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Correlates of Students' Academic Resilience and Teachers' Emotional Support

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Abstract

This study examined the academic resilience of college students at Quirino State University-Cabarroguis Campus and its relationship with their perceived teachers' emotional support. It was anchored on Self-Determination Theory, Social Cognitive Theory, and Positive Psychology Theory. A quantitative descriptive-correlational design was employed involving 350 first- to fourth-year tertiary students selected through stratified random sampling during School Year 2023-2024. Data were gathered using the adapted 30-item Academic Resilience Scale and Teacher's Emotional Support Scale and analyzed using frequency, percentage, mean, standard deviation, and Pearson product-moment correlation. Findings revealed that 276 respondents, or 78.87%, were classified as having low global academic resilience, while 74 respondents, or 21.14%, demonstrated high academic resilience. Perseverance emerged as the weakest dimension, whereas reflective and adaptive help-seeking and negative affect and emotional response were rated high. Teachers' emotional support obtained a grand mean of 3.88, interpreted as moderately true, indicating generally favorable perceptions of positive climate, teacher sensitivity, and regard for adolescent perspectives. However, individualized teacher interest received a comparatively lower rating. A weak but statistically significant positive relationship was found between academic resilience and teachers' emotional support ($r = 0.342$, $p < 0.001$), resulting in the rejection of the null hypothesis. The study concluded that teacher empathy, encouragement, and supportive classroom environments contribute to students' capacity to manage academic challenges, although sustained perseverance requires further development. It recommended resilience-building activities, faculty sensitivity training, mentoring, peer support, periodic student assessments, and institutional monitoring. The study supports SDG 3 on Good Health and Well-Being, SDG 4 on Quality Education, and SDG 8 on Decent Work and Economic Growth. Its sustainability impact lies in strengthening student well-being, faculty-student relationships, institutional support systems, and students' long-term academic and professional preparedness.

Keywords: Academic Resilience, Faculty-Student Relationships, Help-Seeking, Perseverance, Positive Climate, QSU-Cabarroguis, Teacher Sensitivity, Teachers' Emotional Support

1. Introduction

Academic resilience is an important capacity that helps students adjust to challenges, recover from setbacks, and continue pursuing academic goals despite emotional, mental, and behavioral difficulties. It is commonly understood as the ability to positively cope with challenges and overcome difficult events (Romano et al., 2021). In higher education, resilience becomes especially relevant because college students face academic pressure, personal demands, and preparation for a competitive labor market. Social support from friends and family has been identified as a major factor that strengthens academic resilience among university students, as Shengyao et al. (2024) emphasized that strong support systems help students maintain focus and persist despite academic and personal challenges. In addition, teachers' emotional support is viewed as a critical source of relatedness and confidence, as Slemp et al. (2024) explained that genuine care, interest, and positivity from teachers help students navigate academic demands. However, Lobo (2022b) noted that resilience research has often focused on primary and secondary education, leaving a need to examine how college students, particularly in the Philippine higher education context, perceive teachers' emotional support and how this relates to their academic resilience.

1.1 Academic Resilience and Teachers' Emotional Support among QSU College Students

The higher education sector operates in a rapidly changing and increasingly demanding environment. According to Marginson (2024), universities are expected to prepare students for a labor market that is volatile, competitive, and shaped by shifting professional demands. In this context, academic success requires not only technical competence but also the resilience to manage setbacks and continue progressing despite challenges. Academic resilience refers to a student's capacity to sustain academic progress despite substantial obstacles (Dwiastuti et al., 2022; Eva et al., 2021). It also functions as a psychological mechanism that allows individuals in at-risk situations to succeed despite difficult circumstances (Serrano Sarmiento et al., 2021; Ye et al., 2021). In the Philippine higher education setting, academic resilience is especially relevant as students manage rigorous academic expectations, economic pressures, and the growing integration of educational technologies. Teachers' emotional support serves as an important factor in strengthening this resilience.

Grounded in Self-Determination Theory, teacher support addresses students' need for relatedness by creating a supportive learning environment where students feel cared for and emotionally secure (Yang et al., 2021). Students who receive strong emotional support from teachers are more likely to experience positive learning environments and higher academic resilience compared with those who face academic challenges in isolation (Cassidy, 2015; Pitzer & Skinner, 2017). Despite this, Lobo (2022b) emphasized that research on resilience has largely concentrated on younger learners, leaving a gap in understanding how Filipino college students perceive instructors' emotional support. This study therefore focuses on academic resilience among college students of QSU and their perceived teachers' emotional support, particularly in relation to perseverance, help-seeking, negative affect and emotional response, positive climate, teacher sensitivity, and regard for adolescents.

1.2 Literature on Academic Resilience, Help-Seeking, Emotional Response, and Teacher Support

Related literature shows that academic resilience is closely connected to students' adjustment, performance, and ability to cope with academic challenges. According to Uzoma et al. (2022), academic resilience is positively linked to academic performance because resilient students are better able to manage difficulties in new learning environments. This view is supported by Lytle and Shin (2023), who explained that resilience protects students from school-related difficulties and helps them adjust to new academic settings. Talebi et al. (2022) similarly found that resilience contributes to students' social well-being and academic adjustment in university contexts. Academic resilience is influenced by both internal and external factors. Permatasari et al. (2021) identified self-esteem, curiosity, and decisiveness as internal factors that strengthen students' capacity to persist academically. Cassidy (2016) described academic resilience as the ability to overcome challenges and achieve success despite difficulties in the learning process. Cassidy (2016) also identified perseverance, adaptive help-seeking, and managing negative emotions as key aspects of academic resilience. Perseverance involves persistence, effort, and commitment to goals. Adaptive help-seeking refers to the ability to recognize personal strengths and weaknesses and seek support when needed. Managing negative emotions involves controlling fear, anxiety, and other unpleasant feelings that may affect academic performance. Teachers' emotional support is also consistently linked to resilience, engagement, and academic outcomes. Lobo (2022a) found that perceived teacher emotional support plays a role in the relationship between academic resilience and school engagement in a Philippine higher education context. Wang et al. (2019) reported that teacher support and academic resilience directly and indirectly influence academic achievement and emotional well-being. Alarcon et al. (2019) also found that teacher support and academic resilience are positively related to academic performance, with academic resilience partly mediating the influence of teacher support. Teachers may provide emotional support by building a safe classroom environment, responding to individual concerns, and encouraging positive peer interaction (Pakarinen et al., 2020). Fredricks et al. (2019) further explained that engagement is shaped by feedback from the learning environment and affects students' sense of self and well-being. The literature also highlights the dimensions of teacher emotional support. The framework for Teacher Emotional Support emphasizes Positive Climate, Teacher Sensitivity, and Regard for Student Perspective. Slemp et al. (2024) explained that instructor emotional support serves as a psychological buffer that enables students to sustain academic momentum under pressure. Slemp et al. (2024) also emphasized that positive classroom climate, formed through constructive interpersonal interactions, supports psychological need satisfaction in tertiary environments. Mendoza et al. (2025) described Teacher Sensitivity as the instructor's ability to provide individualized emotional scaffolding for students facing demanding academic workloads. In the Philippine context, Panganiban et al. (2024) argued that Regard for Student Perspective is important in strengthening autonomy and agency, especially in digitized and hybrid learning environments. Current research further indicates that students who perceive high levels of integrated emotional support demonstrate stronger academic adjustment and self-regulation (Tan & Reyes, 2024). Earlier studies also show that social support contributes to academic resilience, as Fang et al. (2020) found that perceived support benefits children from low-income families, while DeLay et al. (2016) showed that positive peer influence can improve academic performance through social networks.

1.3 Philippine Higher Education and QSU-Cabarroguis Context

Globally, higher education institutions are expected to prepare students for academic, professional, and social challenges in a changing labor market. This makes resilience a key student capacity in tertiary education. Nationally, the Philippine higher education context requires attention to students' ability to persist despite academic demands, personal pressures, and changing learning environments. Locally, this study is situated in QSU-Cabarroguis, Quirino, where the current situation of faculty-student relationships and emotional support can provide insight into how college students develop academic resilience. The study focuses on college students of QSU and examines their level of academic resilience in terms of perseverance, help-seeking, and negative affect and emotional response, as well as their perceived teachers' emotional support in terms of positive climate, teacher sensitivity, and regard for adolescents. By examining these variables in a local higher education setting, the study addresses the need to understand how teacher emotional support relates to academic resilience among Filipino college students.

1.4 Theoretical and Conceptual Basis of Academic Resilience and Teachers' Emotional Support

The study is anchored on Self-Determination Theory, Social Cognitive Theory, and Positive Psychology Theory. According to Self-Determination Theory (SDT) by Deci and Ryan (2002), emotional support from teachers can strengthen

students' academic resilience by satisfying their basic psychological needs for autonomy, competence, and relatedness. These needs support human growth, well-being, and motivation. When teachers provide care, constructive feedback, and a sense of choice, students may develop intrinsic motivation, self-regulation, and effective coping skills. The Social Cognitive Theory (SCT) by Bandura (1999) further explains that teachers' emotional support can influence academic resilience by shaping students' beliefs about their abilities and expected outcomes. Self-efficacy refers to students' belief in their ability to accomplish a task or reach a goal, while outcome expectations refer to the anticipated results of their actions. Through verbal persuasion and supportive emotional environments, teachers can strengthen students' self-efficacy and outcome expectations, helping them face academic difficulties with greater resilience. Positive Psychology Theory (PPT) also supports the study by explaining how emotional support fosters positive emotions and personal strengths. Positive emotions such as joy, interest, hope, and gratitude broaden students' cognitive and behavioral abilities, encourage learning and creativity, and protect them from stress and adversity. Teacher emotional support can help students recognize and use strengths such as curiosity, perseverance, and optimism, which are important for academic success and resilience. The conceptual framework presents academic resilience and teachers' emotional support as the major variables of the study. Academic resilience is assessed through the ARS-30 Questionnaire of (Cassidy, 2016), while teachers' emotional support is measured using the Teacher Emotional Support Scale. Academic resilience reflects students' likelihood of succeeding despite adversity, while teachers' emotional support reflects the emotional climate and responsiveness provided by instructors. The framework guides the examination of the relationship between college students' academic resilience and their perceived teachers' emotional support.

1.5 Research Gap on Teacher Emotional Support and Academic Resilience in Higher Education

The main research gap addressed by the study is the limited focus on academic resilience and teacher emotional support among college students in the Philippine higher education context. Lobo (2022b) pointed out that most previous studies on resilience have focused on primary and secondary education, while fewer studies have examined how students in higher education perceive the emotional support provided by their instructors. This gap is important because college students experience distinct developmental, academic, and career-related challenges. The study therefore seeks to determine the level of academic resilience among college students of QSU in terms of perseverance, help-seeking, and negative affect and emotional response; assess teachers' emotional support as perceived by students in terms of positive climate, teacher sensitivity, and regard for adolescents; examine whether there is a significant relationship between academic resilience and teachers' emotional support; and propose an intervention program to enhance faculty-student emotional support. The study is guided by the hypothesis that there is no significant relationship between the level of academic resilience of college students and teachers' emotional support.

1.6 Alignment with SDG 3, SDG 4, and SDG 8

The study aligns most directly with SDG 4 - Quality Education because it focuses on strengthening students' academic resilience and improving teachers' emotional support within higher education. By examining how students persist, seek help, and manage negative emotional responses, the study contributes to the development of more supportive learning environments that can improve student engagement and academic success. The study also relates to SDG 3 - Good Health and Well-Being because it addresses emotional support, coping, psychological safety, and students' ability to manage stress and adversity. Since teacher emotional support may help reduce academic pressure and promote well-being, the study contributes to a healthier academic environment for college students. It also has a connection to SDG 8 - Decent Work and Economic Growth because resilience in higher education supports students' preparation for a competitive labor market, as emphasized by Marginson (2024), where students must adapt to changing professional demands.

1.7 Importance of the Study to Educational, Public Health, Socio-Economic, and Institutional Sustainability

The study contributes to educational, public health, socio-economic, and institutional sustainability. In terms of educational sustainability, the findings may help improve faculty-student relationships, guide instructors in providing emotional support, and inform intervention programs that support student persistence and help-seeking. In terms of public health sustainability, the focus on emotional support, coping, and resilience highlights the importance of protecting students' psychological well-being in academic environments. In terms of socio-economic sustainability, the study supports the development of resilient college students who may be better prepared to handle future professional challenges in a competitive labor market. Institutionally, the study may help QSU-Cabarroguis enhance faculty development programs by including socio-emotional seminars for teachers and students. The findings may also benefit future researchers by providing a local reference on academic resilience, teachers' emotional support, and possible interventions for healthier academic and emotional support systems.

2. Material and methods

2.1 Research Design

This study utilized a quantitative, descriptive-correlational research design. According to Creswell and Creswell (2023), descriptive research is structured to provide information on the variables under investigation, with the goal of determining

the values of the relevant variables. Schoonenboom and Johnson (2025) explained that correlational design is used to determine the degree of association between two or more variables, specifically whether changes in one variable correspond with changes in another. This design was appropriate for the study because it examined the statistical relationship between academic resilience and teacher emotional support.

2.2 Locale of the Study

The study was conducted in one of the campuses of Quirino State University (QSU) in the Province of Quirino, Philippines. Specifically, the study involved tertiary students from QSU-Cabarroguis Campus during the School Year 2023-2024.

2.3 Respondents of the Study

The respondents of the study were first to fourth year tertiary students enrolled at QSU-Cabarroguis Campus during the School Year 2023-2024. They were selected as the primary participants because reports indicate that "66% of more than 2,400 college students were reported experiencing stress, and 51% reported feelings of worry during a lot of the day" (Kerr & Claybourn, 2023).

2.4 Sample and Sampling Procedure

The target population of the study consisted of approximately 3,600 tertiary students enrolled during Academic Year 2023-2024. Using the Raosoft online sample size calculator (Raosoft, Inc., 2004), a sample of three hundred fifty (350) tertiary students from first to fourth year level was selected. The participants were chosen through stratified random sampling. Stratified random sampling was appropriate because it involves dividing a population into homogeneous subgroups or strata and randomly selecting individuals from each group (Bhardwaj, 2019). The sample included students from BAELS, BSENTREP, BSBA, BSCS, BSCRIM, BSCE, BEED, BSMATH, BSHM, BSMID, and Diploma in Midwifery programs, with a total program population of 3,390 and a total sample of 350 students.

2.5 Research Instrument

The study used two adapted questionnaires: the "Academic Resiliency Scale" developed by Cassidy (2016) and the "Teacher's Emotional Support Scale" used by Romano et al. (2021). The researcher sought permission from the authors to use the instruments. The questionnaire consisted of three parts. Part I gathered the demographic profile of the participants in terms of sex, age, and year level. Part II used the 30-item Academic Resilience Scale (ARS-30), a self-report questionnaire designed to examine process aspects of resilience rather than outcome aspects. It measures academic resilience based on students' adaptive cognitive-affective and behavioral responses to academic adversity (Cassidy, 2016). Responses were rated using a 5-point Likert scale from 1, very likely, to 5, not at all likely. Items 2, 4, 8, 9, 10, 11, 13, 16, 17, 18, 20, 21, 22, 23, 24, 25, 26, 27, 29, and 30 were reverse-scored. The scale reported a Cronbach's alpha of 0.90 after being administered to 532 undergraduate students (Cassidy, 2016). It measured three factors: perseverance, reflective and adaptive help-seeking, and negative affect and emotional response. Part III used the Teacher's Emotional Support Scale, which consisted of 15 items rated on a 5-point Likert scale from 1, not at all true, to 5, very true. It measured students' perceptions of teachers' emotional support across three dimensions: positive climate, teacher sensitivity, and regard for adolescents' perspectives. Positive climate refers to students' perception of whether their teacher creates a positive emotional connection with them. Teacher sensitivity refers to the extent to which teachers attend to students' individual and academic needs. Regard for adolescents' perspectives refers to how teachers consider students' social needs and promote interactions with peers. The scale obtained Cronbach's alpha values of 0.82 for Positive Climate, 0.85 for Teacher Sensitivity, and 0.80 for Regard for Adolescent Perspective.

2.6 Data Gathering Procedure

The researcher first secured permission and approval from school authorities to conduct the study. A request letter was then given to the College Dean for notice to the Program Chairpersons and students involved in the study. In compliance with the Data Privacy Act and ethical considerations in research, the researcher distributed the Google Form link and explained the purpose of the study to the participants, assuring them of the anonymity and confidentiality of their responses. The gathered data were tallied, organized, and processed using IBM SPSS v.25. To maintain data integrity, the questionnaires were kept in a secure location, and no incentives were given to the participants.

2.7 Data Analysis Techniques

The study used frequency and percentage to organize, categorize, and summarize categorical data. These descriptive statistics were used to determine the baseline distribution of participants across academic courses and to analyze the overall Global Academic Resilience for Research Question 1. Following the established literature and norm metrics published by the scale's author (Cassidy, 2016), the overall global score was interpreted using a cut-off score of 115.61, where scores below 115.61 indicated low academic resilience and scores equal to or higher than 115.61 indicated high academic resilience. Mean and standard deviation were computed to measure the central tendency and variability of the continuous metrics. Before calculation, the designated negative items of the Academic Resilience Scale were reverse-scored to ensure

statistical uniformity. These descriptive statistics were used to evaluate the factor-level dimensions of academic resilience, namely perseverance, reflective and adaptive help-seeking, and negative affect and emotional response. They were also used to determine the level of teachers' emotional support as perceived by students in terms of positive climate, teacher sensitivity, and regard for adolescents. For the Academic Resilience Scale-30 global and factor mean metrics, interpretation was guided by cumulative total scoring frameworks rather than item-level averages. Scores from 30.00 to 69.99 indicated low academic resilience, 70.00 to 109.99 indicated moderate academic resilience, and 110.00 to 150.00 indicated high academic resilience. For the Teachers' Emotional Support Scale, item and factor means were interpreted using a 5-point scale, where 4.50-5.00 indicated very true, 3.50-4.49 indicated moderately true, 2.50-3.49 indicated fairly true, 1.50-2.49 indicated slightly true, and 1.00-1.49 indicated not at all true. Pearson r was used as the primary inferential tool to determine the significant relationship between academic resilience and teachers' emotional support for Research Question 3. This statistic measured the strength and direction of the linear association between the main variables. The significance of the correlation was tested at the 0.05 level, which served as the basis for accepting or rejecting the null hypothesis. For Research Question 4, the descriptive and inferential findings were synthesized to form the empirical basis for the proposed action plan or intervention program. This development stage focused on the dimensions where students obtained the lowest scores in order to create actionable institutional recommendations.

2.8 Ethical Considerations

The researcher complied with prevailing ethical and legal requirements related to the conduct of the study. Since the information gathered was sensitive, particularly among the understudies, the researcher applied fairness and justice throughout the research process. Voluntary participation, informed consent, confidentiality, anonymity, and potential harm to respondents were considered. Participants were also allowed to withdraw from the study, and their decision was respected. The researcher carefully gathered data to ensure that the information shared was valid, true, reliable, precisely identified, and accurately related to the study.

3. Results and Discussion

3.1 Academic Resilience among College Students of QSU

3.1.1 Global Level of Academic Resilience

The results showed that most college students of QSU had low academic resilience. Out of 350 respondents, 276 students, or 78.87%, were classified under low academic resilience, while only 74 students, or 21.14%, were classified under high academic resilience. The global academic resilience score had a mean of 107.166 and a standard deviation of 11.274, indicating moderate variability in resilience levels across the respondents. These findings suggest that many students experience difficulty adapting effectively to academic stress, setbacks, and pressure. The findings reveal a critical resilience deficit among tertiary students at Quirino State University. Although students showed strengths in reactive dimensions such as help-seeking and emotional regulation, the global academic resilience score was affected by a weaker level of long-term perseverance. This closely mirrors the findings of De la Cruz and Mallari (2024), who reported that state college students in the Philippines are capable of mobilizing peer and social support during immediate academic challenges but experience a decline in cognitive persistence during prolonged academic pressure. These trends are also consistent with the Self System Model, as Slemp et al. (2024) explained that the absence of strong emotional scaffolding in high-stakes environments is associated with lower global resilience. Panganiban (2025) identified a localized persistence gap among Filipino undergraduates, while Bautista and Reyes (2023) found that Filipino students may seek community support during hardships but still show vulnerability in academic grit and sustained execution. Delos Santos and Mendoza (2025) similarly observed that Filipino students are often skilled in managing immediate crises but may struggle with long-term perseverance when facing economic, familial, and structural stressors.

3.1.2 Perseverance

In terms of perseverance, the respondents obtained a mean score of 50.522 across 14 items, which was interpreted as low. This result indicates that students may struggle to sustain effort, motivation, and commitment when they encounter academic setbacks or repeated challenges. This finding shows that perseverance is the weakest dimension of academic resilience among the respondents. It supports the view of Cassidy (2016), who emphasized that resilience is a multidimensional process rather than a fixed trait. The low score in perseverance also supports the observations of Uzoma et al. (2022) and Talebi et al. (2022), who described academic resilience as an important psychological mechanism for student success and social well-being in university settings. More recently, Tan (2024) observed a similar multidimensional split among Asian university student demographics, where high emotional regulation may hide academic exhaustion and low long-term persistence. The vulnerable-to-moderate resilience profile also supports Uzoma et al. (2022) and Talebi et al. (2022). Morales (2026) further emphasized that a decline in perseverance is a major psychological precursor to academic burnout and dropout, showing the need for targeted support to help students sustain effort across difficult coursework.

3.1.3 Reflective and Adaptive Help-Seeking

In terms of reflective and adaptive help-seeking, the respondents obtained a mean score of 35.520 across 9 items, which was interpreted as high. This indicates that the students are generally proactive in seeking assistance and modifying their strategies when they experience academic difficulties. This result suggests that students have the capacity to recognize when support is needed and are willing to adjust their learning approaches. Although the global academic resilience result was low, the high rating in help-seeking shows that students can initiate adaptive responses to immediate academic stress. This supports the explanation that QSU students may rely on available academic and social support systems when facing difficulties, even if their long-term perseverance remains limited. In this sense, help-seeking functions as a strength that may be used as a foundation for intervention activities focused on sustaining academic resilience.

3.1.4 Negative Affect and Emotional Response

In terms of negative affect and emotional response, the respondents obtained a mean score of 21.122 across 7 items, which was interpreted as high. This result suggests that students demonstrate resilience through emotional awareness and management despite experiencing emotional challenges related to academic pressure, failure, or criticism. The finding indicates that students possess some capacity to regulate negative emotions in academic situations. However, this emotional regulation does not fully translate into strong global academic resilience because perseverance remains low. This means that students may be able to manage immediate emotional reactions but still experience difficulty maintaining sustained academic effort over time. The result reinforces the need for interventions that connect emotional regulation, help-seeking, and long-term persistence so that students can better manage repeated academic demands.

3.2 Teachers' Emotional Support as Perceived by College Students

3.2.1 Positive Climate

The results showed that students perceived positive climate as moderately true, with a factor mean of 3.92. The highest item under this dimension was the statement that teachers want all students to feel respected, which obtained a mean of 4.21. Other indicators also received moderately true ratings, including respect for each other's ideas, working well together, fairness, and respect within the class. These results suggest that students generally perceive their teachers as promoting warmth, respect, cooperation, and positive emotional connection in the learning environment. This finding indicates that QSU instructors are generally successful in establishing a respectful and supportive classroom climate. The strong rating for mutual respect suggests the presence of a psychological safety net that supports students' need for relatedness under Self-Determination Theory. A positive climate may help students feel valued and emotionally secure, which is important in supporting academic engagement and resilience. This result shows that emotional support begins with a respectful classroom environment where students feel that their ideas, participation, and interactions with others are encouraged.

3.2.2 Teacher Sensitivity

The results showed that teacher sensitivity was perceived as moderately true, with a factor mean of 3.70. Students agreed that teachers care about how they feel, with a mean of 4.03, and that they can count on teachers for help when needed, with a mean of 3.97. However, the item on teachers taking a personal interest in students obtained a lower mean of 2.99, interpreted as fairly true. This suggests that while teachers are generally perceived as caring and available, students perceive a weaker level of individualized attention and personal connection. This result shows a gap between general classroom support and individualized teacher sensitivity. While the classroom environment is respectful, students may still feel that teachers are less engaged in their personal academic concerns. As noted by Pakarinen et al. (2020), effective emotional support requires teachers to address individual student concerns to foster better academic adjustment. Aquino and Santos (2025) also identified a bureaucratic detachment phenomenon in Region II state universities, where instructors create respectful group climates but score lower in individualized sensitivity due to over-enrollment and heavy instructional workloads. This implies that teacher emotional support may be improved by strengthening personalized student care.

3.2.3 Regard for Adolescent Perspective

The results showed that regard for adolescent perspective was perceived as moderately true. Students rated highly the statements that teachers encourage them to share ideas with one another in class, allow them to discuss their work with classmates, encourage them to help other students, and listen to what they have to say. The overall results indicate that teachers generally recognize students' social needs and encourage peer interaction, idea-sharing, and student-centered collaboration. This finding suggests that teachers value student input and promote classroom interaction. By encouraging students to share ideas and collaborate with peers, teachers support the social dimension of learning and help students build confidence in expressing themselves. This form of support contributes to a more participatory classroom environment and strengthens the connection between emotional support and academic engagement. It also shows that students perceive their teachers as creating opportunities for social and academic interaction, which can support resilience when students experience academic difficulties.

3.2.4 Overall Teachers' Emotional Support

The cumulative grand mean for teachers' emotional support was 3.88, interpreted as moderately true. This indicates that the undergraduate students generally experience a stable and favorable level of emotional support from their faculty. Across the three dimensions, students perceived their teachers as supportive in building positive climate, showing sensitivity, and encouraging student perspective, although teacher sensitivity showed room for improvement. The results suggest that teachers at QSU provide an encouraging learning environment that serves as an external support resource for students. However, the lower rating on personal interest indicates that emotional support may be stronger at the classroom level than at the individual level. Strengthening teacher sensitivity may help improve the connection between general support and students' personal academic needs. This is important because teacher support can function as a buffer that helps students cope with academic pressure and strengthen resilience.

3.3 Relationship Between Academic Resilience and Teachers' Emotional Support

The results showed a weak positive but statistically significant relationship between academic resilience and teachers' emotional support. Pearson r correlation produced a value of $r = 0.342^{***}$ with a p-value of <0.001. Since the result was significant at the 0.05 level, the null hypothesis was rejected. This means that as teachers provide more emotional support, students tend to become better able to handle academic challenges. This finding supports Social Cognitive Theory (Bandura, 1999), which explains that environmental factors, particularly teacher support, influence students' personal agency and resilience through self-efficacy. The result also supports the findings of Lobo (2022a) and Alarcon et al. (2019), who found that teacher emotional support is an important correlate of academic resilience and serves as a buffer against academic stress. Thompson and Davies (2024) further confirmed that even low-to-moderate correlations can have practical significance because continuous emotional reinforcement can serve as a psychological shock absorber for vulnerable undergraduate students. This result reinforces the idea that teachers' roles extend beyond academic instruction and include emotional facilitation and psychological support.

3.4 Proposed Intervention Program to Enhance Faculty-Student Emotional Support

The proposed intervention program was developed based on the significant findings of the study. Since perseverance was identified as a weakness despite students' generally favorable perception of teacher support, the program focuses on strengthening student resilience, faculty sensitivity, and institutional monitoring. The proposed activities will be implemented by the Guidance and Counseling Center with assistance from the Office of Student Affairs and Services and other relevant offices. The program is designed for Academic Year 2025-2026 and includes student resilience-building activities, faculty sensitivity development, and evaluation mechanisms. Its objectives include increasing student receptivity to constructive feedback by 20% based on post-activity assessments, improving perceived teacher sensitivity through empathy-based training, providing students with coping mechanisms for academic disappointment and frustration, and establishing a standardized evaluation framework by January 2026. The proposed intervention program responds directly to the study's finding that the academic environment influences student coping capacities. The rejection of the null hypothesis supports the need for institutional programs that translate teacher emotional support into active resilient behaviors. This institutional direction aligns with Cruz and Corpuz (2024), who argued that university-wide intervention programs should train faculty members to move from group-level classroom facilitation toward individualized mentoring to address dropout risks. Activities such as "Constructive Feedback Matters," "Managing Disappointment," "Positive Perspective," "Career Confidence Booster," "Emotional Support in Practice," and "Empathy in Action" are intended to strengthen perseverance, teacher sensitivity, emotional support, and academic resilience. By institutionalizing these support strategies, Quirino State University can address identified weaknesses, reinforce student perseverance, and promote a more supportive learning environment for long-term academic and professional success.

4. Conclusion & Recommendations

The study concludes that college students at Quirino State University possess a baseline level of academic resilience, but their moderate level indicates continued vulnerability to academic stress and the need for interventions that strengthen long-term perseverance. The findings also show that teachers provide a high level of emotional support, particularly in establishing a positive climate of respect and safety that supports student engagement. Moreover, the significant relationship between teachers' emotional support and students' academic resilience confirms that empathy, encouragement, and a supportive educational environment contribute to students' ability to recover from academic challenges. The rejection of the null hypothesis further validates that academic resilience is shaped by the emotional climate of the institution, supporting the need for structured faculty-student emotional support programs.

The study recommends that the school administration implement resilience-building programs that develop students' coping strategies, goal-setting, stress management, and positive self-talk. Teachers should also conduct periodic assessments of students' resilience and support needs through surveys and focus groups to identify areas for improvement. Educational institutions are encouraged to integrate resilience-building strategies such as workshops, mentoring, and peer-support systems into the academic framework. Students are encouraged to seek guidance from teachers when facing academic challenges, while the school community and the Office of Student Affairs should promote a friendly environment

that enhances teacher-student relationships. The school should also prioritize initiatives that strengthen teachers' ability to provide emotional support, and future researchers may explore specific strategies that educators can use to foster resilience and emotional support.

Compliance with ethical standards

The researchers observed ethical and legal requirements in the conduct of the study. Permission and approval were secured from school authorities before data gathering, and the participants were informed about the purpose of the study. The researchers ensured voluntary participation, informed consent, confidentiality, anonymity, fairness, justice, and the right of participants to withdraw from the study. The gathered data were handled carefully to ensure that the information remained valid, reliable, and accurately related to the study.

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