inclusion criteria were invited to participate. A total of 120 pupils from Rizal Memorial Elementary School, Macopa Elementary School, and Pasion Elementary School comprised the sample. However, the total population of Grade 6 pupils across these schools was not explicitly determined, which limits the ability to confirm full population coverage. Despite this, the approach ensured broad participation within accessible respondents. Future studies are encouraged to clearly specify total population size and sampling coverage to enhance representativeness and generalizability.

Limitation of the Study

Despite the strengths of the study, several limitations should be acknowledged to ensure proper interpretation of the findings.

First, there is potential conceptual overlap among the constructs of emotional intelligence, students' attitudes, and resilience. Several domains measured in this study, such as emotion regulation, confidence, motivation, and emotional insight, are theoretically related, which may raise concerns regarding construct distinctiveness. Although these constructs were treated as separate variables, the study did not explicitly test for multicollinearity or redundancy among predictors. Future research is encouraged to conduct multicollinearity diagnostics to ensure clearer differentiation among variables.

Second, the study employed a descriptive-correlational cross-sectional design, which limits the ability to establish causal relationships. While regression analysis was used to identify significant predictors, the findings only reflect statistical associations at a single point in time. Therefore, any interpretation of influence should be treated with caution and should not be construed as evidence of causality.

Third, the sampling procedure requires consideration. Although the study utilized what was described as universal sampling, only 120 Grade 6 pupils from selected schools participated. The total population size was not explicitly stated, making it difficult to determine the extent to which the sample represents the broader population. This may limit the generalizability of the findings.

Fourth, the study relied heavily on self-reported questionnaire data collected from elementary pupils. Given their developmental stage, respondents may have experienced challenges in fully understanding some items or may have demonstrated social desirability bias in their responses. Although measures were taken to guide respondents during data collection, these factors remain potential sources of response bias.

Fifth, while the literature review provided relevant supporting studies, it was primarily descriptive in nature and lacked deeper critical synthesis. Some sections would benefit from engagement with foundational theories and contrasting perspectives to strengthen the theoretical grounding of the study.

Finally, the statistical analysis, although appropriate, was limited to basic techniques such as Pearson correlation and regression analysis. The study did not report diagnostic measures such as multicollinearity statistics, assumption testing, effect sizes, or model fit indices, which could have strengthened the robustness and interpretability of the findings.

Research Instrument

The researcher developed an adapted survey questionnaire to assess the relationship between emotional intelligence and resilience among elementary pupils. To ensure comprehensive data collection, three sets of survey questionnaires were prepared: one for emotional intelligence, one for students' attitudes, and another for resilience.

The instrument for emotional intelligence was adapted from the work of Bello and Sani (2022), which focuses on the self-perceived emotional competencies of learners. This tool measured domains such as self-emotions, others' emotions, use of emotions, and emotion regulation. The students' attitude was adapted from Laranang and Bondoc (2020) with indicators such as self-confidence, value, enjoyment, and motivation. Meanwhile, the resilience instrument will be adapted from Anderson et al. (2020), which evaluates pupils' confidence, emotional insight, negative cognition, social skills, and empathy.

On the other hand, the study utilized a four-point Likert scale to measure respondents' perceptions of emotional intelligence, students' attitudes, and resilience. The scale intervals were defined as follows: mean scores ranging from 3.50 to 4.00 were interpreted as Strongly Agree, indicating that the respondent consistently affirms the statement. Mean scores between 2.50 and 3.49 were interpreted as Agree, suggesting that the respondent often affirms the statement. Scores ranging from 1.50 to 2.49 were classified as Disagree, indicating that the respondent seldom affirms the statement. Finally, mean scores between 1.00 and 1.49 were interpreted as Strongly Disagree, signifying that the respondent rarely or never affirms the statement.

Scale for Emotional Intelligence

Mean Interval	Descriptive Rating	Interpretation
3.50 – 4.00	Strongly Agree	This means that emotional intelligence among pupils is consistently demonstrated.
2.50 – 3.49	Agree	This means that emotional intelligence among pupils is often demonstrated.
1.50 – 2.49	Disagree	This means that emotional intelligence among pupils is seldom demonstrated.
1.00 – 1.49	Strongly Disagree	This means that emotional intelligence among pupils is rarely or never demonstrated.

Scale for Students Attitudes

Mean Interval	Descriptive Rating	Interpretation
3.50 – 4.00	Strongly Agree	This means that students' attitude toward the subject is consistently demonstrated.
2.50 – 3.49	Agree	This means that students' attitude toward the subject is often demonstrated.
1.50 – 2.49	Disagree	This means that students' attitude toward the subject is seldom demonstrated.
1.00 – 1.49	Strongly Disagree	This means that students' attitude toward the subject is rarely or never demonstrated.

Scale for Resilience

Mean Interval	Descriptive Rating	Interpretation
3.50 – 4.00	Strongly Agree	This means that resilience among pupils is consistently demonstrated.
2.50 – 3.49	Agree	This means that resilience among pupils is often demonstrated.
1.50 – 2.49	Disagree	This means that resilience among pupils is seldom demonstrated.
1.00 – 1.49	Strongly Disagree	This means that resilience among pupils is rarely or never demonstrated.

Considering that the respondents were elementary pupils, the researcher ensured that instructions were clearly explained using age-appropriate language prior to data collection. However, despite these measures, the use of self-report instruments may still be subject to comprehension limitations and social desirability bias, which should be considered when interpreting the results.

Validation of Instrument

After constructing the survey instruments, the researcher ensured their validity through the approval of the research adviser. Upon receiving the adviser's approval, the instruments were submitted to a panel of academic research experts for validation. These experts evaluated the instruments for content relevance, clarity, and appropriateness to ensure that each item accurately reflects the constructs being measured.

Following expert validation, the instruments were reviewed by the Review and Ethics Committee of the institution to confirm adherence to ethical research standards and to safeguard the rights and welfare of the participants. Upon receiving the necessary approvals, the researcher then conducted a pilot test of the instruments. Results showed a Cronbach's alpha of 0.869 across 65 items, indicating a high level of internal consistency.

Data Gathering Procedure

The researcher underwent an ethical review process to ensure adherence to ethical guidelines concerning participant consent, data confidentiality, and fairness in research practices. Following this, the researcher sought approval from the research adviser and panelists to confirm that the design, objectives, and methodology of the study align with academic standards. Upon securing internal approval, the researcher then requested a permission letter from the Office of the Division of Davao de Oro and the school heads to conduct the study within the selected public elementary school.

Before the actual data gathering, a pilot test of the survey instruments was conducted at Monkayo Central Elementary School. This pilot testing helped assess the reliability and clarity of the adapted questionnaires and showed a Cronbach's alpha of 0.869 across 65 items, indicating a high level of internal consistency. In addition, the survey instrument also took only a short period, within 30 to 45 minutes for each respondent, which was scheduled within regular school hours to minimize disruption to academic activities. After the data collection, the researcher organized, tallied, and submitted the data to a statistician for statistical analysis.

Statistical Treatment of Data

To analyze the quantitative data for this study, appropriate statistical tools were employed to examine the relationship between emotional intelligence, students' attitudes, and resilience among elementary pupils.

Mean was used to assess the levels of emotional intelligence, students' attitudes, and resilience.

Pearson's Product-Moment Correlation Coefficient (Pearson r) was used to measure the strength and direction of the linear relationship between the variables. This test was suitable for continuous data and helps identify whether emotional intelligence and students' attitudes are significantly correlated with resilience.

Regression analysis identified use of emotions and emotion regulation as significant predictors within the statistical model; however, these findings should be interpreted as associative rather than causal relationships.

Ethical Consideration

Ethical considerations were carefully observed to safeguard the rights, dignity, and welfare of participants and to ensure the integrity and credibility of the research process, guided by established ethical principles (Ali & Sule, 2024) and in compliance with the provisions of the Data Privacy Act of 2012 (Republic Act No. 10173), which mandates the protection of personal information and responsible data handling. The study upheld social value by contributing to the improvement of students' emotional intelligence, attitudes, and resilience, thereby supporting holistic development and informing school-based interventions. Informed consent was secured by providing Grade 6 respondents with age-appropriate assent forms and obtaining parental consent to ensure voluntary and informed participation, while risks, benefits, and safety were considered by ensuring that the study posed no harm, as it only involved answering survey questionnaires during school hours. Privacy and confidentiality were strictly maintained through anonymization of responses, secure storage of data, and restriction of access to authorized individuals only. The principle of justice was applied by ensuring equitable selection of respondents through universal sampling, promoting fairness and inclusivity across participants. Attention to vulnerability was emphasized by protecting minors through consent procedures and conducting the study in safe and respectful environments without requiring personal identifiers. Lastly, transparency was upheld by clearly informing respondents about the study's objectives, procedures, and their rights, and by allowing them to review findings after data analysis to ensure accurate representation of their perspectives.

RESULTS AND DISCUSSIONS

The table below shows the results of the study in every variable with its corresponding indicators, including mean and descriptive level.

Table 1 Level of Emotional Intelligence

Indicators	Mean	Descriptive Level
Self=Emotion	2.93	Agree
Other's Emotions	2.88	Agree
Use of Emotions	3.19	Agree
Emotion Regulations	2.93	Agree
Overall	2.98	Agree

The results in Table 1 show that the overall level of emotional intelligence among the respondents is Agree with a mean of 2.98, indicating that learners generally demonstrate a positive level of emotional competence across all domains. Among the indicators, use of emotions obtained the highest mean (3.19), followed by self-emotion and emotion regulation (both 2.93), while others' emotions had the lowest mean (2.88), although still interpreted as Agree. This suggests that pupils are more proficient in managing and utilizing their own emotions to support learning and motivation, while slightly less developed in recognizing and understanding others' emotions, reflecting a balanced but still developing level of emotional intelligence.

These findings are supported by prior studies which emphasize that emotional intelligence is essential for adaptive

functioning, as learners who effectively utilize and regulate emotions tend to demonstrate improved engagement and resilience (Igbokwe et al., 2023; Alrabai & Alamer, 2022). Moreover, research indicates that emotional competence, particularly in self-regulation and application of emotions, plays a critical role in students' ability to cope with academic demands and sustain motivation, while interpersonal emotional awareness continues to develop over time with appropriate support (Ikävalko et al., 2022).

Table 2 Level of Students' Attitude

Indicators	Mean	Descriptive Level
Self-Confidence	3.06	Agree
Value	3.35	Agree
Enjoyment	3.19	Agree
Motivation	3.14	Agree
Overall	3.19	Agree

The results in Table 2 show that the overall level of students' attitude among the respondents is Agree with a mean of 3.19, indicating that learners generally demonstrate a positive disposition toward learning across all measured domains. Among the indicators, value obtained the highest mean (3.35), followed by enjoyment (3.19) and motivation (3.14), while self-confidence had the lowest mean (3.06), although still interpreted as Agree. This suggests that pupils strongly recognize the importance and relevance of their learning tasks and are moderately engaged and motivated, while their self-belief in their own abilities, although positive, may still need further strengthening.

These findings are supported by prior studies which emphasize that students' attitudes, particularly value and motivation, play a significant role in enhancing engagement and academic resilience, as learners who find meaning in their studies are more likely to persist despite challenges (Radadiya et al., 2024). Moreover, research suggests that while self-confidence contributes to positive learning experiences, deeper motivational factors such as value orientation and intrinsic drive are stronger predictors of sustained academic behavior, highlighting the need to further develop learners' confidence alongside their motivation and engagement (Simion, 2023).

Table 3 Level of Students' Resilience

Indicators	Mean	Descriptive Level
Confidence	3.07	Agree
Emotional Insight	3.02	Agree
Negative Cognition	3.02	Agree
Social Skills	3.00	Agree
Empathy	2.70	Agree
Overall	2.96	Agree

The results in Table 3 show that the overall level of students' resilience among the respondents is Agree with a mean of 2.96, indicating that learners generally demonstrate a positive capacity to cope with challenges and adapt to academic and personal difficulties. Among the indicators, confidence obtained the highest mean (3.07), followed by emotional insight (3.02) and negative cognition (3.02), while social skills (3.00) and empathy (2.70) had relatively lower mean scores, although all were still interpreted as Agree. This suggests that pupils are moderately confident in their ability to overcome challenges and possess a reasonable level of emotional understanding and cognitive control; however, interpersonal aspects such as empathy appear to be less developed compared to other domains of resilience.

These findings are supported by previous studies which highlight that resilience is strengthened by internal coping mechanisms such as confidence, emotional awareness, and cognitive regulation, allowing learners to respond effectively to stress and adversity (Gupta, 2023; Ragusa et al., 2023). Moreover, research indicates that while personal resilience skills may develop earlier, social components such as empathy and social interaction tend to require more structured support and environmental exposure to fully mature, emphasizing the need for school-based programs that foster both individual and social-emotional competencies (Utomo et al., 2022).

Table 4 Relationship Between Emotional Intelligence and Attitude to the Resilience of Students

Resilience of Students (DV)				
Variables	Pearson Correlation (r)	p-value	Interpretation	Decision
Emotional Intelligence	0.614	0.000	Significant	Reject the Null Hypothesis
Attitude	0.648	0.000	Significant	Reject the Null Hypothesis

The results in Table 4 present the relationship between emotional intelligence, students' attitude, and resilience among elementary learners. The findings reveal that emotional intelligence has a significant positive relationship with resilience, as indicated by a Pearson correlation coefficient of $r = 0.614$ and a p-value of 0.000, which is lower than the standard level of significance. This result implies a moderately strong positive correlation, suggesting that as students' emotional intelligence increases, their level of resilience also tends to improve. Similarly, students' attitude shows a significant positive relationship with resilience, with a slightly higher correlation coefficient of $r = 0.648$ and a p-value of 0.000, indicating that students who possess more positive attitudes toward learning are more likely to demonstrate stronger resilience in facing academic and personal challenges.

These findings are supported by existing literature which affirms that both emotional intelligence and students' attitudes significantly contribute to the development of resilience among learners. Emotional intelligence enhances resilience by enabling students to regulate emotions, manage stress, and respond adaptively to challenges, thereby strengthening their capacity to persist in academic tasks (Alrabai & Alamer, 2022). Similarly, positive attitudes toward learning, particularly those grounded in motivation and value orientation, have been shown to influence how students cope with difficulties and sustain engagement, making them more resilient in the face of adversity (Radadiya et al., 2024). Furthermore, the significant relationship observed in this study aligns with Resilience Theory, which posits that internal psychological assets such as emotional competence and positive dispositions work together to promote adaptive functioning and successful outcomes among learners (Gupta, 2023).

Table 5 Domains of Emotional Intelligence and Attitude that Predicted the Resilience of Students

Model	Unstandardized Coefficients		Standardized Coefficients	t-value	p-value	Interpretation
	B	Std. Error	Beta			
Emotional Intelligence (Constant)	1.160	0.213	_____	5.434	0.000	Significant
Self-Emotions	0.070	0.057	0.101	1.234	0.220	Not Significant
Other's Emotions	0.051	0.056	0.075	0.906	0.367	Not Significant
Use of Emotions	0.253	0.051	0.413	4.913	0.000	Significant
Emotion Regulations	0.219	0.050	0.324	4.378	0.000	Significant
Attitude (Constant)	1.182	0.190	_____	6.211	0.000	Significant
Self-Confidence	0.049	0.047	0.083	1.037	0.302	Not Significant
Value	0.155	0.055	0.259	2.829	0.006	Significant
Enjoyment	0.115	0.065	0.160	1.751	0.083	Not Significant
Motivation	0.237	0.064	0.325	3.700	0.000	Significant
Dependent Variable: Resilience						

The results in Table 5 show that both emotional intelligence and students' attitude significantly predict the resilience of students, as indicated by their respective p-values of 0.000. Among the domains of emotional intelligence, use of emotions ($\beta = 0.413$, $p = 0.000$) and emotion regulation ($\beta = 0.324$, $p = 0.000$) emerged as significant predictors of resilience, suggesting that students who can effectively utilize and regulate their emotions are more capable of adapting to challenges and maintaining persistence. In contrast, self-emotions ($p = 0.220$) and others' emotions ($p = 0.367$) were found to be not significant, indicating that awareness alone may not directly influence resilience without the ability to apply and manage emotions. In terms of students' attitude, motivation ($\beta = 0.325$, $p = 0.000$) and value ($\beta = 0.259$, $p = 0.006$) significantly predicted resilience, while self-confidence ($p = 0.302$) and enjoyment ($p = 0.083$) were not significant predictors. These findings imply that deeper

motivational and value-driven factors play a stronger role in enhancing resilience compared to surface-level affective components.

These findings are supported by previous literature which emphasizes that resilience is primarily strengthened through emotion regulation and the applied use of emotional skills, as these enable learners to effectively manage stress, maintain engagement, and demonstrate adaptive behavior in challenging situations (Purohit, 2024). Additionally, studies affirm that motivation and value orientation are key drivers of persistence, as students who find meaning in their learning tasks and possess strong intrinsic motivation are more likely to overcome setbacks and achieve positive outcomes (Iqbal et al., 2023).

CONCLUSION AND RECOMMENDATIONS

The findings of the study indicate that emotional intelligence and students' attitudes are significantly associated with resilience among Grade 6 pupils. While moderate levels of these variables were observed, specific domains such as emotion regulation, motivation, and value orientation showed stronger statistical relationships with resilience. However, it is important to emphasize that these relationships do not imply causation due to the cross-sectional correlational nature of the study. The identified predictors should therefore be interpreted as variables that are statistically linked to resilience rather than as direct determinants of it. Overall, the study highlights the importance of emotional and attitudinal factors in understanding students' adaptive capacities, while also emphasizing the need for cautious interpretation and further investigation using more robust research designs.

Based on these findings, it is recommended that school administrators and the Department of Education (DepEd) may design and implement structured Social-Emotional Learning (SEL) programs that focus on enhancing emotional regulation, empathy, and self-confidence among learners. Teachers may integrate emotional intelligence and attitude-building strategies into daily classroom instruction, such as reflective activities, collaborative learning, and values formation exercises, to strengthen students' motivation and interpersonal skills. Guidance counselors may encouraged to develop targeted intervention programs and conduct regular psychosocial support sessions to address learners' emotional and resilience needs. Additionally, parents and guardians may actively involved through school-led orientations and workshops that promote supportive home environments and reinforce positive attitudes toward learning. Future researchers may employ longitudinal or mixed-methods designs to better examine how emotional intelligence and attitudes relate to the development of resilience over time. Additionally, incorporating multiple data sources such as teacher assessments, parent reports, or qualitative interviews may provide a more comprehensive understanding of students' emotional and behavioral functioning. It is also recommended that future studies may include statistical diagnostics such as multicollinearity testing, assumption checks, and effect size reporting to strengthen analytical rigor.

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