# Self-Compassion and Resilience of Teachers in Integrated Schools, Cateel, Davao Oriental

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**Abstract:** Teaching is a profession that demands emotional strength, adaptability, and consistent problem-solving. In challenging environments such as integrated public schools, the ability of teachers to remain resilient is crucial. This study investigates the relationship between self-compassion and resilience in handling professional challenges among teachers of Alegria Integrated School in Cateel, Davao Oriental. The study employed a descriptive correlational research design using a self-reported survey to measure teachers' levels of self-compassion (self-kindness, mindfulness, humanity) and resilience (adaptability, emotional regulation, problem-solving). The entire teaching staff of Alegria Integrated School participated in the study, selected through simple quota sampling. Data were analyzed using mean, Pearson-r, and regression analysis. Findings revealed that teachers have an extensive level of self-compassion and resilience. A significant high positive relationship ($r = 0.70$, $p < 0.05$) was found between self-compassion and resilience. Regression analysis showed that self-kindness (B = 0.20), mindfulness (B = 0.16), and humanity (B = 0.24) significantly influence teachers' resilience, explaining 50.4% of the variance ($R^2 = 0.504$, $p < 0.05$). The results affirm that self-compassion plays a significant role in enhancing teachers' capacity to manage professional challenges. These findings support the theoretical frameworks of the Transactional Model of Stress and Coping and the Broaden-and-Build Theory, which highlight how emotional awareness and positive coping contribute to professional resilience.

*Keywords*: *Self-Compassion, Resilience, Teachers, Adaptability, Emotional Regulation, Problem-Solving, Integrated School, Professional Challenges.*

## I. INTRODUCTION

Teaching requires emotional and mental resilience due to daily challenges such as managing behavior and adapting to policy changes. Self-compassion is increasingly recognized as a key factor in helping teachers manage stress and maintain well-being. This study explores how self-compassion relates to resilience in handling professional challenges, highlighting its role in helping educators cope, recover, and thrive. Research shows that self-compassionate teachers are more resilient, less prone to burnout, and have better mental health.

Self-compassion has been widely recognized as a vital factor in enhancing emotional resilience among teachers, enabling them to manage stress, maintain emotional balance, and achieve greater job satisfaction. In challenging teaching environments—such as those in the Philippines, where educators often face large class sizes, limited resources, and ongoing reforms—self-compassion helps teachers cope more effectively and remain committed to their profession. Local studies, including those in Davao City, have shown that teachers who practice self-kindness and possess strong crisis management confidence tend to exhibit higher levels of resilience and emotional well-being.

The mentioned literature focused more on adaptability, emotional regulation, and problem-solving are closely linked skills that collectively support resilience and professional success, especially in high-stress environments. Adaptability enables individuals to thrive amid change, while emotional regulation helps manage stress and prevent burnout through strategies like reappraisal and mindfulness. Problem-solving approaches provide structured ways to tackle challenges, promoting proactive decision-making.

This study aimed to examine the relationship between self-compassion and resilience in addressing professional challenges among teachers. It specifically investigated the levels of self-compassion in terms of self-kindness, mindfulness, and common humanity, as well as the extent of resilience in areas such as adaptability, emotional regulation, and problem-solving. Additionally, the study sought to determine whether a significant relationship existed between self-compassion and resilience, and to identify which specific domain of self-compassion most significantly influenced teachers' resilience in the face of professional challenges.

The study, tested at the .05 level of significance, examined two null hypotheses: first, that there is no significant relationship between self-compassion and resilience in handling professional challenges among teachers; and second, that none of the domains of self-compassion significantly influence teachers' resilience.

This study is grounded in two key theoretical frameworks: the Transactional Model of Stress and Coping by Lazarus and Folkman, and Fredrickson's Broaden-and-Build Theory of Positive Emotions. The Transactional Model emphasizes how individuals assess and respond to stress based on their perceived coping resources, highlighting the roles of adaptability, emotional regulation, and problem-solving in managing workplace challenges. Meanwhile, the Broaden-and-Build Theory explains how positive emotions expand thinking and help develop personal resources like resilience and adaptability.

## II. METHOD

This study used a descriptive correlational research design through a survey method to explore the relationship between self-compassion and resilience in managing professional challenges among teachers. This design was suitable as it allowed the examination of natural relationships between variables without manipulation. It enabled the study to identify the strength and direction of the association between self-compassion and resilience, while also describing the levels of each variable among teachers in real-life settings.

The study targeted all Grade 7 to 10 teachers at Alegria Integrated School in Cateel, Davao Oriental, who had more than five years of teaching experience. By including the entire population, the study ensured comprehensive data collection. Due to the manageable number of teachers, surveying the whole group was feasible and provided a complete view of the relationship between self-compassion and resilience in this context. The study used simple quota sampling as its sampling procedure.

The study used a self-reported adapted survey to measure teachers' self-compassion and resilience in handling professional challenges. It had two sections: one on self-compassion (self-kindness, mindfulness, common humanity) and one on resilience (adaptability, emotional regulation, problem-solving), each with five statements rated on a 5-point Likert scale. The survey was clear, validated, and pilot-tested for reliability. Both self-compassion and resilience were interpreted using similar rating scales from "Not Extensive" to "Very Extensive," reflecting how often these traits are exhibited by teachers.

The survey data were analyzed using three main statistical tools: Mean to determine the average levels of self-compassion and resilience; Pearson's r to examine the strength and direction of the relationship between the two variables; and Regression Analysis to predict how self-compassion influences and explains the level of resilience among teachers in handling professional challenges.

## III. RESULTS AND DISCUSSIONS

Teachers at Alegria Integrated School showed extensive self-compassion, with self-kindness rated highest. They often treat themselves with understanding and forgiveness, which supports emotional resilience. Mindfulness indicates they generally stay aware and present during stressful moments, helping maintain emotional balance. Recognizing shared challenges with others reduces isolation and fosters connection. These aspects of self-compassion help teachers manage stress and build resilience.

Teachers at Alegria Integrated School demonstrate extensive resilience in handling professional challenges, with an overall mean of 4.14. Problem-solving is the strongest area (mean 4.21), showing that teachers actively seek solutions and use challenges for growth. Adaptability (mean 4.15) reflects their ability to adjust teaching strategies quickly, though confidence in handling environmental disruptions is slightly lower. Emotional regulation scores 4.06, indicating generally good management of emotions despite some difficulty during sudden issues. A significant high correlation ($r = 0.70$, $p < 0.05$) between self-compassion and resilience suggests that teachers who are more self-compassionate tend to be more resilient in facing professional challenges.

There is a strong, significant relationship ($r = 0.70$, $p < 0.05$) between teachers' self-compassion and their resilience in handling professional challenges, with self-compassion explaining about 49% of the variance in resilience. Specifically, the domains of self-kindness (B = 0.20), mindfulness (B = 0.16), and humanity (B = 0.24) significantly influence resilience, together accounting for 50.4% of its variation. These findings align with prior research and establish psychological theories, showing that teachers who practice understanding toward themselves, maintain emotional awareness, and recognize shared human struggles are better equipped to cope with stress, maintain emotional balance, and adapt effectively to professional demands.

Teachers at Alegria Integrated School showed an extensive level of self-compassion, with self-kindness scoring highest (mean = 4.21), followed by humanity (4.19) and mindfulness (4.16). They also demonstrated extensive resilience in handling professional challenges, with problem-solving rated very extensive (4.21), and adaptability (4.15) and emotional regulation (4.06) rated extensive.

A strong positive correlation was found between self-compassion and resilience ($r = 0.70$, $p < 0.05$), rejecting the null hypothesis of no relationship. Regression analysis revealed that self-kindness (B = 0.20), mindfulness (B = 0.16), and humanity (B = 0.24) significantly predict resilience, explaining 50.4% of its variance ($R^2 = 0.504$). This suggests that improving self-compassion can greatly enhance teachers' ability to manage professional stress.

Teachers at Alegria Integrated School show high self-compassion, especially in self-kindness, shared experiences, and emotional awareness, which supports their ability to cope with professional demands. They demonstrate strong

resilience, particularly in problem-solving and adaptability, though emotional regulation remains somewhat challenging under pressure. A significant strong positive relationship exists between self-compassion and resilience, indicating that more self-compassionate teachers better manage emotions, adapt, and solve problems.

It is recommended that the Department of Education incorporate self-compassion and resilience training into teacher development programs, including emotional regulation and mindfulness modules. School leaders should create supportive environments by promoting wellness activities like mindfulness sessions and peer support groups. Teachers are encouraged to practice self-care, emotional awareness, and view challenges as growth opportunities to enhance resilience. Although students were not the study's focus, emotionally resilient teachers positively impact them, so schools should also promote emotional literacy and kindness. Future research should replicate and expand this study in varied settings and explore teachers' experiences with stress and self-compassion through qualitative methods.

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